



SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

Social software, software that enables people to connect with one another online, is a well-established phenomenon that has continued to grow and develop since the inception of the Internet. While Facebook and MySpace are relatively new types of communication venues,¹ computer users have been chatting in online forums such as IRC² or the WELL³ and communing in virtual worlds and using wikis⁴ since the 1980s. Social software has, however, become much more accessible to the casual computer user since the development of the World Wide Web in 1994. The Web enabled online communication to transition from a strictly textual format to the visual, facilitating the development of the user friendly media sharing sites, wikis, blogs and other types of social software that we are familiar with today. Related to social software is the idea of “Library 2.0,” or enhancing library resources and services using social software, to reach users outside the walls of the traditional library. While many libraries had been experimenting with social software prior to 2005, this philosophy of extending services and communication beyond traditional models became very prominent in the literature and practice after this date.

In the last few years the use of social software has grown enormously in society. MySpace.com attracted more than 114 million visitors in June 2007, a 72% increase in one year, while Facebook grew 270%, to 52.2 million visitors. While a growing number of libraries have adopted social software as a way to further

interact with library patrons and library staff, many things are unclear about the use of social software in ARL member libraries. This survey was designed to discover how many libraries and library staff are using social software and for what purposes, how those activities are organized and managed, and the benefits and challenges of using social software, among other questions. For this study social software was broadly defined as software that enables people to connect with one another online. The survey asked about ten types of applications: 1) social networking sites; 2) media sharing sites; 3) social bookmarking or tagging sites; 4) Wikis; 5) blogs; 6) sites that use RSS (Really Simple Syndication) to syndicate and broadcast content; 7) chat or instant messaging (IM) services; 8) VoIP (Voice over Internet Protocol) services; 9) virtual worlds; and 10) widgets.

Background

This survey was distributed to the 123 ARL member libraries in February 2008. Sixty-four libraries completed the survey by the March 14 deadline for a response rate of 52%. All but three of the responding libraries report that their library staff uses social software (95%) and one of those three plans to begin using social software in the future. The other two completed the survey at this point. Fifty-nine libraries provide user assistance via chat or instant messenger (94%), 54 use wikis (86%), 53 employ RSS to disseminate information to users (84%), 52 blog (82%), 45 use widgets such as MeeboMe (71%), 44 participate in so-

cial networking sites such as Facebook (70%), 35 have implemented tagging (55%), and 39 libraries make use of media sharing sites such as Flickr or YouTube (62%). Survey results indicate that the most broadly adopted social software, chat or instant messaging, was also the earliest implemented social software. While one respondent was using instant messenger for reference and another was using chat for internal communication as early as 1998; the earliest use of this type of social software dates back to 1993.

While chat and instant messaging have been in use for several years, use of other types of social software in libraries is very recent. Beyond isolated cases, a steadily increasing number of ARL member libraries began implementing social software in 2005, with the largest rate of adoption being in 2007. For example, one of the responding libraries was blogging in 2001, but others adopted it much later; 13 institutions began using blogs in 2005, another 16 began blogs in 2006, and 17 others started in 2007. RSS was adopted by 19 libraries (30%) in 2006, though one was experimenting with RSS as early as 2004. Five libraries reported using wikis as early as 2004. Use of wikis has steadily grown; six respondents report using the software in 2005, 15 in 2006, and the largest number, 22, in 2007. While many libraries (13) were experimenting with social networking sites in 2006, the majority (20) began using Facebook and other sites in 2007. Other social software, such as media sharing sites, tagging or folksonomies, and virtual worlds, were largely adopted in 2007. The type of social software with the highest rate of adoption in this past year was widgets. In 2007, thirty of the responding libraries deployed software such as MeeboMe chat widget, catalog searching plug-ins and the LibGuides widget on their Web sites.

Social Software Beginnings

When asked about the impetus for implementing social software, 80% of the survey respondents said it was a grassroots effort by individual librarians or other staff. Slightly more than half said it grew out of a pilot project in a specific department (probably

reference based on the IM, chat, and virtual reference software that was used first by many respondents.) Twelve (20%) said it was a recommendation from library administration and ten (16%) that the IT department recommended it. Only five (8%) said that library users requested it.

Overall, libraries hope that the use of social software will increase user awareness of library collections and services (56 or 92%), help deliver services to library users (53 or 87%), and establish rapport with users in online environments (48 or 79%). Nearly 60% hope to support faculty in teaching and learning, and 41% want to gain a better understanding of users' online behavior. Several respondents also wanted to enhance staff communication.

Types of Social Software or Networking Used

At the time of the survey, all but a few of the 61 respondents (54 to 60) were using chat or IM, RSS, blogs, and wikis. The majority (43 to 48) were using widgets, social networking sites such as Facebook and MySpace, social bookmarking or tagging sites such as del.icio.us and LibraryThing, and media sharing sites such as YouTube and Flickr. Fewer libraries are using Voice over IP services (25 respondents) or have a presence in the virtual world Second Life (21 respondents). Twenty-three respondents reported the use of a variety of other applications, including the LibX toolbar in their Firefox browser, podcasting, Twitter, Google maps, SharePoint, and LibGuides, among others.

Examples of Social Software Used

For each of the ten types of social applications, respondents were asked to provide an example of the site, software, or service used, the year it was first used, a description of how it was being used, and the goal for using that particular tool. Following is a brief summary of each type of application.

Social Networking Sites

Thirty-three of 43 respondents (73%) currently have a Facebook page and four (9%) have one in develop-

ment. Two of these also have a MySpace presence. Most respondents implemented their site in either 2006 or 2007. Typical uses include promoting library resources and services, communicating with staff and users, and searching library catalogs and other online resources. For example, several libraries place ads promoting services and events in Facebook; one used an ad “to recruit for focus group participants.” Many are embedding applications in social networking sites that will search the catalog or databases, and widgets that connect to the local Ask A Librarian service. The main goals for using this tool are to connect staff with users, users with users, and staff with staff to share information, market library services and facilitate communication.

Media Sharing Sites

Thirty-nine respondents report using media sharing sites. Flickr and YouTube are the most popular (20 or 50% and 11 or 28%, respectively). Only two use iTunes University. Most began using these sites in 2007. Libraries are posting photo tours, promoting events and exhibits, showcasing digital collections, marketing services such as Ask A Librarian, streaming instructional videos, and providing updates on building or renovation projects. For example, one institution posts photos from the university archives on Flickr, “to provide access to them in a space where users might be more likely to find them and comment on them.” The main goal is to connect staff, users, alumni, and the general public to share information.

Social Bookmarking or Tagging Sites

Thirty-four respondents use bookmarking or tagging site, mostly del.icio.us (22 or 61%). Three report using LibraryThing. One or two mentioned Connotea, Digg, and tagging within the library catalog. Librarians are creating subject guides and webliographies, even using such software as a way to create course-specific instructional guides “on the fly” using course numbers as tags. Tagging is also used to promote new acquisitions, and track answers to difficult reference

questions. The goal of tagging is most often to enable discovery of and share useful information with users.

Wikis

Fifty-three respondents report the use of Wikis in their libraries. One was implemented in 2002 and several more began in 2004 and 2005, but the majority of Wiki users (37 or 70%) started in either 2006 or 2007. Three began in early 2008. Most of the Wikis are used to support staff communication, training, and projects. A few libraries have turned the library FAQ into a Wiki. Others support chat reference or instruction. For example, one library uses a wiki to provide reference assistance to an undergraduate class of 7800 students in their research assignment, taking the “pressure off the Reference Desk.” The main goal for using Wikis is to share information, facilitate communication, and create content among library staff and to a lesser extent between staff and users and between staff at different institutions.

Blogs

Fifty-two of the responding libraries have implemented one or more blogs, mostly between 2005 and 2007. Many blogs are used to announce library news to the general user community; others are targeted to specific departments or user groups. One library blog features “research ideas ripped from the headlines” for undergraduates. Some blogs are for library teams or committee work. Not surprisingly, the main goal of blogs is to share information among staff and users.

RSS

Fifty-three respondents have enabled RSS on their library Web pages. Implementation began in 2003 and reached a peak in 2006 and 2007. RSS is used to alert users about new services, collections, events, and faculty publications; to report services outages; and to provide another connection to library blogs, subject guides and course pages. As with blogs, the main goal of RSS is to share information among staff and users.

Chat and Instant Messaging

All but a few of the respondents have implemented a chat or IM service. These services began as early as 1993 and have experienced fairly steady growth since then, reaching a peak in 2007. Commercial IM services include AOL Instant Messenger, Yahoo Messenger, GoogleTalk and Windows Messenger. Vendor-based chat services include QuestionPoint, LiveAssistance, Tutor.com, and LivePerson. Meebo was also frequently mentioned as an IM aggregator, enabling librarians to easily monitor multiple IM services simultaneously. The distinction between chat and IM is blurring and the terms are now often used interchangeably. These tools are primarily used to provide reference service and enable timely communication.

Voice over IP Services

Only 18 respondents reported using a Voice over Internet Protocol service. The earliest reported use of VoIP was for an intra-university service, "CU-See-Me" in about 1996. This was a point-to-point communication device for patrons to ask reference questions. Today, most respondents are using Skype. They use this service to communicate with international project partners, distant education students and faculty, and off-campus team members. The main goal for using this tool is to share information between staff at different institutions.

Virtual Worlds

Eighteen respondents have a presence in the virtual world Second Life. Eleven of these implemented the presence in 2007. Most respondents admit that they are still experimenting. Already librarians are providing reference service, access to the library catalog and Web site, virtual meeting and lounge space, and weekly brownbag sessions in this online environment. Their main goal for Second Life is to provide virtual training and meeting opportunities for staff and library users.

Widgets

Forty-six libraries report using widgets. Most are using chat widgets, primarily MeeboMe; a few are using search widgets such as iGoogle and browser toolbars. Meebo widgets are being integrated into Web pages, library guides, and course sites to enable easier communication between library users and staff. Facebook widgets have been developed that allow users to search the library catalog. iGoogle widgets allow users to embed a search box for library resources in their own Web page. For example, "many subject librarians are adding the Meebo widget to their online profile pages to allow users to communicate with and contact them more easily." The main goal of these tools is to facilitate communication between library staff and users.

Organization and Management

Almost half of the respondents reported that social software initiatives and activities are not coordinated, rather individual staff are responsible for their own activities. Only ten libraries have a standing or ad hoc committee or other group that implements or manages these initiatives. Management falls under a specific department at four libraries. Sixteen respondents described another management structure. Most indicate that responsibility for these activities is spread across the library.

Staff participation in the use of almost every social software application is voluntary. When participation is required, it is most likely to be for chat and IM for reference librarians or Wikis for committee work. The survey asked whether voluntary use of these tools is encouraged and if so, how. Eighty-two percent of respondents said they do encourage staff to participate. Workshops and other presentations have been used most often to demonstrate the software and discuss how it can be used. Training programs, practice sessions, and one-on-one training have been effective. Several respondents mentioned the importance of strong administrative support, too.

The survey asked how many library staff (FTE) participate in each of the ten types of social software

activities. It then asked what percentage of the total number of staff that FTE represents. The number of FTE ranged from as few as .10 to as many as 280, depending on the type of activity. The FTE averages indicate that more staff participate in Wikis, VoIP, chat or IM, blogs, and social networking sites. Similarly, the percentages of total staff ranged from .10% to 100%. These averages confirm that more staff are using VoIP, Wikis, chat or IM, blogs, and social networking sites. It was difficult for respondents to estimate how many hours per week individual staff members spend on social software activities. Estimates ranged from half an hour to 20 hours per week with a mean of 3.2 and a median of 2 hours.

Staff Training

All 59 respondents said that self-study is how library staff have learned about social software. Fifty-seven (97%) also report on-the-job experience as a training method. Other common methods include workshops taught by local librarians, professional development workshops, and webinars. Eleven report that the parent institution provides training.

Promoting Social Software to Users

All but a few of the respondents use links on the library Web page to promote social software participation to users. A majority also makes announcements during orientations and instruction sessions, send e-mail notices, and distribute flyers, handouts, and bookmarks. Just under half provide training for interested users and embed ads and links in social software sites. Slightly more than a third include links in courseware. Other promotional methods include newspaper articles, screen savers on public workstations and coffee shop screens, and “word of Web.”

Assessment

Just over half of the respondents have attempted to evaluate the use of social software. The 30 that have primarily rely on the volume of hits or level of participation to measure success. Other methods that have been used to assess the effectiveness of social

software activities include surveys, analysis of chat and IM transcripts, and usability analysis.

Benefits and Challenges

Respondents were asked to list up to three benefits and three challenges of using social software in their libraries. The top three benefits, by number of responses, are enhanced visibility/presence/access, communication, and marketing/promotion/public relations. Other benefits include better collaboration, improved service, and resource discovery. The top two challenges are finding the time to learn and use the tools, and developing staff expertise/training staff. These are followed by the related challenges of competing priorities, getting staff buy-in, and keeping up with technology.

User Privacy

More than half of the respondents (33 or 57%) expressed some concern with the privacy implications of social software usage in their libraries. Most concerns are about the privacy of users’ personal information and how that information is tracked and stored. Few report that there have been any problems, so far, but some are looking at developing policies for social software use. Others are attempting to educate users about the implications of sharing personal information in online environments.

Conclusion

It is clear that the use of social software in ARL member libraries has rapidly increased—from two institutions in 1996 to 63 institutions in early 2008. The range of social software applications has also diversified in that time span—from chat and instant messaging in 1996 to ten, or more, types in 2008. Accompanying this diversification, social software has also been streamlined to some extent. A decade ago libraries implemented one, or perhaps two, applications. Today, libraries implement multiple applications as part of larger integrated tools, e.g., subject guides that are part wiki, part blog, part instant messaging, part social tagging, etc., and social networking sites that

are part widget, part media sharing applications, part instant messaging, etc. While the data in this survey offers a snapshot of the past, it also offers a glimpse of the future. Whatever the future holds, it is certain that ARL libraries will continue to offer and expand upon the social software offerings of today.

Notes

¹ Yadav, Sid. "Facebook – The Complete Biography." *Mashable: Social Networking News*. August 25, 2008.

<http://mashable.com/2006/08/25/facebook-profile/> Viewed July 18, 2008.

² Ronan, Jana. 2003. *Chat Reference*. Libraries Unlimited, p. 2.

³ The WELL. 2008 Salon Media Group Inc. 101 Spear Street, Suite 203, San Francisco, CA 94105

<http://www.well.com/aboutwell.html> Viewed July 18, 2008.

⁴ "Social Networking Timeline." *Searcher* 15 no. 7 (July 2007): 38.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Social Software in Libraries was designed by **Matthew Bejune**, Assistant Professor of Library Science, Purdue University, and **Jana Ronan**, Interactive Reference Coordinator, University of Florida. These results are based on data submitted by 64 of the 123 ARL member libraries (52%) between February 19 and March 14, 2008. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

In the last few years the use of social software has grown enormously. MySpace.com attracted more than 114 million visitors in June 2007, a 72% increase in one year, while Facebook grew 270%, to 52.2 million visitors. The Pew Internet & American Life Project reports 48% of adults have visited video-sharing sites such as YouTube. Many authors who write about online social software emphasize the community of such sites, where users mingle for social, political, or research purposes, creating and sharing information or just having fun. Secker and Price (2007) identify the following characteristics: 1) development of social networks; 2) content created by users; 3) user profiles; and 4) folksonomies or tagging. Boyd and Ellison (2007) define social software as, "Web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their list of connections and those made by others within the system." They "allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others."

A 2007 OCLC report splits social software into two categories: social networking sites—those primarily designed to facilitate interaction between users who share interests, attitudes, and activities—and social media sites—those that allow individuals to share content they have created. While this categorization is logical, the distinction between the categories has eroded since OCLC did their study. Today, many social networking sites include applications that support media sharing and similarly, many media sharing sites include applications that support social networking.

For this study social software is broadly defined as software that enables people to connect with one another online. This includes, but is not limited to, ten types of applications: 1) social networking sites like MySpace, and Facebook; 2) media sharing sites like YouTube, and Flickr; 3) social bookmarking or social tagging sites like del.icio.us and LibraryThing; 4) Wikis like Wikipedia, and the Library Success: A Best Practices Wiki; 5) blogs like LiveJournal, and Blogger; 6) sites that use RSS (Really Simple Syndication) to syndicate and broadcast content including Web pages, blogs, podcasts, and Twitter; 7) chat and instant messenger services like AOL Instant Messenger, and Meebo; 8) VOIP (Voice Over Internet Protocol) services like Skype and Google Talk; 9) virtual worlds like Second Life; and 10) widgets developed by libraries like Facebook applications, Firefox

catalog search extensions, etc., and widgets implemented by libraries like MeeboMe, Firefox plugins, etc. Social software also includes applications that integrate combinations of the above types of social software.

While a growing number of libraries have adopted social software as a way to further interact with library patrons and library staff, many things are unclear about the use of social software in ARL member libraries. How many libraries have adopted social software? What, why, and how are they using social software? How many staff are using such software? How are activities organized and managed? What are the benefits and challenges to using social software in libraries? How are libraries evaluating participation and usefulness? This survey is designed to answer these and other questions regarding the use of social software in the ARL community. Much can be learned from sharing and examining current practices.

Note: In this section survey response data is presented. Responses were categorized by emergent themes. Response categories were created when there were two or more examples of a given theme. Responses that could be categorized into multiple categories, or those that would have fallen in categories with only one response were designated "Other."

BACKGROUND

1. Is your library using social software as described in the introduction? N=64

| | | |
|------------|----|-----|
| Yes | 61 | 95% |
| No | 3 | 5% |

2. If your library is not currently using social software does your library plan to do so in the future? N=3

| | | |
|------------|---|-----|
| Yes | 1 | 33% |
| No | 2 | 67% |

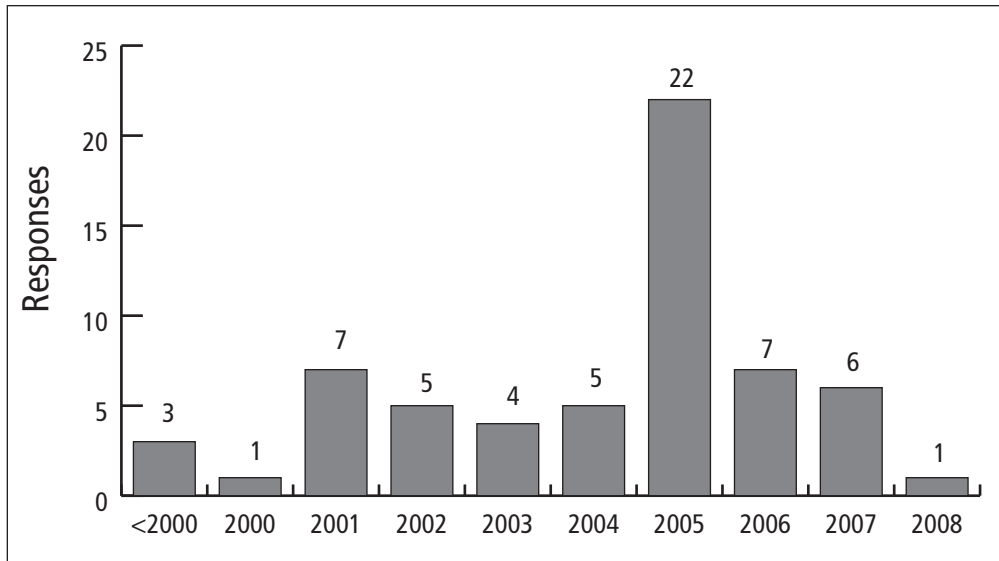
If yes, please answer as many of the following questions as possible.

SOCIAL SOFTWARE BEGINNINGS

3. Please enter the year in which your library first began using social software and the first type(s) of software/service used. N=61

Year

Range: 1996 to 2008



Software/Service

<2000

IM (interlibrary communications)

CU-C Me (VOIP)

Inter-office chat communication, then chat reference

2000

Home-grown chat

2001

Chat/instant messenger

LiveChat, Tutor.com, IM

IM

Wikipedia, IM, blogs

LSSI virtual reference software

AOL Instant Messenger

Instant Messaging/Chat

2002

Online chat software for reference

Ask a Librarian LIVE - online chat reference service

iChat

AskLive - IM reference using QuestionPoint

Live chat developed as part of QuestionPoint software

2003

Blog for eHelp (virtual reference service)

Blog

OCLC QuestionPoint, Movable Type, Media Wiki

QuestionPoint

2004

RSS Feeds, Blogs

IM, Blogs, RSS, Social Networking

Wiki

Blogs

IM

2005

QuestionPoint; Flickr; Blog; RSS

Reference Blog using Case's Movable Type Service

Bloggging

Wiki

Blog

Wiki and blog

Instant messenger service

Instant Messaging

Wiki

Internal Wiki

Internal blog

Blogger

Wordpress blog for our news

Blogs (Wordpress)

RSS and Blogs

RSS

Instant messaging service

Blog software locally developed/implemented by campus IT

Blogs

Meebo/IM chat

Blogs, Wikies, Facebook

Staff intranet based on Plone

2006

Blogs and Wikis

Blog

Wiki

Instant messaging/chat

IM reference, blog

Facebook; widgets; blogs

Wiki

2007

Wiki

Facebook

Facebook

RSS and Wikis

Flickr

Social networking, virtual worlds, Wikis, blogs

2008

Blogs

Number of Libraries that Began Using Social Software Application Each Year

| Application | <2000 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Pending | N |
|----------------------------|-------|------|------|------|------|------|------|------|------|------|------|---------|----|
| Overall | 3 | 1 | 7 | 5 | 4 | 5 | 22 | 7 | 6 | 1 | | | 61 |
| Chat or IM services | 3 | 1 | 6 | 7 | 2 | 5 | 8 | 10 | 12 | 3 | | | 57 |
| RSS | | | | | 1 | 5 | 8 | 19 | 17 | 3 | | | 53 |
| Blogs | | | | | 1 | 3 | 13 | 16 | 17 | 2 | | | 52 |
| Wikis | | | | 1 | | 5 | 6 | 15 | 22 | 3 | | | 52 |
| Widgets | | | | 1 | | | | 5 | 30 | 6 | 1 | | 43 |
| Social networking sites | | | | | | 1 | 3 | 13 | 20 | 3 | | 3 | 43 |
| Social bookmarking/tagging | | | | | | | | 4 | 22 | 7 | | 2 | 35 |
| Media sharing sites | | | | | | | 1 | 6 | 22 | 5 | | 4 | 38 |
| VOIP | 1 | | | | | | 3 | 3 | 10 | 2 | | | 19 |
| Virtual worlds | | | | | | | 1 | 2 | 11 | 2 | | 3 | 19 |

4. What was the impetus for implementing this social software in your library? Check all that apply. N=61

| | | |
|---|----|-----|
| Grassroots efforts by individual librarians and staff | 49 | 80% |
| Pilot in a specific department | 32 | 53% |
| Recommendation from library administration | 12 | 20% |
| Recommendation from library IT department | 10 | 16% |
| Identified as an objective in the strategic plan | 9 | 15% |
| Requests from users | 5 | 8% |
| Recommendation from parent institution | 1 | 2% |
| Other | 7 | 12% |

Please describe other impetus.

"Desire to market resources to student community."

"Co-developed a Dspace plugin for 'Comments' in the institutional repository."

"Communications between the distributed team of librarians."

"Grassroots effort by reference librarian group within a consortium to which BU Libraries belong."

"New cubicle work environment necessitated use of chat for day-to-day office communication. Began considering chat for reference service as a result."

"Such software was discussed at a meeting as a possible management and training tool."

"With Web site redesign, decided to use RSS and blog software to communicate effectively with students. This had arisen in focus groups."

5. What objective(s) does the library hope to achieve through the use of social software? Check all that apply. N=61

| | | |
|--|----|-----|
| Increased user awareness of library collections and services | 56 | 92% |
| Delivery of services, such as reference assistance, to users | 53 | 87% |
| Establish rapport with users in online environments | 48 | 79% |
| Support for faculty in teaching and learning | 36 | 59% |
| Gain better understanding of user online behavior | 25 | 41% |
| Other | 15 | 25% |

Please explain other objective.

Communication

"Better communication among staff (via Wikis)."

"Better internal communication."

"Collaboration and communication among library staff."

"Communication re 2005–2006 renovation of library building."

"The Wiki was originally for in-house communication and development. It was open to view through Google and several of our Wikis were well respected early on. The blogs were both discipline specific and topic specific (like Information Literacy)."

Other

"Enable the existing networks of trust on campus to operate in a more integrated way with library services. Also to encourage more interactivity with our user community."

"Enhanced pedagogy."

"Explore new methods for service delivery while these technologies are still in the formative stages."

"Faculty involvement in the library."

"Increased access to libraries search tools in a variety of online environments."

“Increased convenience for users; provide students with tools not otherwise available on campus; improve presentation for digital collections.”

“Instruction.”

“Staff working together on projects.”

“Support subject liaison librarians; public relations; marketing services to users.”

“Use Wikis to track and document specific projects.”

TYPES OF SOCIAL SOFTWARE OR NETWORKING USED

6. Please indicate whether your library is participating in or plans to participate in any of the following types of social networking/sharing services. Check all that apply. N=61

| | Yes | No | N |
|---|-----|----|----|
| Chat or instant messenger services | 60 | 1 | 61 |
| RSS (Really Simple Syndication), e.g., libraries Web pages with RSS, podcasts, etc. | 58 | 2 | 60 |
| Blogs | 54 | 5 | 59 |
| Wikis, e.g., a Wiki used as a subject guide, a Wiki used as Intranet, etc. | 54 | 6 | 60 |
| Widgets, e.g., MeeboMe, Plugoo, etc. | 48 | 9 | 57 |
| Social networking sites, e.g., MySpace, Facebook, Ning, etc. | 45 | 13 | 58 |
| Social bookmarking or social tagging sites, e.g., del.icio.us, LibraryThing, user generated tags in the library catalog, etc. | 44 | 15 | 59 |
| Media sharing sites, e.g., YouTube, Flickr, Photobucket, etc. | 43 | 11 | 54 |
| VOIP (Voice Over Internet Protocol) services | 25 | 28 | 53 |
| Virtual worlds, e.g., a library presence in Second Life, World of Warcraft, etc. | 21 | 31 | 52 |
| Other | 23 | 18 | 41 |

Note: Questions 7 through 17 provide details about each social software application.

EXAMPLES OF SOCIAL SOFTWARE USED

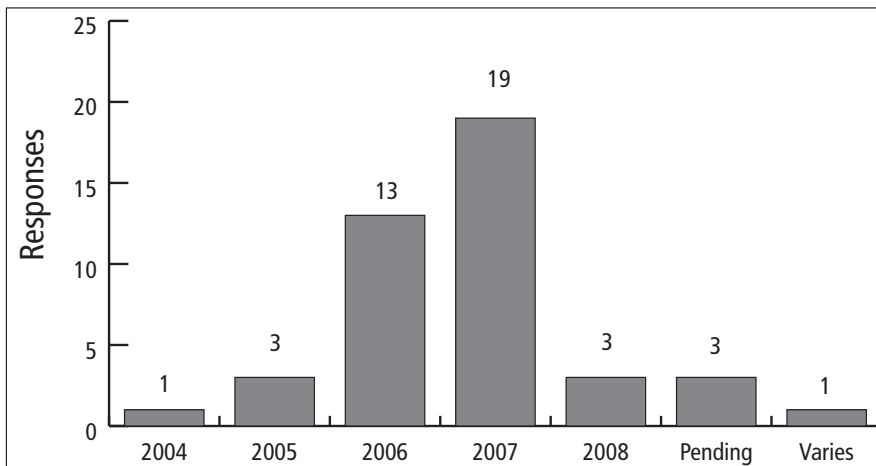
For each type of software/service used, please indicate below an example of the specific site/software/service, a URL for the example, the year it was first used, a brief description of how it is being used by your library, and the main goal for using this particular tool. Please provide links to additional information about the site/software/service in the Call for Documentation at the end of the survey.

7. Social networking sites, e.g., MySpace, Facebook, Ning, etc. Specify an example of a social networking site used by your library. N=43

| | | |
|----------------------------|----|-----|
| Facebook | 33 | 73% |
| Facebook in development | 4 | 9% |
| MySpace | 4 | 9% |
| Science Library fan site | 1 | 2% |
| Virtual Learning Commons | 1 | 2% |
| Unspecified in development | 2 | 4% |

Year first implemented

Range: 2004 to 2008



Brief description of how the library is using the site.

Marketing, Publicity, and Promotion

"To publicize Learning Commons and the services therein."

"To market library services and resources to Facebook users."

"Site promoting science resources and services."

"The Facebook profile is used to promote library services and reach out to library users. The Libraries has also purchased rotating banner ads for promotion purposes. Individual librarians use their personal accounts for outreach as well."

"Used by individual librarians on their course pages to connect with students and promote library services. [Facebook and MySpace]"

"Library has an institutional profile; multiple librarians have profiles; promote the use of library-related applications such as the libguides application."

"Mostly PR, but also IM a librarian. Post flyers and marketplace ads looking for usability survey participants. Applications for viewing library hours and searching our OPAC."

"A unit library has established a presence in Facebook to assure official management of the library's public image. Most unit libraries are still exploring potential applications, and few have used it for marketing and for recruiting focus group participants. Librarians have also established a library-wide group. Many librarians use Facebook as a professional networking tool."

"Promote events and services."

"Page developed by Rivera Library Reference Department to promote workshops and other services."

"The Libraries use the site to communicate with and market to individuals interested in the Libraries. The site links to library tools, announces new services and resources, and is a link for Facebook members to contact a librarian. Many librarians also have personal accounts on Ning, MySpace, and Facebook and use them to communicate and connect with constituents."

"Set up Facebook event page to promote library orientation activities; published Facebook flyers for same."

Communication

"Staff use it as a communication tool and supervisors of student workers also use it as a tool to communicate with student workers."

"Individual librarians and staff are using Facebook to communicate with each other and with users. In addition, we have established a Facebook page for all UCI Libraries employees and are experimenting with the development of a user oriented Facebook page."

"Communication tool between reference staff and users. 'This group is designed to connect students to the library. Find out where to get answers to questions, connect with librarians or chat about the library!'"

Searching

"Facebook application for searching library catalogue and other services. Subject Librarians use Facebook groups to connect to users, unit library Facebook groups."

"Use the application to search library resources."

"We wrote a Facebook app for searching our catalog and e-resources."

"An application was created for Libraries users in Facebook. The application features the ability to search the catalog and ProQuest, in addition to central library information links (hours, course reserves, etc...) and access to ASK!, the Libraries' online reference service. Over 1600 users have installed the Libraries' Facebook application since its debut in September 2007. In addition to the Libraries Facebook application, Penn State Librarians have personal profiles in Facebook (a number of librarians connect with patrons and conduct reference transactions within Facebook) and have established Penn State Libraries-specific Pages, Groups, and Events."

"There is a small catalogue search application. Three branch libraries have set up pages or groups for themselves."

Facebook in Development

"To be determined."

"Plan to create a Facebook application for students to connect with each other for group study. In development."

"Not much at the moment."

"Still experimental."

Unspecified in Development

"This is something we are currently investigating."

"We have not yet made anything. We are planning on it. We are thinking of creating a Facebook application. But first we have to come up with one that will actually be used. Is there a way to use Facebook to tie people together through the library resources they use and recommend? Is there a way to tie Facebook and Refworks together? We want to go beyond just giving patrons another way to search the catalog."

Other

"The library has a group page, a 'fan' page, and a search application in Facebook. We use them to provide library searches and service to students in an environment where they spend lots of time, and to provide a more human face on the institution."

"We began with a Facebook profile in summer 2006. When Facebook started shutting down profiles, we switched to a Facebook group. We then moved to a Facebook page the day that service was launched. We use Facebook as just one more way to promote the library. Students can chat with a librarian, search the catalog, or post a comment about the library."

"Account was created to allow users of Facebook to be a fan of the library."

"Journal club discussion in health sciences disciplines. [MySpace]"

"Connect users via a medium they already use frequently. Embedded MeeboMe widget to enable reference access within MySpace. Embedded library catalog search box."

"The Libraries are using a university-based social networking site to provide basic information, tutorials, research guides to different communities of users."

"For professional networking and for internal community enhancement."

"Individual librarians have profiles and communicate/collaborate online; Facebook groups are being used for libraries, subject resources, committee groups, publicity for Libraries-related events/contests..."

"Used to recruit for focus group participants (advertisement, also used by individual library staff members.)"

"Several units within the UVa Library have created Facebook profiles, including Brown SEL, Scholar's Lab, Digital Humanities, and Digital Media Lab. Alderman Library plans to create a profile in 2008. The Scholars' Lab, for example, seeks to inform its patrons of upcoming events, to increase knowledge of our services among students, and generally identify and connect with its user community."

"Use varies depending on the primary user group. Our Bothell campus library uses Facebook to keep users updated on library news and events. Library staff use Facebook as a way to keep in touch with one another

and to broaden our professional social network. Some groups/committees on campus also use Facebook as a way to communicate. MySpace is used by our media center to promote a radio show.”

“Used to share information about Rutgers Libraries on Facebook.”

“Outreach to students to share information and links to useful sources.”

“Librarians have individual profiles and use Facebook (and to a lesser extent MySpace) as a component part of liaison and outreach activities. Our presence is primarily through the individual liaison librarians. We also provide links for our Admissions office to include in their admitted students Facebook group.”

Please indicate the main goals for using this particular tool. Check all that apply. N=44

| | To develop tools | To enable discovery | To share information | To create content | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|---------------------|----------------------|-------------------|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff with library users | 6 | 29 | 34 | 9 | 34 | 31 | 30 | 1 | 37 |
| Connecting library users with library users | — | 12 | 17 | 3 | 12 | 14 | 17 | 2 | 26 |
| Connecting library staff within your library/institution | 8 | 12 | 20 | 7 | 11 | 16 | 20 | 2 | 27 |
| Connecting staff at different library institutions | 2 | 6 | 16 | 2 | 10 | 12 | 17 | 2 | 21 |
| Connecting other groups | 2 | 3 | 4 | — | 3 | 5 | 5 | 2 | 7 |

Please describe the “other groups.”

“Alumni.”

“Alumni, previous coworkers, others in the community.”

“May look at alumni.”

“Connecting IT staff with Libraries staff: University IT staff worked with Libraries faculty and staff to collaboratively develop the Libraries’ Facebook application. Informal interaction between IT and Libraries staff on Facebook has helped build rapport and enhance communication between these two groups.”

“Database and information providers, other libraries, professional associations, library-related issues, etc.”

“University Lecturers for English I classes.”

Please describe the other type(s) of experience(s) and the corresponding group.

“One of the particular uses of this page is to reach out to the English Lecturers, who are generally part-time,

contact faculty. This site helps to connect them and their students with librarians and library services and content.”

“Connecting library users with library users to collaborate on class assignments.”

“Facebook utilized for communication with students in ‘for credit’ classes. General undergraduate outreach and rapport building. Staff social groups (library softball team communication).”

“For library staff, using Facebook is a way to better familiarize ourselves with the tools and communication modes used by many of our students.”

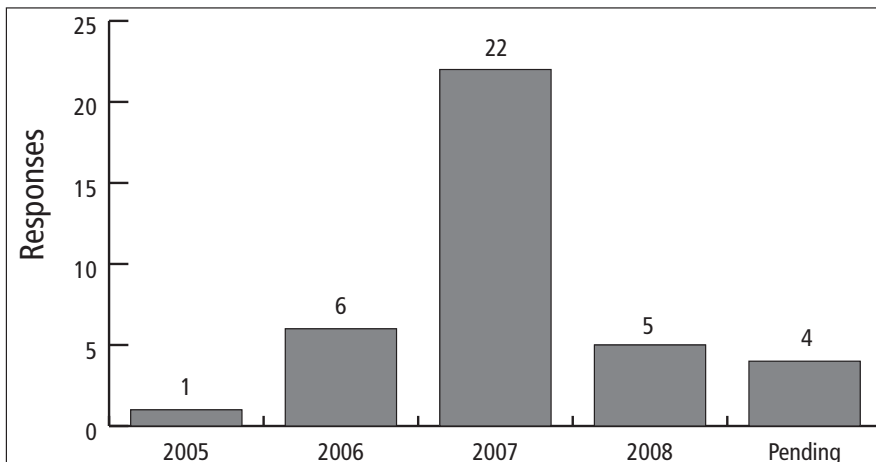
“Officially only used to recruit (see above); informally used to learn more about the social networking environment and to keep in touch (within library staff).”

8. Media sharing sites, e.g., YouTube, Flickr, Photobucket, etc. Specify an example of a media sharing site used by your library. N=39

| | | |
|---------------------|----|-----|
| Flickr | 20 | 50% |
| YouTube | 11 | 28% |
| iTunes University | 2 | 5% |
| ContentDM | 1 | 3% |
| SlideShare | 1 | 3% |
| Instructional video | 1 | 3% |
| In development | 4 | 10% |

Year first implemented

Range: 2005 to 2008



Brief description of how the library is using the site.

Photo Sharing

"For pics on Learning Commons blog."

"Photo sharing."

"MSU Libraries online photo tour. Also highlight library services that are available to the users."

"The Libraries established a photo pool on Flickr to enable photo posting and sharing from different Libraries' related events."

"Using for building renovation photos."

"To store, organize, and share photographs of the library and its activities."

"University Archives has posted photos from its collections on Flickr to provide access to them in a space where users might be more likely to find them and comment on them. Other departments have also used Flickr for informal sharing of photos from library events, etc."

"We launched a Flickr page with the opening of our new Information Commons, the Hub. We began posting photos during the renovation process, and continued to post photos through our dedication and grand opening. We continue to post photos of events and happenings in the Hub nearly every day."

"We've uploaded photos of our library spaces and some library events to make them more widely available."

"Collect photos of the Graduate Library for PR. Highlight special exhibits and events. Special projects for Outreach."

"To share photos of new Learning Commons and to manage this content as it appears on library's Web site. To post photos from Special Collections photo archive."

"To share photos of library events with community; future use would include inviting users to add their photos."

"Flickr: We created a collection of images about skiing in Flickr; the images were drawn from our digital collections. This pilot project did not yield a great many more hits and thus was ended. YouTube: Used to house promotional videos about the library."

"Host photos."

"As part of a pilot project, 1) to share photographs from the Library's collections with people who enjoy images but might not visit the Library's own Web site; 2) to gain a better understanding of how social tagging and community input could benefit both the Library and users of the collections; 3) to gain experience participating in Web communities that are interested in the kinds of materials in the Library's collections."

Video Sharing

"Output instructional video."

"Subject-based pod/videocasts (music, architecture), events broadcasting."

"University Archives used YouTube to deliver information about history of the university to alumni, students and friends of the University — really the world."

"The Libraries runs the streaming media service for the campus. The University has enhanced channel status on YouTube."

"The Ask a Librarian ad was created to market library reference and research consultation services to students. YouTube provides the easiest vehicle for delivering the content and encouraging people to use it."

"Library held a contest for students to create a YouTube video on Yale Links —Yale's implementation of SFX."
"Using it to share archival videos."

"We just had a workshop on Web 2.0 and began posting some short videos made by staff."

Photo and Video Sharing

"Casual staff use for sharing both professional and entertainment information. Photos from conferences, clips from YouTube show in classes."

"Using YouTube, Slideshare, and Flickr for instruction, cultural programming. Library also offers workshops to patrons on using these sites."

In Development

"Flickr and YouTube may come in play when the Facebook site is started."

"Not using currently but plan to use. Example: delivering instruction to the community."

"The plan is to use in marketing local digitized photographs. It is not yet implemented."

"We'd like to begin using Flickr to promote special collections, or highlight library events. I'd also like to explore using YouTube (or like services) to give context sensitive instruction on how to use library tools."

Orientation

"To familiarize students with our graduate library: staff, facilities, tour."

"An introduction to the Science & Engineering Library, an overview of our services, resources, including pictures of the staff."

Other

"Librarians share presentations with each other (to embed presentations in training materials and subject pages, etc.)"

"Multiple projects and reasons. In this case, to publicize library resources and services."

"The National Library of Medicine is encouraging Latinos to use MedlinePlus to learn about health and wellness for their families and themselves. The campaign materials are available to anyone."

"To promote the usage of digital images derived from Special Collections."

"To provide wider access to collections."

"Metadata is created to describe the content and then we link out to the media files. This is a cooperative venture between the libraries and other departments at the University."

Please indicate the main goals for using this particular tool. Check all that apply. N=37

| | To develop tools | To enable discovery | To share information | To create content | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|---------------------|----------------------|-------------------|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff with library users | 4 | 23 | 28 | 11 | 23 | 19 | 17 | 3 | 30 |
| Connecting library staff within your library/institution | 4 | 8 | 16 | 9 | 7 | 8 | 11 | 1 | 20 |
| Connecting staff at different library institutions | 2 | 7 | 14 | 4 | 7 | 8 | 5 | — | 16 |
| Connecting library users with library users | — | 7 | 11 | 2 | 8 | 5 | 7 | — | 14 |
| Connecting other groups | — | 8 | 8 | 2 | 6 | 6 | 5 | 2 | 11 |

Please describe the “other groups.”

“Alumni.”

“Alumni, Friends of the Library.”

“Alumni, previous coworkers, others in the community.”

“Anyone on the Internet can use many of the media.”

“General public.”

“Members of the public that are not necessarily Library patrons or users of the Library’s Web site but that are interested in photographs.”

“Other educational institutions and the general public.”

“Students, faculty, and users beyond the library.”

“End users (not library staff).”

“Other University Archives.”

Please describe the other type(s) of experience(s) and the corresponding group.

“Creates opportunity to acquire information from the general public about the photographs from the Special Collections archive.”

“As noted above, to gain a better understanding of how social tagging and community input could benefit both the Library and users of the collections.”

"Allows for publicity about the university and attracts users who are interested in the content of the videos produced on campus."

"Connecting library staff within your library/institution: host training materials."

"To connect library users to library resources."

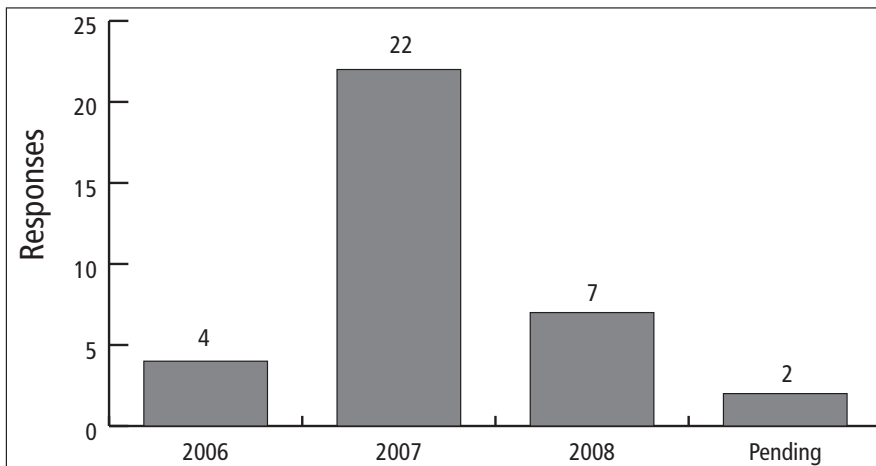
"We'd like to possibly use YouTube as a means to distribute instruction."

9. Social bookmarking or social tagging sites, e.g., del.icio.us, LibraryThing, user generated tags in the library catalog, etc. Specify an example of a social bookmarking or social tagging site used by your library. N=34

| | | |
|---------------------------------|----|-----|
| Del.icio.us | 22 | 61% |
| LibraryThing | 3 | 8% |
| Connotea | 1 | 3% |
| Digg | 1 | 3% |
| Flickr | 1 | 3% |
| Google Bookmarks | 1 | 3% |
| Primo | 1 | 3% |
| Scholar (as part of Blackboard) | 1 | 3% |
| Library Catalog Tags | | |
| Aquabrowser MyDiscoveries | 1 | 3% |
| Encore | 1 | 3% |
| MTagger | 1 | 3% |
| Within catalog | 2 | 6% |

Year first implemented

Range: 2006 to 2008



Brief description of how the library is using the site.

Subject Guides

"Del.icio.us tags in libguides."

"Library staff are using Connotea both as a place to store and share citations from their own research and to create the base of dynamic subject guides. Some librarians put resources in their Connotea account, and then embed an RSS feed from their Connotea library (or particular tags from their Connotea library) into subject guides, blog sidebars, course management sites, etc. We are also experimenting with using LibraryThing to create feeds of new and noteworthy books in the library collection."

"To collect resources in different areas and use RSS to display in subject guides."

"The Health Sciences Library uses del.icio.us as a way to create course-specific instructional guides 'on the fly' using course numbers as tags. Other health sciences libraries are also in the network, facilitating communication among librarians."

"Displaying tag cloud on subject page in library website. To share information, resources with other librarians."

"Several subject libraries and collections (Social Sciences Library, Business Library, Leisure Reading Collection) use LibraryThing to promote and easily connect users with new books received in specific areas."

"Generate the tags based on the subject headings. Users cannot add their own tags yet. This feature would be available in the next software release."

Courseware

"As part of Yale's Sakai course site, a suite of Web. 2.0 tools including a blog and a del.icio.us webibliography."

"Scholar is a social bookmarking site that is integrated into our Blackboard software; we teach workshops to faculty; we are integrating bookmarks for library resources so faculty and students can discover them and add them to their bookmark sites."

Internal Link Sharing

"For internal communication. The Online Instruction Working Group is using it to track useful Web sites. We have also used it at the reference desk for staff who are working on difficult reference questions. As desk staff change it's easy to see what other sites have been used to answer reference questions."

"We use del.icio.us mainly as an internal means to share links among library staff (although I love what MIT has done with del.icio.us and their reference links). We use LibraryThing to promote our popular reading collections at our two main libraries."

In Development

"We will be implementing tagging for our WebPac soon."

"LibraryThing is in the proposal stage."

"Still in preliminary planning stages."

"The site was created as part of our '23 things' learning program, Blue 2.0. We are just beginning to explore this technology."

"Tagging module to be implemented summer 2008. This will allow users to add their own tags and annotations to our catalog records."

"Again it was brought up at a Web 2.0 class for staff."

Other

"Tag library content."

"This is still being tested, but it's in use by a number of librarians and we will likely collate our bookmarks into a unified set soon. Many of the library faculty and staff also use other tools and we are currently developing our own internal tagging system (LibraryThing requires ISBNs and that limits our use of it, although we do have many individual accounts)."

"Collect useful links."

"The Business/SPEA Information Commons have installed a widget that allows users to bookmark their pages."

"User education librarian collects and tags citations of interest for the information literacy course he is teaching."

"The del.icio.us tags are part of a blog directed to nursing students. The tags link to all sorts of information from pandemic planning to Florence Nightingale and to other nursing blogs."

"We provide links to these (and other) bookmarking sites at the bottom of our Library News pages."

"Several individual librarians are using del.icio.us as a resource for library instruction and at the reference desk."

"Provide bookmarks to sites for student health services advocates. Students can add their own sites, too."

"Individual librarians use del.icio.us to feed content to sites. Others in unit libraries use del.icio.us internally to share interesting links. Unit libraries also offer workshops to patrons on using del.icio.us. Marketing

department uses del.icio.us to market library cultural programming.”

“Some of us are using del.icio.us tags to try and connect users with information they may not find otherwise. For example, there is a widget that will post your del.icio.us tags on your Facebook page.”

“To integrate our resources with the social bookmarking system del.icio.us, we have recreated our Virtual Reference site there. Del.icio.us users can easily add us to their network to keep up with new resources being added to the site. An RSS feed is provided for for users who wish to subscribe. The Virtual Reference Collection page on our site is being enhanced as well: We are using a tool called ‘FeedDigest’ to send the links from our del.icio.us account via RSS into our Web page. This makes it easier for the librarians authoring the page to keep it up to date. They simply enter new links into the del.icio.us account, and FeedDigest provides the glue that makes them also appear on our Web page.”

“People in the Emerging Technology Interest Group tag things on del.icio.us as a way of pointing out interesting things to other people in the group and the library system. Some librarians have their own del.icio.us accounts.”

“Kelvin Smith Library has leisure materials provided by Cleveland Public Library that are not listed in our formal catalog. We use LibraryThing to provide an online catalog for these materials.”

“Tagging available through Primo.”

“Social Bookmarking Integration within catalogue and Web site. We created short cuts within our library Web site pages and full records within the catalogue to allow users to bookmark that resource inside of their favorite social bookmarking tool.”

“MTagger: This is a homegrown tagging tool.”

Please indicate the main goals for using this particular tool. Check all that apply. N=34

| | To develop tools | To enable discovery | To share information | To create content | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|---------------------|----------------------|-------------------|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff with library users | 8 | 26 | 24 | 12 | 18 | 17 | 19 | 2 | 28 |
| Connecting library staff within your library/institution | 8 | 17 | 18 | 8 | 7 | 11 | 14 | 2 | 20 |
| Connecting library users with library users | — | 10 | 9 | 6 | 3 | 5 | 5 | 2 | 13 |
| Connecting staff at different library institutions | 1 | 7 | 7 | 2 | 5 | 2 | 4 | 1 | 9 |
| Connecting other groups | 1 | 3 | 3 | 1 | 1 | 2 | 1 | 3 | 5 |

Please describe the "other groups."

"Anyone using our site."

"Anyone who wants to access and collate items from library holdings."

"Members of the public that are not necessarily Library patrons or users of the Library's Web site but that are interested in photographs."

Please describe the other type(s) of experience(s) and the corresponding group.

"To gain a better understanding of how social tagging and community input could benefit both the Library and users of the collection."

"To connect faculty with their own students; to help establish librarians as technology leaders on campus."

"To bring in supplementary information from other online services to add 'extras' to the user's experience of picking materials from this collection."

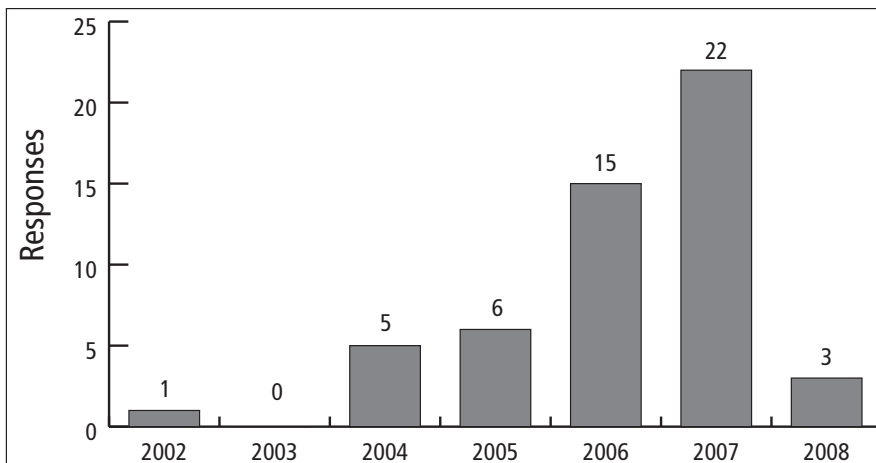
"We're still in the testing phase with this."

10. Wikis, e.g., a Wiki used as a subject guide, a Wiki used as Intranet, etc. Specify an example of a Wiki at your library. N=53

See below for descriptions of Wikis.

Year first implemented

Range: 2002 to 2008



Brief description of how the library is using the site.

Intranet/Staff Wiki

Confluence

The library is currently testing Confluence to be used as an intranet portal for library personnel.

Intranet

Intranet - sharing information and planning in groups/committees/departments, staff communication, student training.

Library Staff Wiki

The library uses the Wiki as a communication tool for all library staff. Each unit within the library has it's own Wiki.

Library Staff Wikis

Several departments at the University of Virginia Library employ internal Wikis that serve as places for announcements and knowledge bases. These Wikis are often used to train students or as a "fall back" information source when no full-time staff are present. In addition, the new collaboration suite "UVa Collab," based on the Sakai toolset, includes broad use of Wikis. To create content related to the work of communities, committees, task forces both within and outside the library. To share news and information that might otherwise be shared via email. It cuts down on email and also stores the information in a way that is more easily retrieved. Topics included in the blog include library-specific news, University news, higher education news, technology tidbits and more. Everyone on our library staff is able to contribute posts and comments to the blog.

TWiki (used as an Intranet)

Internal documentation for the Information Technology Services unit. Some other units within the organization also used the Wiki, but the syntax was difficult to learn, and thus the Wiki did not gain widespread use.

University of Connecticut Libraries' Staff Wiki

Training and communication within the library. Google searchable so it is a model for other libraries to see.

WolfWikis

WolfWikis is a Wiki service for the NCSU community to create their own Wikis (i.e., for classes, student organizations). The staff intranet also has a Wiki used by numerous groups of library staff working on committees, task forces, and project teams. Groups use it to collaborate, share notes, etc.

Zope/Plone

The IT departments began using Wikis in 2002 for planning and internal communication. We set up a library-wide intranet in 2005, where all library staff have access to Wiki tools. The university supports a campus-wide Wiki functionality, but it is not used much by library staff because we have our own internal system that predates it.

Frequently Asked Questions

Frequently Asked Questions

Provides responses to recurring questions about library services. There are also many staff Wikis for policies and procedures.

How Do I...

Using Wiki as an online FAQ system.

Library FAQ

We have turned our Library FAQ into a Wiki using the MediaWiki Software.

Reference Support

IM Chat Reference Wiki

International information sharing for library staff doing IM chat reference.

Internal Reference Portal

The Wiki is used to share information between Library service desks on policies, staffing, reference questions/ assignments and problems.

Reference Staff Wiki

A communication tool for all Reference Librarians to keep up with databases, journals, printers, etc.

Reference Wiki

Internal communication within the Reference Department Knowledge base for reference information.

MMW Library Research Tool

Support undergraduate research assignment; large class (7800 students); take "pressure" off the Reference Desk.

Information Literacy Support

Information Literacy Committee Wiki

The Wiki is designed to allow us to continually update and develop our information literacy manifesto and implementation plan. They also use it as an easy way of managing information and making it available to the rest of the staff.

Information Literacy Wiki

The Wiki is used to share information amongst group members.

Course-related Wiki

To support an information literacy course.

Group Project, Team, Committee Support

Capstone

Internal Wiki used to coordinate library committee activities in support of annual College of General Studies Capstone project in which teams of seven second-year students write fifty-page research reports choosing one topic among twenty centered around one theme. Passworded, have removed password on last year's Wiki.

Cornell University Library Labs

Wikis are used extensively (on a more or less obligatory basis) for documenting and managing internal projects and programs. Wikis used in faculty collaboration projects. Staff members add links to library content in Wikipedia entries.

Digital Projects Construction Site Wiki

Wikis at the Library are used as an internal communication tool on the staff intranet and very selectively for closed community communication with Library partners. The Library does not support any Wikis that are open and available to the public.

Disaster Information Management Resource Center Wiki

This Wiki is a repository of ideas, presentations, meeting minutes, contacts, etc. related to the work being done to develop this new NLM Center. The content can be edited by anybody collaborating in this NLM effort.

Focusing on Undergraduates Self-Study Team Used a Wiki

Used to facilitate communication, organize documents, etc. by self-study team.

Internal Use for Library Committees

Use of Wikis is for internal use among staff to facilitate library committee work.

iVia/IMLS Grant Working Documentation

This is an internal Wiki used for grant staff to develop grant project documentation and to communicate programming changes.

Knowledge Commons Planning Group

The Libraries have begun using Penn State's Wiki software to develop planning Wikis for specific groups and committees. Wikis are used as an environment for collaborative work, including posting links to relevant information and group editing of specific documents. Additionally, the Wikis are available as a record of work for other University users to explore.

MLibrary 2.0 Special Interest Group

To share information about Library 2.0 applications and ideas.

New Vera Metalib Project Wiki (using Confluence)

(This Wiki is viewable only by MIT Libraries staff). We are using quite a few Wikis for staff communication and tracking of various projects and committees. We store our minutes, to-do lists, and documentation on these Wikis. They are supported by our IS&T department of MIT for the whole campus. We use Confluence for these Wikis.

PBWiki

We are in the process of starting our first media Wiki implementation hosted on campus. Currently, we are using free commercial products for various staff planning activities and project based work.

Project Wikis for Staff Use

Wiki to charge project progress. Internal staff use.

Staff Committee Minutes

We primarily use our Wikis for internal communications.

Document Sharing

Internal Wiki - Confluence

Used as a file-sharing and note-sharing internal Wiki for university-affiliated library staff.

Partners Wiki (Internal)

This is one of many internal Wikis that the Libraries has developed to share information and develop documentation with departments and across departments. The Partners Wiki is a place for the Columbia University Libraries to collaborate with the Columbia Center for New Media Teaching and Learning.

Tech Services Wiki

Share information and documents with staff.

We are using Wiki for documentation used by staff. We are looking into public applications.

Other

Collection Development Wiki; IT Department Wiki

Connecting library staff within library: share info; facilitate communication. Reporting progress on task force projects.

Conference Wiki and Student Technology Worker Wiki

We use Wikis for internal information sharing, such as our conference attendee Wiki so everyone knows who is at what conference and our other applications include a student technology worker Wiki, a reference department Wiki, and an engineering library Wiki for the policy manual.

Current Public Presence: Subject and Course Guides

Earliest implementation was for internal documentation and collaboration for library staff. Recently, we moved our subject and course guides to a Wiki environment.

Dspace Wiki

Staff training, documentation, communication. We also have other Wiki's, e.g., for the Library Call Center, and for a fire collection replacement project.

Evidence-Based Practice: Searching the Literature

The Wiki is used as a resource for medical rehabilitation students.

Global Health Wiki

To promote collaboration between McGill Departments, but also to attract a global audience.

Health Sciences Library Wikis

We have many examples of Wikis used to market library materials and services, and deliver content for library courses/workshops and also deliver library guides.

http://lib.colostate.edu/publicWiki/index.php?title=CO150_Instruction

Use of Wiki started in the Serials Unit for a procedures manual. A proposal was then made to implement the Wiki more broadly in the Libraries. There is a Public and Staff Wiki. These began implementation in 2006. There are a variety of uses of the public Wiki including instruction, marketing, sharing information, etc. There are 45 Staff Wikis at last count.

Library Training Guide

To supplement training of new librarians and staff.

MediaWiki

We plan to use it for documentation, online help resources, tutorials, and more. We are still waiting for approval from Systems.

PM Wiki

Library faculty research, committees, etc.

Public Wiki for Campus

Collaboration with faculty and student to create content.

RefWorks Wiki

This Wiki is a training and knowledge management tool created by Science and Technology Librarians at Syracuse University Library to promote the use of RefWorks among the Syracuse University (SU) community.

Staff Wiki

We use Wiki software to maintain our staff intranet. It has been a very successful project. Our staff web site is now full of rich and ever changing content, and it has given our staff a non-threatening way to try out an important Web 2.0 technology.

Too many to choose just one

Depends on the Wiki. About 80% are targeted towards communication with library users, but the rest are mostly private Wikis used for internal communication and organization.

TOTS at UBC Library

Support site for library workshop series: TOTS (Tools for Outreach & Teaching Series) at UBC Library. Purpose: -learn about upcoming sessions -visit the session classrooms -read more about the different tools -visit/use SandboxUBC Wiki.

UK Second Life Users Wiki

We began using Wikis in 2004 in conjunction with a conference hosted at our university. Our example Wiki above was created in 2007 to share information about Second Life across campus and beyond.

Please indicate the main goals for using this particular tool. Check all that apply. N=53

| | To develop tools | To enable discovery | To share information | To create content | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|---------------------|----------------------|-------------------|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff within your library/institution | 29 | 30 | 42 | 40 | 12 | 23 | 41 | 4 | 44 |
| Connecting library staff with library users | 6 | 13 | 20 | 12 | 12 | 10 | 15 | 1 | 20 |
| Connecting staff at different library institutions | 5 | 4 | 13 | 8 | 2 | 4 | 11 | 1 | 14 |
| Connecting library users with library users | 2 | 7 | 9 | 5 | 2 | 1 | 7 | — | 9 |
| Connecting other groups | 3 | 3 | 9 | 5 | 3 | 4 | 8 | 1 | 9 |

Please describe the “other groups.”

“Closed community groups include partner institutions working on joint projects with the Library.”

“Faculty, staff.”

“Library supervisors and student workers.”

“Non-technical library staff.”

“To provide information that would be of use to community patrons.”

“University administration.”

“University IT staff work collaboratively with Libraries faculty and staff on a variety of projects utilizing Penn State’s Wikispace. The Wikispace enables group communication and also provides an environment for viewing and gaining greater understanding of University-wide projects and collaborative groups.”

“University’s non-library Web developers and other IT staff members.”

Please describe the other type(s) of experience(s) and the corresponding group.

“Become familiar with Wiki technology to support wider use of Wikis by non-technical library staff.”

“Collaborate on the creation/editing of documents.”

“Library staff with library users: other examples include: Wiki’s used as course guides; Wiki’s for internal documents; Wiki’s for collaborating with health sciences librarians (and others) worldwide.”

“Planning new initiatives.”

“Project Management.”

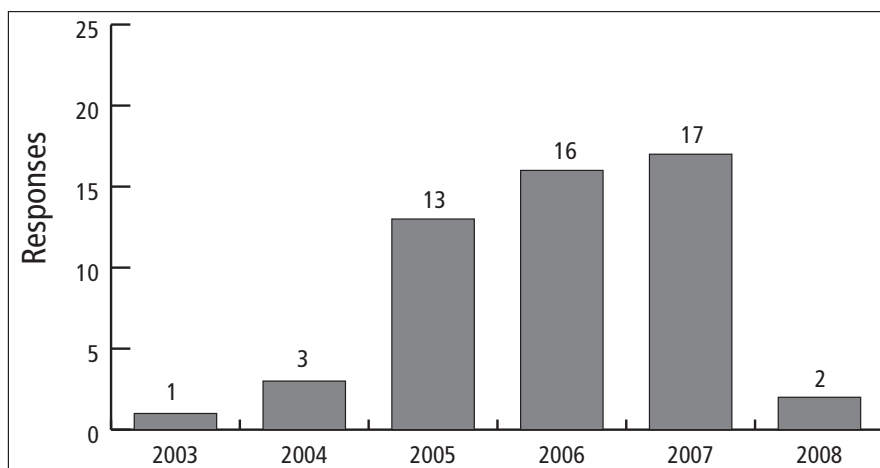
“We see it as an opportunity for discovery by other libraries and librarians as well. Each library prepares these tools based on their users and staff so content can vary greatly.”

11. Blogs. Specify an example of a blog at your library. N=52

See below for descriptions of Blogs.

Year first implemented.

Range: 2003 to 2008



Brief description of how the library is using the site.

News and Current Awareness

NCSU Libraries News

To announce and promote new services and important events to the library's user community; the blog functions as an effective content management tool. blogs.lib.ncsu.edu. WolfBlogs is a blog service for the NCSU community to create their own blogs (i.e., for classes, student organizations).

UCSD Science & Engineering Library News & Events Blog

To communicate with faculty and students about library news and events, new resources, hot science topics, new technology tools, UCSD faculty news, database downtime alerts, etc. To make other library staff aware of same things for our Science & Engineering Library.

KSL News Blog

Source of news, announcements, and opportunity to promote communication.

MIT Libraries News

We have about 25 staff members contributing stories to this central blog which is featured from our home page (<http://libraries.mit.edu>). It's powered by Wordpress and we are using the categories and RSS feeds for these categories. We are using a tool called "FeedDigest" to syndicate the content of some of these categories to other Web sites. For example, our Scholarly Communication Web site has a "news" section which is powered by the "Scholarly Communication" feed of our main news.

Library blog

To communicate news and information to the user community and general public.

Library News

MSU Library News

Inform users and visitors on news about the library: new features, events, new collections, etc.

News and Events

Announce new resources and events at the Library and gather user comment.

CET Blackboard News

This blog is to provide information for faculty about blackboard services and resources.

Government Information News from Fondren Library, Rice University

Communicate with users re local, state, federal and international governmental information resources.

News blog

Communicating news, what's new, subject blogs for resources, internal blogs for communication.

Libraries' News Blog

The blog is used to provide library announcements and to facilitate communication with users. RSS feeds are also used to deliver content. The Health Sciences Library also uses blogs to communicate with departments and schools. The answers below refer to the News Blog. The Student Services Blog is also very popular and is fed into Facebook.

Library News

Provide news of library, events and new resources.

History Happenings at the UW Library

To keep the history department and other interested users informed about news, new applications, resources, etc. in that subject area. Many of our liaisons have blogs.

News From The University of Alberta Engineering Librarians

We have been making heavy use of blogging software going back to around 2004 including many internal and external library related blogs.

UC Irvine Education Resources

The Libraries have experimented with an official public blog, but currently do not have an active public blog. Individual librarians are using blogs to keep faculty and students "current."

Subject/Discipline Support

Google Scholar Blog

Searching in health sciences subjects.

Biological Sciences blog

Keep faculty updated on information specific to the department.

Integrated Science and Engineering Library Blog

News and discussion about information sources and services of interest to the science and engineering community.

The Librarian is BLOGGING

This blog will serve as a repository for useful research tips and other information relevant to the Columbia Journalism community. We also use blogs for internal staff communication.

Notes from the UCR Engineering Librarian

Blog to connect the Engineering Librarian with engineering students and faculty.

BANR

Blogs are used by subject librarians to communicate with their target user groups. They also have use in instruction and library news on the public side. On the staff side, the "sticky wicket" is used for sharing current research questions.

Swain Hall Library Blog

The Swain Hall Library uses the blog to provide information about the library as well as promote awareness/discussion about science issues and literature.

Science Librarian's blog

Science librarian uses to communicate library and liaison specific items to Chemistry and Biochemistry, Electrical and Computer Engineering, Mathematics, Mechanical Engineering and Energy Processes, Physics.

Multipurpose/Large Scale

UThink: Blogs at the University of Minnesota

We host blogs for the entire University of Minnesota community: faculty, staff, students, everyone. UThink is now the largest academic blog site in America. In the library UThink is used by subject librarians to reach constituents, as well as to promote and highlight library news and events. UThink has also given us a chance to change perceptions on what libraries can offer, it gives us a tangible example of the library as traditional defender of academic freedom, and it gives us another means to capture and maintain the cultural memory of the institution.

Ask a Librarian Blog

Blogs used in a variety of ways at unit libraries; several blogs are managed by library-wide committees. Blogs used to archive content offered to faculty. Blogs also used to market library services and highlight collections, especially new acquisitions and electronic resources. Cornell University Library (CUL) and Cornell Information Technologies (CIT) are co-sponsoring a blog pilot as a first step in developing a centrally-supported blog service. The pilot will enable CUL and CIT to evaluate the feasibility of supporting blogs for teaching, research, and communication. Currently using blog software to market "Ask a Librarian" reference service.

Liblogs

This is our blog program. We currently have about 20 active blogs.

Planet YUL

This is an aggregator that brings together all public blogs run by the Library or by librarians here.

Group Project, Team, Committee Support

Card Sort Project

Internal library communication to share ideas for a card sorting project used in the redesign of the library homepage.

Julia Royall's Blog

A journal and news source about an International project.

Library Technology Services Blog

Announce and store reference information to support teamwork and joint projects of Library Technology Services staff.

Other

<http://uiucwebtech.pbWiki.com/Blogs>

Depends on which blog. However, almost all of them are aimed at communication with our users to publicize library services, events (and sometimes, sadly, service interruptions.)

Library blog

This is used to record user comments as well as library responses.

Instruction Department Blog

Intranet blog (drupal) for internal service desk communication use of blogger for various unit and departmental blogs Technology tips blog.

beTech for the Scholars' Lab

Scholars' Lab uses beTech to facilitate communication among programmers on grounds. BeTech acts as a social center for programmers and other techies throughout the library and IT groups at UVa. Sharing information on cool new tools, programming techniques, and upcoming events, the beTech blog has spawned several "beCamp" events and the ever-popular "beerTech" social outings.

Blue 2.0: Twelve Weeks to a Connected Library

Our Engineering Library launched a blog in 2006. The blog in the example above was created for our '23 things'-style learning program for library staff in 2008.

Used for Calendar Information

We have a staff site for entering information on training opportunities. Some faculty have individual blogs.

Leisure Reading Collection

We use it for our leisure reading collection, but also for our library news service for faculty and students (RSS).

I have a blog that I use as a communication tool for student workers.

The blog is used as a communication tool within units and among units in the library.

Theology Library Director Blog

One of four blogs in support of the Theology Library's online Web presence. Two internal staff blogs have been instituted at Mugar, main research library in 2008. One for reference staff to share among themselves and one for staff to report on meetings and conferences attended.

Create a two-way transparent communication between library and users.

Women's Studies Liblog

Information blog pertaining to Women's Studies: UConn events, new Web resources for research and assignments, new book lists, updates on library services and new products. Open to alumni as well as current

faculty, staff, and students.

Library Hacks, Scholarly Communications, etc.

We've had internal staff blogs since 2002, but only launched public ones in 2007. We're using them to communicate with users and to invite feedback and comments.

Sheridan Libraries Blog

Our blog is an outreach and promotional tool with news, tips, and tricks for library users. It also incorporates an online suggestion box.

Health Sciences Libraries Staff Blog

The Libraries are using the blog as a communication tool between library reference staff.

MLibrary Web Team

This blog is used to communicate with library staff and the general public about our Web redesign process.

Copyright Blog

Eiche Blogs

Presents "research ideas ripped from the headlines" to an undergraduate audience.

University Librarian's blog

The University Librarian is using the blog to promote the library and show users that the library is using new tools. The blog also highlights Yale Collections.

The Library of Congress Blog

To support the Library's mission, increase public awareness of Library events and the rich materials in the Library's collections, and to provide a channel for two-way communications with the American public.

SIL Blog

Experimental still.

WordPress

Same as for Wikis, but more for communication and marketing and less for documentation, but there will be a good deal of cross over.

Please indicate the main goals for using this particular tool. Check all that apply. N=52

| | To develop tools | To enable discovery | To share information | To create content | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|---------------------|----------------------|-------------------|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff with library users | 7 | 37 | 44 | 19 | 39 | 34 | 42 | 4 | 46 |
| Connecting library staff within your library/institution | 16 | 25 | 37 | 19 | 21 | 23 | 32 | 2 | 38 |
| Connecting library users with library users | 5 | 10 | 15 | 10 | 7 | 13 | 15 | — | 17 |
| Connecting staff at different library institutions | 5 | 9 | 17 | 6 | 8 | 9 | 15 | — | 17 |
| Connecting other groups | 1 | 3 | 6 | 3 | 3 | 4 | 5 | — | 6 |

Please describe the "other groups."

"AAUW local chapter, Women's Center, Women's Studies Program."

"Faculty."

"Non-technical library staff."

"The American People and the U.S. Congress."

Please describe the other type(s) of experience(s) and the corresponding group.

"Allows library users to leave feedback."

"Become familiar with Blog technology, to support wider use of Blogs by non-technical library staff."

"Connecting library staff with library users: to enhance pedagogy."

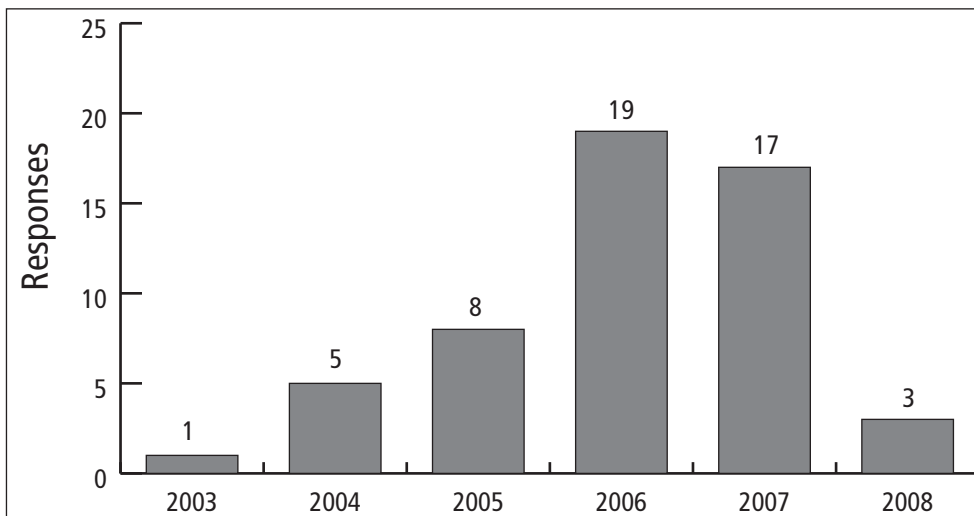
"We also use Renovation blogs on a per-project basis. One is for staff, to keep them informed of renovation developments, and a public one is set up to provide updates to faculty and staff."

12. RSS (Really Simple Syndication), e.g., libraries Web pages with RSS, podcasts, etc. Specify an example of RSS use at your library. N=53

See below for descriptions of RSS uses.

Year first implemented.

Range: 2003 to 2008



Brief description of how the library is using the site.

News and Current Awareness

Library News

We use RSS to distribute library news from Library webpage, and from selected subject pages, such as INFOMINE.

Many

New books, news, events, site updates, etc.

Instructional News Update

To subscribe to instructional news and updates.

RSS for Events at the Library

Communicate with users: system down time, events, new resources, etc.

Announcements, New Books, New Databases

We have used RSS for several years to alert users of library news, new databases, and new books.

Library News

Library news and Library trials Web pages are RSS enabled to share new info about Library services and collections.

Delivery of updated information on new videos

Library News

News and Events

Used to promote events in this special collection.

UK Libraries News

The library uses RSS to share information about library news and events. This information was formerly only distributed in a listserv (and likely as a paper newsletter prior to that).

News Feed

An RSS news feed about the University of Texas Libraries.

News and Events at the UW Libraries

Embedded within a Web page. For users who want to keep up with libraries news and events, this is a great way to do this without having to visit the Web site.

Zoo Library Page

Get news on zoos.

Library News & Announcements

Using RSS to provide feed of library news and announcements to those who elect to subscribe to it. Have also instituted RSS in catalog with ILS product.

Your Library Newsletter

Faculty and staff can elect to receive the monthly library newsletter through RSS.

To Publicize News

We use to publicize news about what is going on in the libraries and university.

Library News

At present it is used to provide Library news, provide information to blogs and Web pages.

Library News (main home page)

Library news events.

Collection Updates

New Books Listings

We have since approximately 2004 had RSS feeds for library news and all our new book listings have been RSS enabled for both library and subject based RSS feeds since 2004.

New Books RSS

Showcasing new books by subject, holding library, format, language.

New Collection Update

Update users with new collections.

Lists of New Books by Library and Subject

To provided lists of new books to users.

RSS Feeds for New Items Added to Our Collections

In this case we are providing RSS feeds for specific subjects in the library catalog. When new titles arrive they are automatically attached to these feeds which are based on call number ranges. Users can subscribe to the feeds or just view Web pages that are powered by those feeds.

NLM Technical Bulletin

To send immediate notification of published articles from our Web-based searching newsletter, the NLM Technical Bulletin.

Feed of Catalog Information

Enables users to establish feeds of newly acquired materials.

Recent Faculty Publications

Scopus (database) has enabled a live RSS feed based on a stored query. These queries here display recent publications in general on Women's Studies (from UConn researchers) and also pull out titles by individual author (faculty).

Recent Pitt Faculty Publications

Display a feed of new faculty publications on the library homepage.

From the Catalog

To inform patrons of new books and to populate Web pages.

Catalog Feeds

Set up search feeds from catalog; news alerts for libraries.

Recently Added Electronic Resources

Feed of recently added electronic resources.

We provide RSS feeds from one of our digital collections housed on LUNA Insight

As new digital content is added to this collection, people signed up, can receive an RSS feed about new maps.

The Library Front Page

The RSS feed pushes out library announcements to users (i.e., new items).

Other

Push Headlines and Content of the Blog to the Science & Engineering Library's Homepage

We use 'the RSS to Javascript' function to push the headlines and content of the Science & Engineering Library News & Events blog to the S&E Library's homepage. Using this method, we also feature/promote several services and resources per month on the homepage. These services and resources are buried deep in the library's website and may not be discovered by users otherwise. This method is used to encourage all S&E staff members to participate in promoting library services and resources because they are all blog authors.

Two Major Uses

One is RSS aggregation into library Web pages (and even other Web 2.0 social software platforms). A good deal of the is to publicize events and services, but some are aggregating RSS into their Web platforms to hook into A&I services/updates as well as news services targeted at their subject area. The other use is of

course syndication, and although many of our platforms support this, I am uncertain how many people opt to subscribe to any of the feeds we are generating.

RSS is used quite extensively at the U of M Libraries.

RSS is used to promote library news and events, highlight new additions to our collections (print and electronic), and to provide another means of access to our resources. We provide RSS feeds for all our subject guides and course pages. We are in the midst of implementing RSS feeds for items people have checked out, and searches people perform in the catalog (Primo). These are the examples I can think of off the top of my head. Even with all this RSS activity, I still think we aren't using it to its full potential. And of course, all our UThink blogs also provide RSS feeds. The way that users are making use of these RSS feeds is an essay unto itself.

Blogs, Digital Repository, CaseLearns, New Purchases

We use them to syndicate our blog entries, new content in our digital repository, promoting instructional classes and promoting all new items added to the collection by subject category.

Blog Feeds, Library News Feeds, Citation Feeds

We provide RSS feeds from all our blogs, from the library news service, from our online exhibits, for job postings, and for certain events. We also provide and consume RSS feeds for certain functionality in our online catalog and other citation systems like Connotea and LibraryThing.

Branch Library

Display relevant content on relevant Web pages. Provide links to the RSS feed for anybody to subscribe to blogs.

Library RSS News Feed Information

Provides a feed of news stories as they are added to the library's Web site.

New Book Acquisition Lists

RSS feeds offered for new book acquisitions lists in user-designated subject areas. RSS feeds offered for podcasts & vodcasts. Feeds offered for access to library-created news services.

RSS of blog used to record digital services alerts (online catalog, commercial resources, etc.)

Communicate re service outages, known problems, resolution of access issues, etc.

Feeds for Blogs and Subject Guides

Users can subscribe to the feed for the blog; users can subscribe to feeds for libguides to be updated when guides change; library staff can subscribe to a feed for a journal table of contents awareness update.

We have RSS feeds in Outlook staff e-mail.

Library of Congress News Feed

The Library uses RSS to syndicate "What's new" items, events, and announcements, and to disseminate information on specific topics of interest such as subject headings, classification, education, poetry, and science reference.

Library Workshop Calendar

To pull information for the University workshop calendar to present to users on the library homepage.

Sheridan Libraries Podcasts

Several of our services are offered through RSS distribution: A podcast feed; Our blog, and specific blog category feeds; Pulling the above into the university portal.

Used in Libguides

Used to enliven and update library subject research and course guides.

Interlibrary Loan RSS feeds

Individualized RSS feeds are generated for users' interlibrary loan alerts and notifications. Provides personalized access to interlibrary loan information in a timely manner, and outside of the Libraries' Web site.

User Education Podcasts

These podcasts, distributed via RSS in a blog, present library tours in a handful of languages.

Student Services Blog

RSS feeds from the Student Services blog are available, as are RSS feeds from other library blogs (Library News, Library Alerts). Other blogs on Libraries' pages also use RSS feeds.

RSS Feeds

Provide news of new titles in specific subject areas as well as news of library events.

Divinity Library Lectionary project

Our divinity library uses RSS to publish links to its lectionary project. We also use the RSS features of our blog to publish library news for faculty and students.

Library Hours Feeds in Facebook

Provide users with updated information on library hours.

Please indicate the main goals for using this particular tool. Check all that apply. N=52

| | To enable discovery | To share information | To enable timely communication | To market library services | To establish rapport | Other type of experience | N |
|--|---------------------|----------------------|--------------------------------|----------------------------|----------------------|--------------------------|----|
| Connecting library staff with library users | 29 | 43 | 42 | 38 | 30 | — | 47 |
| Connecting library staff within your library/institution | 16 | 32 | 29 | 18 | 14 | — | 32 |
| Connecting library users with library users | 12 | 13 | 12 | 9 | 7 | 1 | 14 |
| Connecting staff at different library institutions | 9 | 13 | 9 | 9 | 7 | — | 13 |
| Connecting other groups | 5 | 8 | 5 | 5 | 3 | — | 8 |

Please describe the "other groups."

"Any community user and scholars interested in the Center for Digital Research in the Humanities."

"Campus IT end-user support who often receive reports of 'problems.'"

"Legal researchers not affiliated with the university."

"RCS is not really a 'connecting' application; it's a more flexible way for users to get library resources, information."

"The American public."

"Users of INFOMINE."

Please describe the other type(s) of experience(s) and the corresponding group.

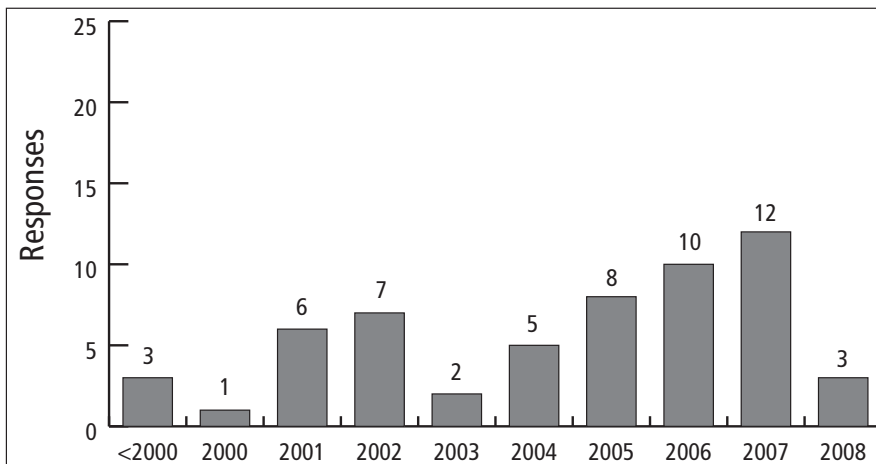
"Using library collections more effectively."

13. Chat or instant messenger services. Specify an example of a chat/instant messenger service used at your library. N=59

See below for examples of chat/instant messenger service uses.

Year first implemented.

Range: 1993 to 2008



Brief description of how the library is using the site.

Responses are broken down into three categories: 1) Chat and IM; 2) IM Only; and 3) Chat Only. IM refers to commercial Instant Messaging services like AOL IM, Yahoo Messenger,

and Windows Messenger. Chat refers to vendor-based chat services like QuestionPoint, LiveAssistance, Tutor.com, and LivePerson. The distinctions between chat and IM are blurring. New products like MeeboMe serve as IM aggregators where communication can take place using a variety of IM accounts or none at all. As a result, the words Chat and IM are often used interchangeably. With this in mind, the responses were coded by what respondents said at face value.

Chat and IM

Ask-a-Librarian

We began using chat in 1998 for inter-office communication. In 2003 we launched QuestionPoint for library reference chat. We have now moved to AIM and Yahoo! and are looking at implementing Crafty Syntax in Fall 2008.

Virtual Reference and IM

There is a virtual reference chat and librarians use IM on a variety of resource pages.

Ask a Librarian: Chat 24/7

Began using library-wide online chat in 2000, Question Point software. Using Meebo and QuestionPoint's 'Qwidget' for patrons to connect with librarians. Some unit libraries have embedded Meebo widgets in desktops of public computers. Also individual librarians have chosen to embed Meebo widgets into course guides.

Ask Us Now Chat Service

The Libraries used Live Assistance chat service from 2001 through 2006, when we started using Meebo and commercial IM services exclusively. Live Assistance software supported a centralized, general chat service that was available to Columbia University affiliates. Over the past few years, individual branch libraries have started their own subject-related IM services using commercial software, like MSN, AIM or Google Talk. Our Business Libraries' chat service has been very successful.

Chat and IM

Used to provide reference services electronically.

Ask A Librarian (Chat and IM)

The service answers questions of library users during library hours.

We Use Chat and IM.

We use chat in our online reference service. Many librarians also have IM accounts that they promote to their departments. For example, our Science and Engineering Library staff put it on their profiles.

Ask a UC Librarian (3 responses)

Ask a UC Librarian is the 10-campus collaborative chat reference service for the University of California Libraries. It uses OCLC QuestionPoint. UCR Libraries subject specialist librarians also use IM as a way to connect with students and faculty in their subject areas. Library staff use a variety of IM technologies (IM, Skype, GoogleTalk, etc.) for inter-departmental and cross-campus communication.

BML Instant Message/UC-wide Chat

Answer user questions. Each UCSD library has their own IM account. UCSD also participates in a UC-wide

chat service for users at all campuses.

Various

LivePerson has been used for years. In 2007, it was supplemented with Spark, AIM, MSN, Yahoo!, and MeeboMe-like applications.

AskLive - IM Reference Service

Chat reference for users. Initially, QuestionPoint was used. Meebo implemented in 2007.

QuestionPoint (external use), Various (internal use)

For external communication with users, we use the QuestionPoint service that provides a chat client. They have just released the Qwidget, a MeeboMe-like widget that we will be embedding in various Web pages. A few librarians have added the MeeboMe widget into their subject pages, and those will also be moving to Qwidget. For internal purposes, library staff use various popular IM applications/services to communicate with one another. We also have IM running at the reference desks, so if a staff person needs clarification/information from an "expert" not on the desk, it's a quick way to get a question answered. Since many librarians have laptops and roam with them, being in an office isn't always a given.

Chat Assistance

The Libraries is part of 24/7 Chat Assistance for research offered by AskColorado since 2004. Twitter has also been used by some staff to communicate with one another.

Ask Us

We answer questions and help patrons via IM or anonymous chat; reference service is available through all major instant messaging platforms.

askaway

Consortium: virtual reference services to college and university students in BC. 67 hours per week; 27 participating academic libraries (plus public libraries). Service was preceded by UBC Library service called eHelp (2003–2005). Also, individual subject librarians use instant messaging for liaison services.

IM Reference

We currently support both IM and embedded Chat called Live Help. We also use MeeboMe widgets with the IM. Staff also use IM to communicate with other staff although this is not an enterprise effort and is up to each staff member to set up. Some staff have also set up IM accounts for users to contact them directly and have embedded MeeboMe widgets on their subject pages.

Used for Internal Communication and Reference

We use QuestionPoint (OCLC) and Instant messaging for reference services. We are also using IM for internal communication between staff members.

Between Librarians on Reference Desks, on Call Center Duty, etc.

IM went through different iterations for all reference work, a student test, etc. Currently we are redeveloping a comprehensive Service Center that will include a chat option for patrons.

Online Reference

Using Meebo to provide the alternative of online chat reference during scheduled hours.

IM Only

IM Reference

Instant Librarian

Instant Librarian is available when classes are in session, and is open later than reference desks in the Libraries. The service began using AOL Instant Messenger, and now uses Meebo. Use of the service continues to grow. Some units also use chat tools to facilitate communication among staff members whose offices are scattered throughout buildings and locations.

MSN and AOL

To communicate with NLM's hearing impaired and other staff in our daily work. Especially useful for facilitating communication when staff are located in other physical locations in the library and/or when working flexiplace.

Provide Reference Service to Library Users (AOL Instant Messenger)

We have been using instant messenger services as a means of providing reference services for several years now.

<http://uiucwebtech.pbWiki.com/Instant+Messenger+Services>

A good mix of internal and external use for communication. There is no library wide IM, but there is a de facto adoption of many AIM and Google Talk for staff communication on a voluntary basis.

AIM, Meebo, Jabber

Reference services are provided through various IM/chat services, including some collaborative reference with other libraries.

Meebo

For communication, questions, reference.

Instant Messaging

Two of the branches have set up IM accounts and put Meebo boxes on their Web pages as a supplement to the YUL virtual reference system. "IM a business librarian directly: We're bizyork on AIM, MSN, and Google Talk, and bronfmanlibrary on Yahoo!"

IM (AOL & Yahoo! Instant Messenger)

Libraries'-wide IM reference service is provided for users. Subject libraries, campus libraries, and individual librarians also provide reference service via Instant Messenger. Additionally, several subject libraries are using IM widgets to provide instant, easy access to IM reference.

Trillian Aggregator for Reference Service and AOL wimzi

Reference IM services. Use of wimzi widget for those who do not have IM logins.

Trillian to Monitor: ICQ, Yahoo!, MSN, & AOL; Local Crafty Server for Chat

We began using IM in 2006; in 2007 we added our own "Live Help" server - this allows us to place a widget on any Web page, so that students can contact us at just about any point they need help, whether they have an IM account or not.

SU Library's Instant Messaging Service

The goal of our IM reference service is to provide SU users with an easily accessible, customer friendly, off site option for basic research assistance. Our IM reference service is one of several ways our patrons can contact us for help.

Ask a Librarian

Using Meebo/IM to answer user questions about collections, services, and provide research assistance. This service is also included on our Facebook widget and Google gadget.

Spark through Jabber

Online reference service.

Individual Liaison IM Reference

Individual liaisons opt-in to use IM or chat in their liaison reference activities. Some have embedded chat widgets on their subject pages.

Meebo

Provide virtual reference service

IM for Reference Service

A few of our librarians (on a volunteer basis) have agreed to publish their IM screen names in various services on our staff directory pages (such as the example page given above). Not all librarians are doing this "officially" yet. We are also experimenting with using MEEBO to embed chat inside of certain Web pages.

Meebo

Meebo is currently implemented in test, 7–10 p.m., Sunday through Thursday.

Meebo

Using Meebo for online reference. We have accounts with AIM, MSN, ICQ, GoogleTalk, and Yahoo! through our Meebo account. Some staff also have personal accounts for internal staff use.

MeeboMe for Chat Reference

To provide reference services to library patrons.

Peabody Library Ask George service

We have tested chat/IM a couple of times. Currently, we have a pilot project working at our Peabody library which seems to have gotten some attention from patrons. We also host a dedicated IM server used by library staff to communicate with each other.

Instant Messaging

The library's IM service is focused on students and faculty to allow them to get real time assistance even if they are not physically in the library.

Reference IM - Ask a Librarian

IM reference is available 10 am to 3 pm M–F. Librarians monitor account and interact with patrons.

Meebo

We have just recently implemented an IM reference service and consider it still in beta.

Ask Us (Ask a Librarian)

Used for live reference service, currently using Meebo.

Chat Only

AskRef Live!

Allows University of Delaware faculty, staff and students to ask reference questions online in real time.

Participate in 24/7 QuestionPoint Online Chat thru Boston Library Consortium

Online chat reference questions from BU community. Six librarians cover five hours each week for the local and national academic queues. In exchange other consortium librarians and librarians in a national academic queue provide 24/7 coverage for any BU inquiries.

Ask a Librarian

Reference service from Main and branch library.

Chat with a Librarian

Library of Congress live chat (provided as part of the cooperative QuestionPoint service (OCLC) in which LC participates) is available to provide live assistance to patrons and available from Monday through Friday 2:00-4:00 PM Eastern Time.

PHP Live

Virtual reference services are offered generally between 9:00a.m. – 7:00p.m., Monday to Friday. All reference staff contribute 1 to 2 hours per week.

Reference Chat

Pilot project for reference chat, not continued, not found to be effective. We are using QuestionPoint instead.

Research Help Now

Michigan's Virtual Reference service staffed by librarians as MSU and across Michigan. Allows for access to research help no matter where in the world you are.

Chat with a Reference Librarian

Alternative way for students to ask questions about library services and resources. Also used among staff members to get quick response.

libraryh3lp

Chat reference, chat with subject librarian.

QuestionPoint 24/7 Chat reference

Supplement to basic reference.

Using OCLC online chat.

Other

Staff use it for communication with other library staff and patrons.

It is used for communication between staff members and staff members and patrons.

Please indicate the main goals for using this particular tool. Check all that apply. N=59

| | To enable discovery | To share information | To enable timely communication | To market library services | To establish rapport | Other type of experience | N |
|--|---------------------|----------------------|--------------------------------|----------------------------|----------------------|--------------------------|----|
| Connecting library staff with library users | 39 | 46 | 55 | 32 | 45 | 4 | 56 |
| Connecting library staff within your library/institution | 8 | 21 | 27 | 3 | 14 | — | 28 |
| Connecting staff at different library institutions | 5 | 13 | 14 | 3 | 8 | 2 | 17 |
| Connecting library users with library users | 2 | 3 | 5 | 3 | 3 | — | 6 |
| Connecting other groups | 1 | 2 | 3 | 2 | 2 | — | 3 |

Please describe the “other groups.”

“Community users can use the service.”

“Potential new users.”

Please describe the other type(s) of experience(s) and the corresponding group.

“Provide reference to distant users.”

“Reference assistance.”

“Support off-hours chat service.”

“Supporting this service is a shared effort with neighboring ARL libraries (UNC, Duke).”

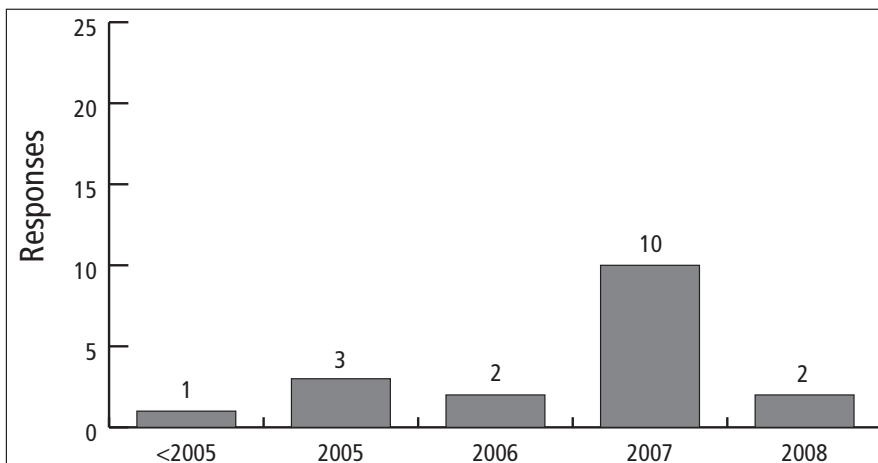
“To provide reference services.”

14. VOIP (Voice Over Internet Protocol) services. Specify an example of a VOIP service used. N=18

| | | |
|------------------------|----|-----|
| Skype | 10 | 53% |
| VoIP phones | 3 | 16% |
| Adobe Acrobat Connect | 2 | 11% |
| Elluminate | 1 | 5% |
| Horizon live classroom | 1 | 5% |
| Horizon Wimba | 1 | 5% |
| Second Life voice chat | 1 | 5% |

Year first implemented.

Range: 1996 to 2008



Brief description of how the library is using the site.

Skype

“Earliest use of VOIP was for intra-university VOIP service, “CU-See-Me” ca. 1996, which was a point-to-point communication device for patrons to ask reference questions. Now using Skype instead of phone services for podcast interviews, connecting with clients for enterprise units’ business operations, connecting with international project partners.”

“We use Skype to talk with librarians and other people around the world. We have not started to use it with patrons. Although, to tell you the truth, I am not 100% sure of that.”

“Internal communication between staff, and external communication between staff and collaborators/team members outside campus.”

"Professional Activities support. Library staff have used Skype for collaborating with colleagues outside of UCR Libraries."

"One librarian uses Skype to communicate with colleagues at other institutions and conduct business for professional associations."

"To provide service to remote users. When we have geographically remote users for whom a telephone call would be expensive, we talk/chat via Skype."

"Skype is used for teleconferencing: to connect staff between Keele and Glendon campuses, to participate in online professional development, to connect YUL researchers and staff to researchers from other institutions."

"Not widely implemented. Contact between people in library information technology work group. Some individuals with international partnerships have Skype also."

"We are experimenting with Skype. We have started a study to evaluate the effectiveness of using Skype for references and to support distance education."

Phone Service

All phone systems at the Smithsonian

All Smithsonian phones went VOIP in 2005/06.

Telephone Service

All our phones have been converted to VoIP phones.

Horizon Wimba

Use Horizon Wimba to conduct meetings with representatives from libraries from around the state.

Teaching, Learning, Training Support

Adobe Connect

To communicate with teleworking staff or staff at other libraries. To communicate with users for training and instructional purposes.

Adobe Acrobat Connect Professional

Seminars have been presented for Libraries faculty and staff located throughout 24 Penn State campuses via Adobe Acrobat Connect Professional. Examples of seminars presented include blogs and Wikis; podcasting and Google Docs.

Illuminate for Distance Education Library Instruction

Illuminate is an online synchronous classroom that uses VOIP, chat, co-browsing, and application sharing. Librarians use it to hold library instruction sessions for Distance Education students. Also in development at the campus level.

Horizon Live Classroom

Rarely used but provides the capacity to use VOIP to talk with students who are in distance ed courses; primarily to conduct remote user instruction sessions. The Horizon live classroom is integrated into our Blackboard system.

Other

Cisco VOIP Phones, Skype, Second Life Voice Chat

We got VOIP phones in 2007, but Skype has been in use for years on a decentralized basis, Second Life voice chat came up this year or last year, and similar products have been used based on individual need.

Please indicate the main goals for using this particular tool. Check all that apply. N=19

| | To enable discovery | To share information | To enable timely communication | To market library services | To establish rapport | Other type of experience | N |
|--|---------------------|----------------------|--------------------------------|----------------------------|----------------------|--------------------------|----|
| Connecting staff at different library institutions | 1 | 10 | 9 | 1 | 3 | 2 | 12 |
| Connecting library staff within your library/institution | 2 | 8 | 8 | — | 2 | 1 | 10 |
| Connecting library staff with library users | 4 | 8 | 7 | 5 | 4 | 2 | 10 |
| Connecting library users with library users | 1 | 2 | 2 | 1 | 1 | 1 | 3 |
| Connecting other groups | — | 3 | 5 | 2 | 2 | 2 | 6 |

Please describe the “other groups.”

- “Community users can use the service.”
- “Faculty and staff of the institution, vendors, service providers, general public, etc.”
- “Interviewees, clients, project partners at other institutions.”
- “Other people besides librarians.”

Please describe the other type(s) of experience(s) and the corresponding group.

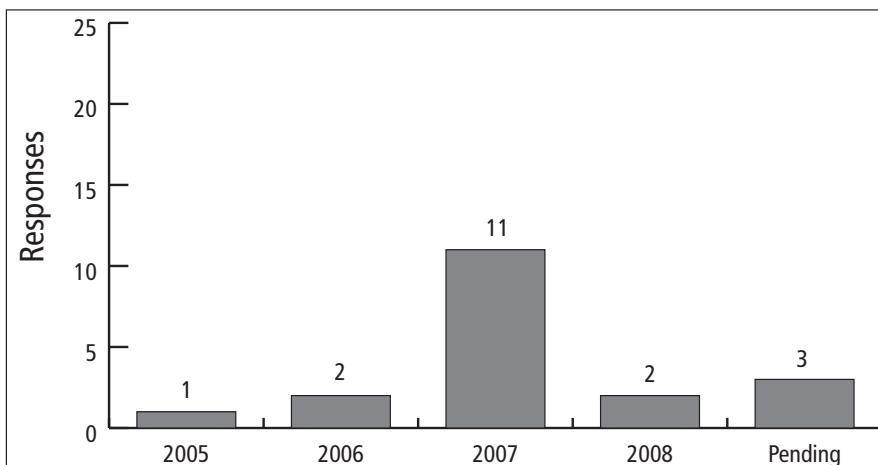
- “Create content for podcasts using Skype (with recording program, ‘Pamela’).”
- “To save money.”
- “As above, Web seminars and online meetings.”
- “Institution mandated move to VOIP.”
- “Provide targeted library instruction for groups of students. This tool enables students to connect with each other as well as with librarians.”
- “This is mainly used for national committee conference calls, calls to grant partners, and the like.”

15. Virtual worlds, e.g., a library presence in Second Life, World of Warcraft, etc. Specify an example of virtual world use at your library. N=18

All respondents answered Second Life.

Year first implemented.

Range: 2005 to 2008



Brief description of how the library is using the site.

Virtual Library Services

"The Undergraduate Library and Central Reference Services jointly maintain 4 hours of service on Info Island (staffed by GAs as greeters) and maintain a building on Cybrary City Island."

"Penn State Librarians participate in Second Life, including providing reference service and user interactions in this online environment. Alexia Hudson, Librarian at Penn State Great Valley, has established partnerships with other academic librarians active in Second Life, and explores the future of library services in this online environment."

"Some library staff have experimented with Second Life and discussed how it might be used for library services, but we do not currently have any programs in place that use it."

"Several librarians were involved independently in Second Life. Recently we have become instrumental in launching the University of Kentucky island on Second Life which includes a virtual library building and beginning library services."

"Virtual library used to provide reference, virtual meeting and lounge space, showcase for digital collection. Offer access to Library catalogue & Web site."

"Weekly brownbag sessions, collections, classes, exhibits, events, community building, community support, outreach."

Course Support

"Several courses on campus are using Second Life. We are developing a presence on the Second Life campus to connect users with our collections and services. Development involves partnerships with others in learning technologies on campus."

"We have purchased an island in Second Life which we named Anteater Island. The goals of this investment are to foster and support creative design through course-related instruction and faculty research. In previous quarters courses such as Computer Games as Art, Culture and Technology and Reasoning and Modeling with Graphical Models made using Anteater Island an integral part of the syllabus. Student teams in these classes not only used Second Life as a platform to build computer games, they also used it as a collaborative work environment. UCI Libraries wants to partner with creative faculty who are interested in this new technology."

In Development

"We're testing, but mainly for training and connecting to researchers."

"The Libraries are beginning to experiment with creating an island in Second Life where staff can interact and also learn to use the tool. The participation is in a very early stage, and we do not yet have a specific URL available. As this exploration continues, we expect that applications for users will be developed."

"Our institution doesn't have any programs yet; we don't have a library building; just one of our librarians is currently experimenting in Second Life so we'll be ready to participate when our institution starts programs there."

"Not using at this time but to intend to explore, at least initially, with providing instruction."

"We are only experimenting with this at the present time."

"The Health Sciences Center Library is currently experimenting together with the University's New Media group on learning and library functions on the Second Life island purchased by the University."

Other

"The Libraries are collaborating with the Office of Instructional and Research Technology, a department within the Office of Information Technology, to develop and implement Rutgers Island. RI is currently in development. The Libraries are paying half the year one costs for the Island and developing one module for RI."

"The National Library of Medicine (NLM) chose to re-create their online Web resource Tox Town in a virtual world to experiment with expanding the concept of Tox Town from a 2-D environment to a 3-D experience. The Web-based version of Tox Town allows for limited interactivity with chemicals and locations. By using a virtual world such as Second Life, the NLM is able to give a 3-D interaction that could be similar to a real life experience. Virtual worlds also offer the opportunity for several avatars to interact with each other and the environment to create shared learning experiences. The NLM plans to offer trainings, meeting areas, education displays for Tox Town and other NLM resources."

"We have been a little dubious about the positive effect of creating a virtual presence in sites like Second Life. What is the ROI? My impression so far is that it is very low. Do our students, faculty, and staff really expect to do library research or get library assistance within Second Life? Even if we promoted it heavily my impression is that it would not get utilized enough to justify the work put into it. In this age of decreasing library staff and library staff time, we have to be more circumspect regarding the tools we choose to invest in."

“Librarians are using Second Life to host professional meetings/workshops. Additionally, a small group of librarians is exploring the idea of establishing a UCR Libraries presence in Second Life.”

Please indicate the main goals for using this particular tool. Check all that apply. N=16

| | To develop tools | To enable discovery | To share information | To create content | To provide virtual learning opportunities | To provide virtual meeting opportunities | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|---------------------|----------------------|-------------------|---|--|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff with library users | 3 | 9 | 9 | 2 | 13 | 10 | 12 | 8 | 8 | — | 14 |
| Connecting library staff within your library/institution | 5 | 5 | 4 | 4 | 8 | 8 | 4 | 4 | 5 | 1 | 10 |
| Connecting library users with library users | 4 | 5 | 5 | 4 | 7 | 5 | 3 | 3 | 3 | — | 8 |
| Connecting staff at different library institutions | 3 | 2 | 4 | 3 | 7 | 7 | 3 | 3 | 4 | — | 7 |
| Connecting other groups | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 3 |

Please describe the “other groups.”

“Faculty.”

“Tox Town in Second Life will be available to all Second Life subscribers. We are likely to encounter individuals who do not use the NLM or know what it is. Virtual Tox Town has not been launched so we do not know the ‘other group’ yet.”

Please describe the other type(s) of experience(s) and the corresponding group.

“Supporting classroom use of Second Life by UCI faculty.”

“Development on this project is not completed. Public launch is expected in April 2008.”

“RUL’s experimentation in Second Life is intended to provide library faculty and staff with experience in virtual worlds, to begin thinking about the role virtual environments might play in reference and information literacy in the future. Currently, library efforts involve bibliographic instruction and assessment of virtual worlds in a library school course and the development of an experiential module on peer review.”

16. Widgets, e.g., MeeboMe, Plugoo, etc. Specify an example of widget use at your library. N=46

Chat Widgets

| | | |
|-----------------------|----|-----|
| MeeboMe | 28 | 59% |
| QuestionPoint Qwidget | 2 | 4% |
| Wimzi | 2 | 4% |
| Chat widget | 2 | 4% |
| Crafty "Live Help" | 1 | 2% |

Search Widgets

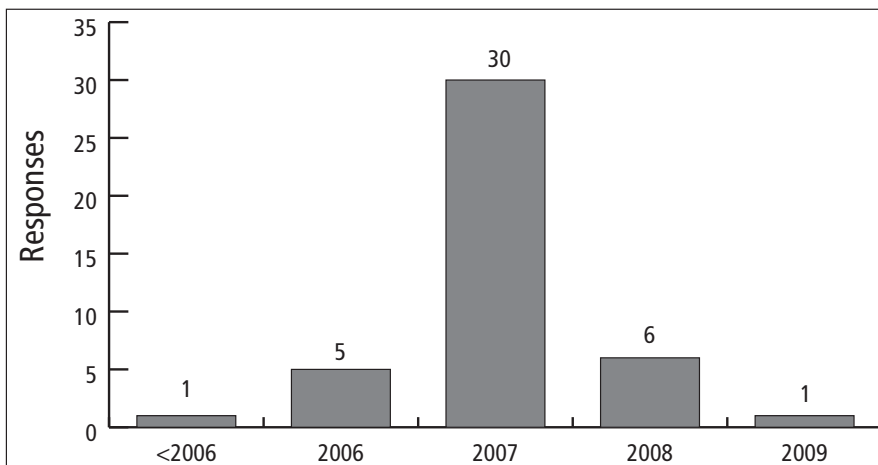
| | | |
|-------------------------|---|----|
| iGoogle | 3 | 6% |
| Catalog search plug-in | 3 | 6% |
| Facebook widget | 3 | 6% |
| LibX toolbar | 2 | 4% |
| MedlinePlus search link | 1 | 2% |

Other

| | | |
|---------------------|---|----|
| Luminis integration | 1 | 2% |
| Research JumpStart | 1 | 2% |

Year first implemented.

Range: 2002 to 2009



Brief description of how the library is using the site.

Chat Widgets

Crafty “Live Help”

We use Crafty “Live Help” widget for chat on our Web pages. Widgets are extremely handy, students don’t have to have or use their commercial IM account to get help.

MeeboMe

“A way for users to anonymously contact a librarian via IM. Widgets also embedded in Facebook pages, department pages, college pages (e.g., College Academic Advising).”

“To provide reference services to all.”

“We use MeeboMe or similar applications in several locations on the library Web site or blogs to give users an opportunity to ask questions of librarians.”

“This widget is placed on our “Ask a Librarian” page to add an IM service to our chat reference service to allow anyone who wants to ask us a question to just type it into the webpage without having to identify themselves or even have an IM account.”

“Live chat reference.”

“Meebo widgets are used for IM as stated earlier in the survey.”

“Meebo widgets are integrated into libguides and blackboard course sites; we have created a library toolbar using libX.”

“We use the MeeboMe widget to provide our centralized, general IM reference service. It is open 1–5 Monday–Friday and is staffed by reference and access services librarians. We are using MeeboMe as we transition to a new chat software, that has yet to be identified.”

“To answer questions of library users. The MeeboMe widget is placed on multiple pages, including other social software sites.”

“MeeboMe widgets are embedded on liaison contact pages as well as subject guides for those liaisons who have chosen to offer reference and communication through chat or IM.”

“To provide support by an instructor to the student in her information literacy class.”

“Many subject librarians are adding the Meebo widget to their online profile pages to allow users to communicate with and contact them more easily. The link above is only one of many examples of librarians who use it. The widget is also useful for facilitating communication among staff in different locations.”

“IM Reference.”

“MeeboMe Chat Widget.”

“We have started to embed MeeboMe Widgets into our Web site and plan to do the same within our catalogue.”

“Provide online reference at multiple service points.”

"MeeboMe, Plugoo chat with subject librarians."

"The library moved from a commercial chat product to a widget-based IM in 2007. We embed the widget in our Reference page, Facebook, and MySpace page."

"Meebo is being used to provide IM services."

"This Meebo widget is used by the Center for Educational Technologies (CET), which provides assistance to faculty who want to integrate technology into their teaching."

"The toolbar is for user ease, other widgets have been on webpages since 2005, also as a way to improve ease."

"Under consideration for local online reference."

"MeeboMe, Qwidget."

"Some college liaisons use MeeboMe for their contact pages and subject guides."

OCLC's QuestionPoint Qwidget

UCR and other UC campuses are evaluating the recently released Meebo-like widget within QuestionPoint (chat reference).

QuestionPoint

Chat reference.

Use in Libguides and IM Ref

Widgets are placed on research guides created with Libguides and used in Ask a Librarian for IM.

Used in the chat service

Widget is used to accept communications from AIM, Google Talk, MSN, and Yahoo!.

wimzi

Although a variety of widgets are used on the library Web site and our other Web platforms, by far the most popular right now is use of the wimzi widget to provide IM service to patrons.

Search Widgets

MedlinePlus Search Link

Provides graphics and text to link to MedlinePlus and any of its 750 health topic pages.

Catalog Search Application in Facebook

Developed a Facebook application that allows Facebook users to search the UCI Libraries' catalog.

Created a library catalog applicaition for Facebook users

iGoogle

iGoogle gadget for searching our catalog and e-resources. We offer this widget so that people can embed a search box for library resources in their iGoogle page, or any Web page.

LibX Toolbar

We provide a LibX toolbar for our users. We provide browser toolbars for searching our OPAC.

Search Plug-in for Online Catalog

Not much.

iGoogle

To add search functionality to iGoogle.

Other

Meebo, etc.

We are developing widgets heavily — Meebo, catalog, metasearch, Amazon/Catalog, toolbars, etc. It is my hope to widgetize our entire library home page and enable users to take these widgets into the environments that they choose to be in the most (like iGoogle or myYahoo!). We have already begun this effort through the main MyU portal and a library-side implementation called 'myLibrary.' It has proven to be popular.

Catalog Search Plugin, Meebo

Plug-in that enables a catalog search box in the browser's search bar. Also use Meebo widget as another way to provide reference services for users via IM.

Facebook Widget for University of Texas Libraries

We've created a series of widgets for Facebook, iGoogle, etc. We've also created search plug-ins for the browser for IE and Firefox. Our goal is to move library services into our users everyday activities.

iGoogle, wimzi

We have just begun developing iGoogle gadgets for iGoogle page customization. These will allow searching of our resources from iGoogle. We are also implementing the AOL wimzi tool.

Meebo, etc.

Using Meebo widget for Web-based IM services. We have also created a Google gadget, a LibX edition, and a Facebook app that users can install as widgets in the spaces they use.

Qwidget

Using Meebo extensively, LibGuides widget for embedding in course guides and on other sites, QuestionPoint's Qwidget. Also using Facebook, Flickr and del.icio.us badges to embed on LibGuides course guides and other instructional pages.

Research JumpStart widgets

The Libraries' Research JumpStart is a fully functional search interface almost entirely comprised of widgets available for use in other online environments, such as iGoogle, Netvibes, and Facebook. Users may utilize the tools on the Research JumpStart page, or using Widgetbox, take the tools elsewhere for easy future access.

Women's Studies blogs

In this instance, to aggregate several Feminists/News/Women's Studies blogs onto one page. These widgets appear toward the end of the page under Feminist Blogs.

Luminis Integration

We will be developing library "channels" for the campus implementation of a Luminis student portal.

Please indicate the main goals for using this particular tool. Check all that apply. N=43

| | To develop tools | To share information | To create content | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|----------------------|-------------------|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff with library users | 8 | 33 | 6 | 26 | 30 | 34 | 2 | 39 |
| Connecting library staff within your library/institution | 4 | 9 | 3 | 5 | 5 | 11 | — | 12 |
| Connecting library users with library users | — | 8 | 2 | 2 | 3 | 6 | — | 9 |
| Connecting staff at different library institutions | 1 | 5 | 1 | 1 | 3 | 5 | — | 6 |
| Connecting other groups | — | 3 | — | — | 1 | 3 | 1 | 3 |

Please describe the “other groups.”

“Potential new users.”

Please describe the other type(s) of experience(s) and the corresponding group.

“Connecting library users with collections for resource discovery.”

“Create perception that library is ‘cool’ and ‘modern.’”

“Research assistance.”

“To provide reference services.”

17. Other Social Software/Service. Specify an example of another social software/service used at your library and the year it was first implemented. Briefly describe how the library is using this other social software/service. N=23

Search Applications

LibX Firefox Extension

2006

Users can install the LibX toolbar in their Firefox browser. It does many things in addition to offering searching, it enable off-campus access to e-resources via our proxy server, it enables easy linking from Amazon (and other book sites) to the same record in our OPAC, it autolinks ISBNs and ISSN for searching in our catalog, etc.

LibX Extension

2006

Some library webpages are embedding coins so that LibX can read the metadata and link directly to the resource online. The extension also allows patrons to link to our OPAC from outside sources.

LibX Toolbar

2007

The LibX toolbar is currently under development and will be rolled out in the spring.

Podcasting

Podcasts — Physiotherapy and Science & Engineering

2006

To provide content of physiotherapy (and other subjects) workshops/seminars to Internet users.

Podcasts

2007

We launch weekly pod- or vodcasts (while school is in session) that highlight library resources and services.

Podcasts and Videocasts

2007

We record library events for podcasts and videocasts in our iTunes University site; we are exploring involving more users in these programs.

Podcasting miscellaneous

“Podcasting; Web meetings (via Adobe Connect).”

“Podcasts available on iTunesU; library tools available via iGoogle (personalized Web portal tool).”

Social Networking

Hosted Social Networking Site

2007

We established a “virtual workspace” environment for student use in 2007 using the ELGG software. We have since made the decision to discontinue this service.

Facebook Experiment

One Library faculty member has established a Facebook page for Library to interact with students.

Social Bookmarking/Tagging

AddThis.com

2007

Added easy social bookmarking capabilities to our various blogs for user convenience.

AddThis.com

2008

We are exploring various options such as Addthis.com and based on that exploration may decide to participate in several others. This widget creates a button on our Web pages. Users can click on this button to add our Web pages to their own bookmark sites such as Digg, Del.icio.us, Facebook, Reddit, etc.

Text Messaging

Twitter

2007

The Science Library is using it to announce news items and library workshops.

Text Messaging

2008

Not yet implemented.

Other

Google Maps - Environmental Health Resources for the California Wildfires

2007

Environmental Health Resources for the California Wildfires in Google Maps was created as an experiment to see how we could develop "just in time" information using publicly available software. After seeing two Google Maps created by two news organizations in San Diego and Los Angeles, we decided to create an "overlay" for those maps that contained information on health. We included in our map links to videos and news articles about health issues with the wildfires, TRI and Superfund locations, and links to ToxMap and locations of hospitals and health centers. The map was never made public. Google Maps are currently used on ToxMap for navigation, not as social software.

SharePoint

2005

The libraries use SharePoint for document sharing, shared calendars, shared bookmarking, and other collaboration.

RefShare

2006

Using JIRA, an issue-tracker, for internal documentation of project development. Also occasionally using Blackboard (CMS) for encouraging student collaboration with librarians. Worldcat Selection tool for networking within the library. Refshare for encouraging patrons to share citations.

Online Welcomes and Tutorials

2006

This is not a specific example of social software, but is another way to reach out to users in the virtual world. We have a number of librarians who use Camtasia and WebCams to create online welcomes and tutorials. Use of these tools is very popular, and have helped librarians reach out very effectively to users they might

never see in person. They also have the added benefit of linking a face to a name, which facilitates in-person communication and approachability.

LibGuides

2007

We are experimenting with LibGuides, a social software platform for developing Subject Guides.

Various Social Networking Tools in Our Worldcat Local Catalog

2007

These services are embedded within the WorldCat Local catalog. In addition to tools within WCL, we also have Facebook and Google desktop widgets for searching WCL.

Other miscellaneous

“Casual discussions about Flickr and YouTube, plus some of us have used it for specific projects. May come into play as we add Facebook page.”

“Mobile and hand-held device services.”

“Video game nights in the library, occasional parties/social nights in library spaces.”

Please indicate the main goals for using this particular tool. Check all that apply. N=16

| | To develop tools | To share information | To create content | To market library services | To establish rapport | To facilitate communication | Other type of experience | N |
|--|------------------|----------------------|-------------------|----------------------------|----------------------|-----------------------------|--------------------------|----|
| Connecting library staff with library users | 5 | 14 | 6 | 12 | 12 | 13 | — | 14 |
| Connecting library staff within your library/institution | 4 | 7 | 4 | 4 | 4 | 5 | — | 7 |
| Connecting library users with library users | 2 | 5 | 3 | 1 | 1 | 4 | — | 6 |
| Connecting staff at different library institutions | 1 | 2 | — | 1 | 1 | 1 | — | 2 |
| Connecting other groups | 1 | 1 | — | 1 | 1 | 1 | 1 | 2 |

Please describe the “other groups.”

“Potential new user.”

“The creation of the California Wildfires Google Maps goes beyond the library community, it was created for all those that are interested in environmental health information pertaining to the Wildfires.”

Please describe the other type(s) of experience(s) and the corresponding group.

"If the map was publicly released, we anticipate that it would be used as a 'layer' to another map created by a Google Maps user."

ORGANIZATION AND MANAGEMENT

18. Who has primary responsibility for coordinating, managing, and/or planning your library's social software initiatives and activities? N=59

| | | |
|---|----|-----|
| Not coordinated, individuals are responsible for their own activities | 29 | 49% |
| A standing committee(s)/team(s) is charged with managing social software initiatives and activities | 8 | 14% |
| A department/unit is charged with managing social software initiatives and activities | 4 | 7% |
| An ad hoc committee is charged with managing social software initiatives and activities | 2 | 3% |
| A single individual who works full-time as a "social software coordinator" | 0 | — |
| A single individual who devotes part of their time as a "social software coordinator" | 0 | — |
| Other | 16 | 27% |

19. Please provide the following information about the social software standing committee/team: Name of standing committee/team; Position title of standing committee/team leader; Year standing committee/team was created; Number of standing committee/team members; Position to which the standing committee/team leader reports. N=8

| Committee Name | Committee Leader | Created | Members | Reports to |
|-------------------------------------|--|---------|---------|---|
| Virtual Access Committee | Co-Director, Science Libraries, and Assoc. Law Librarian (2 people) | 2007 | 6 | Library Director |
| Electronic Communications Committee | Science Reference Librarian | 2006 | 5 | Head, Reference Services |
| User Interface Group | Web Manager & Usability Specialist | 2006 | 6 | Associate Director for Public Services |
| Web Services Steering Committee | Web Services Coordinator; Director of Academic Programs, Physical Sciences and Engineering | 2007 | 6 | Associate University Librarian for Information Technology |
| Web Steering Committee | Associate Dean of Public Services | 2002 | 3 | Dean of University Libraries |
| Public Services Council | Associate University Librarian for Research and Instructional Services | 2007 | 6 | AUL for Research and Instructional Services |
| Virtual Library Group | Web Development Librarian | 2001 | 13 | Manager, Instructional Support Services |
| Emerging Technology Interest Group | Rotating chair chosen from membership | 2007 | 8 | Web Committee |

Comments

"Several units, including Integrated Library System and the Digital Library Development Center would participate in actual planning and implementation of specific tools."

"Ideas originate with the Electronic Communications Committee and are managed by the committee."

"Was formerly called Web Advisory Group from 1998-2006. We have created a 'betas' page as a way to experiment with some of these technologies and get user feedback before deciding to make them permanent."

"It has been pretty grass-roots for a while. We are now trying to formalize the process more through the Web Services Steering Committee. We have produced a lot of documentation on this committee if you would like to learn more about it."

"We tend to consider social software initiatives within the broader context of Web services and Web site development. We will likely continue to implement new social software initiatives as it fits into our mission."

“The libraries’ standing committee, Public Services Council, has primary responsibility. The Web Services team in the Technical and Automated Services (TAS) department provides primary technological support for the development of social software initiatives selected by PSC. The Web Services Unit reports to the Director of Integrated Information Systems, who reports to the Associate University Librarian for Digital Library Systems.”

“Most activities are managed by the Virtual Library Group Committee and Web Development Librarian. Virtual Reference is coordinated by a single person, Virtual Reference Coordinator.”

20. Please provide the following information about the social software department/unit: Name of department/unit; Position title of department head; Year department/unit was created; Number of staff in the department/unit; Position to which the department/unit head reports. N=4

| Department Name | Department Head | Created | Staff | Reports to |
|--|---|----------------|-------|---|
| Digital Library Services and Reference Dept. | Head, Digital Initiatives and Head, Reference Dept. | | | Assoc. Dean of Libraries for Collection & Technology Services and Associate Dean of Libraries for Research & Instruction Services |
| Reference and Instructional Services | Head of reference and instructional services | Many years ago | 13 | Associate University Librarian for Research and Instructional Services |
| Technology Integration Services | Head Librarian | 2006 | 5 | Associate Director for User Services |
| New Media Office | Head, New Media Office | 2002 | 6 | Director of Libraries |

Comments

“We do have a digital technologies librarian in the RIS who coordinates some of these activities and develops Web 2.0 technology tools.”

“We have active participation in social software initiatives across the organization. Library Instruction Services, Reference and Information Services, and other units are very active with our Technology Integration Services team, pushing these initiatives forward. Our library catalog interface team is also very active. Most ideas bubble up from staff. The administration is very supportive of these efforts.”

“Still primarily in an experimental stage; staff in the New Media Office are working to identify the tools to use and encouraging all library staff to explore and start working with new tools that can be brought into the fold of potential tools.”

21. Please provide the following information about the ad hoc social software committee/team: Name of ad hoc committee/team; Position title of ad hoc committee/team leader; Year ad hoc committee/team was created; Number of ad hoc committee/team members; Position to which the ad hoc committee/team leader reports. N=2

| Committee Name | Committee Leader | Created | Members | Reports to |
|--|--------------------------------------|---------|---------|--|
| Task Force on Extending the Web Presence (Web 2.0) | Ancient & Medieval Studies Librarian | 2008 | 8 | Director of the History & Humanities Reference Department |
| Library 2.0 Working Group | Digital Projects Librarian | 2007 | 11 | Digital Library Center Chair, Support Services Director, Technical Services Director |

Comment

“It’s largely been exploration and then coordination through the Library 2.0 group. It’s not yet organized.”

22. Please briefly describe the organization and management of social software initiatives and activities in your library. N=16

Decentralized

“Individual librarians and staff are responsible for many of these initiatives. However, several standing and ad hoc committees are working on some social software applications, and virtual reference services are fully integrated into the Reference department. In addition, exploration of social software by library employees has been encouraged through the UCI Libraries Learning 2.0 Program, which was organized by the Libraries 2.0 Learning Team.”

“Ideas, proposals, experiments, and pilot projects are generally developed by individuals, departments or teams, in collaboration with the Libraries’ IT division. Recommendations for moving forward with projects for library-wide implementation are brought to the Libraries’ management team and the University Librarian.”

“Both blogs and Wikis had their beginnings in experimentation in departments. In the case of Wikis a proposal was made regarding an implementation strategy and a task force appointed for this role. In the case of blogs, a task force met and made recommendations for approach and software. It has been followed by individual implementations. There is currently coordination of implementation approach for blogs and Wikis. A technology staff member provides training. For chat, a college liaison librarian represented the Libraries in the formation of AskColorado. Management falls with that state group. The proposal for LibraryThing is coming from a standing online catalog committee. A staff member is currently experimenting with Flickr. RSS has been coordinated by the Web master. There is expansion of RSS use on the horizon through the ExLibris XServer according to a plan from a task group. In summary, the usual process is that staff experiment first then the software can involve other organizational management. A draft guide has been created on

implementation of technology that should improve our approach.”

“Normally, social software initiatives are managed on a project-by-project basis, but occasionally, ad hoc committees are formed.”

“An ad hoc blog coordinating working group is chaired by the Instructional Services Coordinator. Podcasts are developed and coordinated by the Instructional Services Coordinator. All other initiatives are self-managed by those individuals who choose to participate.”

“The organization and management of social software initiatives and activities vary depending on the activity. Virtual reference service is coordinated by a standing committee; some blogs and RSS feeds are managed by specific individuals in the relevant unit; several individuals in departmental libraries manage their own blogs, and Wikis.”

“Each library unit has its own specific use of the social software initiatives. For example, the Library Instruction unit manage the content of the Flickr account, Public Services manage the chat software, and Web Services manage the blog and Wiki software.”

“The organization and management of social software initiatives is a combination of individual efforts with efforts coordinated and assisted by the administration of individual units, the Public Services Committee of the Libraries and the Office of Web Development and Services.”

“Activities are generally initiated and implemented at the departmental level.”

“We are in the beginning stages of testing some social networking software with library staff and users. Because this work is being done by individual librarians to meet particular needs, there is no coordination at this point, and we really cannot complete the survey. However, individuals are experimenting with blogs for both staff and users, YouTube, Facebook, del.icio.us. RSS feeds, etc. A new Web site is in the design phase and once that is rolled out, we will be in a better position to take advantage of social networking software in a more coordinated effort.”

“Some overseen by library technology services section, some oversight by other library staff.”

Unit, Team, Committee

“Digital Services and Technology Planning provide infrastructure support. Research and Instruction Department and related departments provide service.”

“Several departments and working groups work in this area: Reference and Instruction services as well as Web Services/Editors groups.”

“Community Tools Product Team (under the Information Technology Advisory Committee); 7 members. Otherwise, many initiatives are department based, with individuals responsible for their own activities.”

“Several committees and groups in the library work on these social software initiatives including a group focused on Next Gen OPACS, a Course Management System Task Force, and the reference group.”

“The Library’s Chief Information Officer (CIO) in the Office of Strategic Initiatives (OSI) created in 2001, is responsible for the development, maintenance, oversight, and enforcement of policies, standards, and systems and approves all new Web initiatives. Within OSI, Web Services Division and the Information Technology

Services (ITS) Division have responsibilities that relate to social software initiatives. ITS provides the full range of technical support and technical infrastructure for the Library. Web Services Division (WSD) is charged with developing strategies, plans, standards, and policies to guide the Web initiatives of the Library. ITS and Web Services are staffed by a mixture of FTEs, NTEs, and contractors (as needed). The Head of Web Services and Director of ITS report to the CIO.”

23. Please indicate whether staff participation in/use of social software is required or voluntary. Check all that apply. N=59

| | Required | Voluntary | N |
|--|----------|-----------|----|
| Chat or instant messenger services | 24 | 31 | 55 |
| Wikis | 19 | 37 | 56 |
| RSS (Really Simple Syndication) | 6 | 50 | 56 |
| Widgets | 6 | 43 | 49 |
| Blogs | 5 | 53 | 58 |
| VOIP (Voice Over Internet Protocol) | 3 | 36 | 39 |
| Media sharing sites | 2 | 49 | 51 |
| Other social software/service | 1 | 27 | 28 |
| Social networking sites | — | 52 | 52 |
| Social bookmarking or social tagging sites | — | 51 | 51 |
| Virtual worlds | — | 37 | 37 |

Comments

Required

“Online chat required of Reference Librarians.”

“Chat & IM is required for those working the Reference Desk nights and weekends and Digital Library Services employees.”

“Required only for those staff delivering instruction or reference services utilizing those tools.”

“Some Libraries Committees use a Wiki, in effect mandating use of that software in order to effectively participate in and complete committee work.”

“Certain staff are required to use certain internal Wikis in cases where the Wikis house departmental documentation, policies, and procedures.”

“I assume that you mean that staff are required to monitor these services, such as having the Meebo widget online when the office is staffed, or contributing content, such as to YouTube.”

"Participation in Wikis, blogs, chat and VOIP are also required for some departments."

"Required participation is limited to staff engaged in reference activities."

"Some sections/projects in the library require the use of Wikis for recording meeting minutes."

"Wikis is a grey area. We don't 'require' anyone to use any of the Wikis we have in place, but choosing not to leaves most people so far out of the loop (particularly for internal committee Wikis, etc.) that they must really use them, at least to consult (even if not to contribute) despite the lack of a mandate. RSS is similar, since many of the committee Web sites and internal staff pages 'must be checked regularly by members of this department.' They may not realize that what they are reading is an aggregation and injection of departmental RSS feeds into their staff home page."

"The intended interpretation of 'required' is not clear. For example, if staff are using a Wiki for their work it is a requirement of those involved, but not necessarily all staff."

"All the social networking we are currently doing is under development or in test, so that participation is voluntary. After a service is tested and approved by PSC, it becomes a normal part of work assignments and thus no longer voluntary."

"Once a service is implemented we support it fully. During the experimental phase participation is voluntary."

Voluntary

"Although staff are encouraged to participate with incorporating social software into their jobs, it is still a voluntary exercise."

"Staff use of and participation in Library initiatives employing these technologies varies depending on the job description of the employee, and are guided by the Library's IT security policies and Internet use policies."

"There is no library policy on the use of this software. A few such as virtual reference and RSS feeds for new books have been formalized; however, the use of other social software is based on interest by individual librarians or libraries."

"Other = Facebook (voluntary)."

"Each of the blogs have formal authors/coordinators and others participate voluntarily."

"VOIP and Virtual worlds may be used personally or for professional development, but have not been implemented for library work."

"There is no central organization or management of social software initiatives in the UCSD Libraries. Grass-root, whoever wants to participate/create tools does so and if someone doesn't want to, they don't. We are starting to take a look at systematically implementing use through library-wide committee, and the campus is as well. Many librarians use tools voluntarily. Participation in UC-wide chat service is required by all libraries, though not all librarians."

24. If library staff use of social software is voluntary, have there been any efforts to encourage staff to participate? N=56

| | | |
|------------|----|-----|
| Yes | 46 | 82% |
| No | 10 | 18% |

If yes, please briefly describe what has been done.

| | N | % |
|------------------------|----|-----|
| Workshops | 22 | 31% |
| Presentations | 12 | 17% |
| 2.0 training program | 7 | 10% |
| Marketing | 7 | 10% |
| One-on-one training | 6 | 8% |
| Administrative mandate | 5 | 7% |
| Brown bag | 5 | 7% |
| Committee work | 5 | 7% |
| Tutorials | 2 | 3% |

Comments

"A 'soft' approach—exposure to tools and discussions about their possible uses; exposure through various committees that use the tools to conduct their work."

"A brown bag session was offered on using the Wiki. Brief workshops have been offered on up-and-coming technological tools such as Second Life and Skype. A recruitment workflow for the blog has been developed that includes informational meetings for those who might be potential blog contributors, one-on-one training sessions on how to post, and a print guide for contributors."

"A multi-week exploration course distributed via our staff intranet, with (optional) hands-on training weekly. A party is scheduled for those completing the course."

"Brown bag presentations about social software have been given."

"Committee on Professional Development has sponsored a series of hands-on workshops for staff on use of social software; ongoing workshops on use of Wikis."

"Committees discuss how librarians are using the tools on a regular basis. These discussions encourage others to participate."

"Directors encourage their staff to explore new technologies."

"Efforts are made to encourage staff to use these tools through demos, training, library guides. We have a 'Not for Geeks Only' program that gives a brief overview of a tool and encourages individual experimentation and 'playing' with it. We also provide support for installing and using software and encourage in its use."

"E-mail announcements."

"E-mails sent to staff asking for volunteers."

"Encouragement by Director."

"Encouraging library staff to use IM for reference services in addition to several public forums on Web 2.0 tools. There are also efforts in the area of staff training on these tools."

"Have had presentations on various social software in different settings to encourage participation by highlighting the possibilities offered by them."

"Informal spreading the word between colleagues, workshops, demos."

"In-service training."

"Intro tutorials, e-mails, info sessions."

"Library presentation, training."

"Library sponsored Web 2.0 training."

"Marketing of and praise for units who have implemented these services through various internal library communication channels. Various funding sources that can be (and have been) applied for to develop social software pilot projects. BTW, the next section is really populated by best guesses, since all our participation is voluntary, and some of it happens off the clock. The last question, in particular, "On average, about how many hours per week do individual library staff members spend on social software activities?" is going to give a skewed picture, since most staff _do not_ currently spend any time using social software (officially). I would say, of those that are doing it, they spend 3-5 hours/week. But factor in the masses that don't, and the library average is the more pitiful <1 hour. Also, I am assuming for this next question you are asking how many do this as part of their job so I'm basing my estimate on that (as many choose to participate in these activities for their own amusement and edification)."

"Offering staff development and one-on-one assistance to encourage participation."

"Participation in pilots and in departmental Wikis is required of some."

"Presentations, training, information available via Web pages."

"Promotional staff training programs which demonstrate the usefulness of application."

"Reference staff has regularly been invited or had training sessions on various tools. Early in 2008 we are going to have a training program based on the 'Learning 2.0' model for all KSL staff. In late 2008, it will be rolled out to the entire Case community."

"Requests for participation are issued and a certain amount of gentle arm twisting is done. If there is a strong probability that the service will be adopted, e.g., Meebo, many librarians and staff tend to volunteer so that they can participate in the evaluation."

"Seminars on the use of a variety of social software, including RSS, del.icio.us, LibraryThing, Wikis, blogs, podcasting, and more."

"Sessions have been offered to raise awareness and provide basic training."

"Several brown bag presentations and discussions."

"Some brown bag lunches have been given to provide basic understanding of these tools."

"Staff are given time to experiment. IT staff have procedures to quickly respond to requests to install social software, following a basic review process. Early adopters share their experiences with colleagues and offer training and assistance."

"Staff e-mails and workshops to promote and instruct staff on use of social software technologies."

"Staff presentations and training sessions."

"The Instruction and Information Literacy Working Group has provided workshops in various Web 2.0 tools."

"The Public Services department held a series of brown bag discussions on social software and developed a voluntary tutorial program to help librarians and staff explore various types of social software."

"There are brown Bag lunches, training sessions, presentations at meetings. Staff are welcome to join the ETIG to explore technologies they are interested in. Staff are also provided training on the use of social software on a request basis by the Web Librarian."

"There is lots of focus and energy behind '2.0' technologies, and strong administrative support."

"Training and briefing sessions are held on the applications."

"Training series: TOTS Series (open to all); Hands-on practice opportunities (open to all); Committees support through working groups/planning: Reference & Instruction Committee; eLibrary Committee."

"We have an Advanced Library Technology group dedicated to exploring Web 2.0 technologies."

"We have offered programs and workshops where staff share their knowledge and encourage others to become more involved."

"We have practice sessions as needed and requested."

"We have run several sessions on social software and certainly staff are encouraged to participate."

"We launched our '23 things'-style training program, Blue 2.0, to encourage staff to use social software."

"We've had several classes and training sessions for staff all about these new technologies and how to use them."

"Workshops."

"Workshops have been held on RSS, Second Life, Flickr and Facebook."

25. Please estimate the number library staff members (FTE) who are engaged in the following types of social software initiatives. N=46

| FTE | N | Minimum | Maximum | Mean | Median | Std Dev |
|--|----|---------|---------|-------|--------|---------|
| Social networking sites | 36 | .10 | 100 | 20.40 | 10.00 | 28.37 |
| Media sharing sites | 27 | .20 | 50 | 9.04 | 5.00 | 10.80 |
| Social bookmarking or social tagging sites | 30 | .25 | 50 | 12.66 | 7.00 | 14.84 |
| Wikis | 40 | .10 | 200 | 34.41 | 22.50 | 40.34 |
| Blogs | 42 | .10 | 200 | 20.50 | 10.50 | 32.34 |
| RSS (Really Simple Syndication) | 41 | .10 | 140 | 14.69 | 5.00 | 26.01 |
| Chat or instant messenger services | 42 | .50 | 60 | 20.51 | 18.00 | 15.25 |
| VOIP (Voice Over Internet Protocol) | 14 | 1.00 | 280 | 33.71 | 9.00 | 75.18 |
| Virtual worlds | 16 | 1.00 | 20 | 4.81 | 5.00 | 5.24 |
| Widgets | 29 | .20 | 40 | 9.74 | 6.00 | 10.53 |
| Other | 9 | .25 | 10 | 4.03 | 3.00 | 3.71 |

| Social networking sites | Media sharing sites | Social bookmarking or social tagging sites | Wikis | Blogs | RSS (Really Simple Syndication) | Chat or instant messenger services | VOIP (Voice Over Internet Protocol) | Virtual worlds | Widgets | Other social software/service |
|-------------------------|---------------------|--|-------|-------|---------------------------------|------------------------------------|-------------------------------------|----------------|---------|-------------------------------|
| 0.50 | | | 0.25 | 3.00 | 0.10 | 2.00 | | | 0.20 | |
| | | | 25.00 | 50.00 | 10.00 | 6.00 | | | 6.00 | |
| 30.00 | 10.00 | 25.00 | 50.00 | 10.00 | 25.00 | 25.00 | | | 5.00 | |
| 40.00 | | 2.00 | 35.00 | 5.00 | 1.00 | 25.00 | 3.00 | 5.00 | 2.00 | |
| 10.00 | | | 4.00 | 40.00 | 140.00 | 36.00 | 7.00 | 3.00 | 8.00 | |
| | | | | 2.00 | 2.00 | 9.00 | | | | |
| | | 8.00 | 50.00 | 5.00 | 5.00 | | | | | |
| | | 7.00 | 40.00 | 8.00 | 8.00 | 20.00 | | | 6.00 | |
| 30.00 | | 5.00 | 8.00 | 5.00 | 3.00 | 30.00 | | | 2.00 | |
| 0.25 | 0.50 | 0.25 | 2.00 | 1.00 | 0.25 | 1.00 | | | 1.00 | 1.00 |
| 30.00 | 10.00 | 30.00 | 50.00 | 30.00 | 10.00 | 30.00 | | 10.00 | 10.00 | 10.00 |
| 11.00 | 11.00 | 11.00 | 11.00 | 11.00 | 11.00 | 20.00 | 11.00 | 11.00 | 11.00 | |

| Social networking sites | Media sharing sites | Social bookmarking or social tagging sites | Wikis | Blogs | RSS (Really Simple Syndication) | Chat or instant messenger services | VOIP (Voice Over Internet Protocol) | Virtual worlds | Widgets | Other social software/service |
|-------------------------|---------------------|--|--------|--------|---------------------------------|------------------------------------|-------------------------------------|----------------|---------|-------------------------------|
| | | | | | | 13.00 | | | | |
| 5.00 | | 15.00 | 100.00 | 20.00 | 5.00 | 35.00 | 15.00 | | 25.00 | |
| 4.00 | 2.00 | 2.00 | 2.00 | 2.00 | | 12.00 | | | 12.00 | |
| 30.00 | 15.00 | 10.00 | 100.00 | 30.00 | 30.00 | 50.00 | | 5.00 | 20.00 | |
| 10.00 | | 2.00 | 90.00 | 10.00 | 5.00 | 60.00 | | | 5.00 | |
| 20.00 | 5.00 | 50.00 | 40.00 | 10.00 | 20.00 | 15.00 | | 10.00 | 40.00 | |
| 18.00 | | | | 20.00 | 3.00 | 4.00 | | | 6.00 | |
| 1.00 | 0.50 | | 1.00 | 1.00 | 0.50 | 3.00 | | 1.00 | | 1.00 |
| | | | 2.00 | 3.00 | 1.00 | 10.00 | | | | |
| 3.00 | 2.00 | 3.00 | 34.00 | 15.00 | 10.00 | 30.00 | 280.00 | | | |
| 10.00 | 2.00 | | 15.00 | 15.00 | 10.00 | 20.00 | 1.00 | | | |
| 30.00 | 25.00 | 15.00 | 40.00 | 30.00 | 5.00 | 20.00 | | 1.00 | 4.00 | |
| 100.00 | 50.00 | 50.00 | 50.00 | 30.00 | 20.00 | 30.00 | | 10.00 | 5.00 | |
| 5.00 | 3.00 | 1.00 | 10.00 | 60.00 | 5.00 | 25.00 | | | 25.00 | |
| 20.00 | 20.00 | 20.00 | 100.00 | 20.00 | 10.00 | 50.00 | 5.00 | 2.00 | 6.00 | |
| 2.00 | | 5.00 | 20.00 | 2.00 | | 15.00 | 8.00 | 1.00 | | |
| 0.10 | 0.20 | | | 0.10 | 0.10 | 1.00 | | | | |
| | | | 0.10 | | 0.10 | 1.00 | | | 0.25 | 0.25 |
| 71.00 | 15.00 | 10.00 | 40.00 | 35.00 | 35.00 | 40.00 | 15.00 | 5.00 | 5.00 | 10.00 |
| | | | | 13.00 | 3.00 | 13.00 | | 2.00 | | |
| | | | | | | 10.00 | | 6.00 | | 5.00 |
| 4.00 | 2.00 | | 15.00 | 1.00 | 8.00 | 25.00 | | | 4.00 | 4.00 |
| 6.00 | 12.00 | 1.00 | 1.00 | 37.00 | 6.00 | 7.00 | | | 8.00 | |
| 3.00 | | | 5.00 | 3.00 | 3.00 | 15.00 | | | | |
| 10.00 | 1.00 | 5.00 | 10.00 | 5.00 | 8.00 | 12.00 | 1.00 | 1.00 | 10.00 | 3.00 |
| 5.00 | 2.00 | 5.00 | 5.00 | | 3.00 | 25.00 | | | 5.00 | |
| 1.00 | | 0.50 | 1.00 | 1.00 | 0.25 | 0.50 | | | | |
| 8.50 | 5.00 | 2.00 | 30.00 | 17.00 | 10.00 | 16.00 | 4.00 | | 1.00 | |
| 100.00 | 10.00 | 50.00 | 200.00 | 200.00 | 80.00 | 50.00 | 10.00 | | 10.00 | |

| Social networking sites | Media sharing sites | Social bookmarking or social tagging sites | Wikis | Blogs | RSS (Really Simple Syndication) | Chat or instant messenger services | VOIP (Voice Over Internet Protocol) | Virtual worlds | Widgets | Other social software/service |
|-------------------------|---------------------|--|-------|-------|---------------------------------|------------------------------------|-------------------------------------|----------------|---------|-------------------------------|
| 100.00 | 10.00 | 15.00 | 40.00 | 50.00 | 60.00 | 40.00 | | | 40.00 | 2.00 |
| 5.00 | 3.00 | 7.00 | 10.00 | 20.00 | 5.00 | | 12.00 | | | |
| | 22.00 | 22.00 | 90.00 | 10.00 | 40.00 | 10.00 | | | | |
| 1.00 | 1.00 | 1.00 | 20.00 | 1.00 | 1.00 | | 100.00 | | | |
| 10.00 | 5.00 | | 30.00 | 30.00 | | | | 5.00 | | |

26. Please estimate the percentage of total library staff members that the FTE entered above represents. N=36

| FTE | N | Minimum | Maximum | Mean | Median | Std Dev |
|--|----|---------|---------|--------|--------|---------|
| Social networking sites | 29 | .20% | 80% | 10.71% | 5.00% | 16.25 |
| Media sharing sites | 22 | .20% | 15% | 3.90% | 2.10% | 4.05 |
| Social bookmarking or social tagging sites | 25 | .10% | 50% | 6.61% | 1.70% | 10.69 |
| Wikis | 33 | .10% | 80% | 15.39% | 10.00% | 18.71 |
| Blogs | 36 | .10% | 60% | 11.12% | 6.80% | 13.44 |
| RSS (Really Simple Syndication) | 34 | .10% | 100% | 8.89% | 3.00% | 19.49 |
| Chat or instant messenger services | 32 | .25% | 100% | 14.42% | 9.15% | 19.09 |
| VOIP (Voice Over Internet Protocol) | 11 | 1.00% | 100% | 21.88% | 5.00% | 38.76 |
| Virtual worlds | 11 | .50% | 10% | 3.03% | 2.00% | 3.52 |
| Widgets | 23 | .10% | 80% | 7.38% | 3.30% | 16.13 |
| Other | 5 | .50% | 30% | 8.70% | 3.00% | 12.24 |

| Social networking sites | Media sharing sites | Social bookmarking or social tagging sites | Wikis | Blogs | RSS (Really Simple Syndication) | Chat or instant messenger services | VOIP (Voice Over Internet Protocol) | Virtual worlds | Widgets | Other social software/service |
|-------------------------|---------------------|--|-------|-------|---------------------------------|------------------------------------|-------------------------------------|----------------|---------|-------------------------------|
| 0.20 | | | 0.10 | 0.10 | 0.10 | 0.60 | | | 0.10 | |
| | | | 13.00 | 25.00 | 5.00 | 3.00 | | | 3.00 | |
| 10.00 | 3.00 | 10.00 | 17.00 | 3.00 | 10.00 | 10.00 | | | 2.00 | |
| | | | | | | | | | | |
| 7.00 | | | 3.00 | 29.00 | 100.00 | 26.00 | 5.00 | 2.00 | 6.00 | |
| | | | | 0.20 | 0.20 | 0.60 | | | | |
| | | 3.00 | 15.00 | 2.00 | 2.00 | | | | | |
| | | 7.00 | 37.00 | 7.00 | 7.00 | 19.00 | | | 6.00 | |
| 22.00 | | 3.00 | 5.00 | 3.00 | 2.00 | 22.00 | | | 1.00 | |
| 1.00 | 2.00 | 1.00 | 8.00 | 4.00 | 1.00 | 4.00 | | | 8.00 | 8.00 |
| 10.00 | 3.00 | 10.00 | 15.00 | 10.00 | 3.00 | 10.00 | | 3.00 | 3.00 | 3.00 |
| 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | |
| | | | | | | | | | | |
| 2.00 | | 6.00 | 40.00 | 8.00 | 2.00 | 14.00 | 6.00 | | 10.00 | |
| 2.50 | 1.30 | 1.30 | 1.30 | 1.30 | | 8.00 | | | 8.00 | |
| 5.00 | 2.50 | 1.70 | 16.70 | 5.00 | 5.00 | 8.30 | | 0.80 | 3.30 | |
| 3.00 | | 1.00 | 30.00 | 3.00 | 2.00 | 19.00 | | | 2.00 | |
| | | | | | | | | | | |
| 11.00 | | | | 12.00 | 2.00 | 2.00 | | | 4.00 | |
| 0.50 | 0.25 | | 0.50 | 0.50 | 0.25 | 1.50 | | 0.50 | | 0.50 |
| | | | 10.00 | 15.00 | 5.00 | 50.00 | | | | |
| 1.00 | 0.70 | 1.00 | 12.00 | 5.00 | 4.00 | 11.00 | 100.00 | | | |
| 10.00 | 2.00 | | 15.00 | 15.00 | 10.00 | 20.00 | 1.00 | | | |
| | | | | | | | | | | |
| 20.00 | 10.00 | 10.00 | 10.00 | 6.00 | 4.00 | 6.00 | | 2.00 | 1.00 | |
| 0.30 | 0.20 | 0.10 | 0.60 | 3.60 | 0.30 | 1.50 | | | 1.50 | |
| 15.00 | 15.00 | 15.00 | 50.00 | 15.00 | 5.00 | 25.00 | 1.00 | 1.00 | 5.00 | |
| | | | | | | | | | | |

| Social networking sites | Media sharing sites | Social bookmarking or social tagging sites | Wikis | Blogs | RSS (Really Simple Syndication) | Chat or instant messenger services | VOIP (Voice Over Internet Protocol) | Virtual worlds | Widgets | Other social software/service |
|-------------------------|---------------------|--|-------|-------|---------------------------------|------------------------------------|-------------------------------------|----------------|---------|-------------------------------|
| 25.00 | 5.00 | 1.00 | 15.00 | 12.00 | 12.00 | 15.00 | 5.00 | 1.00 | 1.00 | 2.00 |
| | | | | 13.00 | 3.00 | 13.00 | | 2.00 | | |
| 4.80 | 9.60 | 1.00 | 1.00 | 29.60 | 4.80 | 5.60 | | | 6.40 | |
| 1.00 | | | 2.00 | 1.00 | 1.00 | 20.00 | | | | |
| 80.00 | 10.00 | 50.00 | 80.00 | 50.00 | 60.00 | 100.00 | 10.00 | 10.00 | 80.00 | 30.00 |
| 0.50 | | 0.25 | 0.50 | 0.50 | 0.13 | 0.25 | | | | |
| 3.70 | 2.20 | 0.90 | 13.10 | 6.60 | 4.40 | 7.00 | 1.70 | | 0.40 | |
| 40.00 | 5.00 | 20.00 | 60.00 | 60.00 | 30.00 | 30.00 | 10.00 | | 10.00 | |
| 16.00 | 1.00 | 2.00 | 7.00 | 8.00 | 10.00 | 7.00 | | | 7.00 | |
| 12.00 | 8.00 | 17.00 | 10.00 | 10.00 | 3.00 | | | | | |
| | 1.00 | 1.00 | 3.00 | 1.00 | 2.00 | 1.00 | | | | |
| 1.00 | 1.00 | 1.00 | 1.00 | 20.00 | 1.00 | | 100.00 | | | |
| 5.00 | 2.00 | | 15.00 | 15.00 | | | | 10.00 | | |

27. On average, about how many hours per week do individual library staff members spend on social software activities? N=31

Hours per Week

| Minimum | Maximum | Mean | Median | Std Dev |
|---------|---------|------|--------|---------|
| .5 | 20 | 3.2 | 2 | 3.47 |

| Hours | N |
|-------|----|
| <1 | 2 |
| 1 | 4 |
| 2 | 12 |
| 3 | 4 |
| 4 | 2 |
| 5 | 5 |
| >5 | 2 |

STAFF TRAINING

28. How have library staff received training to use social software? Check all that apply. N=59

| | | |
|--|----|------|
| Self-study | 59 | 100% |
| On-the-job experience | 57 | 97% |
| Local workshops taught by local librarians | 44 | 75% |
| Professional development conference programs and workshops | 40 | 68% |
| Webinars | 38 | 64% |
| Training is provided by our parent institution | 11 | 19% |
| Other | 6 | 10% |

Please explain other training.

"In-house library presentations."

"One-on-one training with a library colleague."

"Training by in-house IT staff."

"Web Librarian by request."

"Workshops led by Technology Learning group on campus."

PROMOTING LIBRARY SOCIAL SOFTWARE TO USERS

29. Please indicate which of the following your library has used to promote participation in library social software activities to library users. Check all that apply. N=59

| | | |
|--|----|-----|
| Links on library Web site | 55 | 93% |
| Announcements in orientations, bibliographic instruction | 51 | 86% |
| E-mail notices | 35 | 59% |
| Flyers, handouts, bookmarks, etc. | 34 | 58% |
| Training for interested participants | 27 | 46% |
| Ads and links in social software sites | 26 | 44% |
| Links in courseware | 22 | 37% |
| Other | 11 | 19% |

Please explain other promotional method.

"Announcements at staff meetings."

"Articles in library publications; instruction in online Help documentation and online training resources."

"General publicity talks."

"Links in personalized campus Web portal."

"Newspaper articles, press releases, orientation events."

"Not actively promoted at this point; relying on 'word of Web.'"

"Posts on the Library's blog detailing initiatives."

"PowerPoint slides on library lobby screens and on student-run coffee shop screen. We are just getting started with the IM service and also the publicity."

"School newspaper."

"Screen savers on public workstations."

"We promote the IM service in brochures and on LCD panels throughout the Libraries."

ASSESSMENT

30. Has your library attempted to evaluate the use of social software? N=59

| | | |
|-----|----|-----|
| Yes | 30 | 51% |
| No | 29 | 49% |

If yes, what metrics are used to assess social software activities? Check all that apply. N=30

| | | |
|---|----|-----|
| Volume of hits, level of participation | 29 | 97% |
| Links to library project(s) by users | 7 | 23% |
| Change of users attitude toward the library (As seen through surveys, LibQUAL+ , etc.) | 7 | 23% |
| Increased library publicity | 5 | 17% |
| Other | 11 | 37% |

Please describe other metrics.

Surveys

"BANR Blog creators have surveyed users. Subscribers are another measure for blogs."

"Self-designed online survey."

"Surveys to access level of instruction in online reference."

Text/Transcript Analysis

"Analysis of instant messenger transcripts."

"Informal qualitative analysis of blog comments and suggestion box comments as well as the utility of the blog to generate volunteers for projects and input has been used to gauge general interest and reach of the blog."

"We have done an analysis of our chat transactions over the first five years of the service. We looked at demographics, subject areas, and volume. We are currently developing the second phase of this assessment which will measure user satisfaction and user expectations."

"We save and review chat transcripts."

Usability Analysis

"Usability testing and User Needs studies."

"We are in the process of assessing the data received a part of our Flickr pilot which will include an evaluation of the utility and type of tags received, verifiability of the historical data provided, etc."

Other

"Blog pilot project will be doing a preliminary evaluation of the service and its impact on teaching, research and communication by level of participation and uptake and other quantitative and qualitative methods."

"We provide virtual reference users with the opportunity to provide feedback on the service."

BENEFITS

31. List up to three benefits of using social software in your library. N=55

| Benefit Category | Code | Number of Comments |
|--------------------------------------|------|--------------------|
| Visibility/Presence/Access | VPA | 51 |
| Communication | Com | 25 |
| Marketing/Promotion/Public Relations | PR | 21 |
| Collaboration | Col | 12 |
| Improved Service | IS | 9 |
| Resource Discovery | RD | 9 |
| Staff Skills | SS | 7 |
| Sharing of Information | SI | 6 |
| Flexibility/Customizability | FC | 5 |
| Content Creation | CC | 4 |
| Current Awareness | CA | 3 |
| Experimentation | EX | 3 |
| Easy to Use | EZ | 3 |
| User Feedback | UF | 3 |
| Participatory | P | 2 |
| Fun | F | 2 |
| Other | O | 11 |

| Benefit 1 | Benefit 2 | Benefit 3 |
|--|--|---|
| Allows users to tailor the library resources to their individual needs. FC | Allows the library to provide services in a new way and potentially reach a different audience. VPA | |
| An increase in library-patron contact through informal social networking mechanisms (blog, FaceBook) has led to a more natural rapport between public services staff and library users. PR | Social software has allowed for frequently updated information to showcase the varied expertise of our staff and reach of our collections through a lightweight and open staff workflow. VPA | Social software has allowed selected subject guides to transform into communication tools, creating integrated and more immediate access to specialized help. Com |
| Becoming more visible where our users spend time, and gaining a better understanding of them in the process. VPA | Efficiency of communication. Com | Gaining a better understanding of emerging technologies, and learning how to experiment. EX |
| Being part of a 24/7 chat consortium provides ref assistance to patrons when ref desks are closed. VPA | Other benefits are not yet on the radar. O | |
| Better communication with millennial generation. Com | Keep library staff informed about new technologies. CA | |
| Better connection to users, e.g., blog pushes information to users. VPA | Provide ability to contribute and connect for users. VPA, Col | Improves staff skills and productivity. SS |
| Better internal communication by using Web 2.0 applications for staff. Com | | |
| By engaging in the use of social software we are reaching out to our users in an area they are already participating in and allowing them to learn about us and use our resources in a way they understand and appreciate. VPA | Blogging allows for larger participation in community knowledge from the 'expert.' VPA | RSS allows for information to be disseminated to those that want to learn more about our resources and services with one post to a blog, we reach many in the way they want to be reached depending on how they set up their reader. SI |
| Changes perceptions of what the library can offer. PR | Provides us mechanisms to deliver library content and resources in new ways. RD | Helps libraries "get in the flow" of our users. The library is no longer a primary destination. We need to get our resources into the tools that library patrons use the most. VPA |

| | | |
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| Collaboration. Col | Communication; great way to find new applications as recommended by others. Com | Being where the users are, promotion of library services in different venues. VPA, PR |
| Communication. Com | Marketing. PR | Staff skill development. SS |
| Communications. Com | Marketing. PR | Establishing a "with it" image. PR |
| Connecting with students to provide our services where they are-online. VPA | | |
| Current awareness. CA | Connect with users. VPA | New initiatives in improving services. IS |
| Ease of use. EZ | Remote users can learn about services efficiently. VPA | Enables feedback from users. UF |
| Easily connecting library users and library staff. VPA | Most of the third party software we adopted is easy to use and has a high ROI (Return on Investment). Even though the investment of our time and resources are kept to a minimum, we are able to enrich our users' Web experience. EZ | Blogs create an environment in which staff of various technical skill levels can participate in contributing content to our website. With RSS feeds we are able to push content of the blogs to strategic locations of our website and potentially to Web spaces of our users, including academic department websites and course websites. Both help us with marketing the library. VPA, PR, CC |
| Engage students. O | Improve discoverability of library resources. RD | Promote library services. PR |
| Experiment with new ways of relating to patrons. EX | Enhancing information by tagging in natural language. RD | Documenting dynamic activities. O |
| Extend the reach of reference service. VPA | Learn a new mode of communication which our users are also using. Com | |
| Facilitating communication with users in the ways they prefer and in the locations (physical and virtual) they use. Com | Marketing library services; keeping library resources and services visible and accessible. VPA, PR | The benefits to staff of learning new tools and developing new applications; learning new skills is invigorating and interesting. SS |
| For staff - project management and tracking. Col | Social tagging lets users directly interact with our catalog records and to share that information with other users. RD, SI | RSS feeds give targeted new book lists. RD |

| | | |
|--|--|--|
| Grassroots nature -- individual librarians can use social software tools as needed and as appropriate. Because we are a large, decentralized system there is no "one size fits all" approach. FC | Presence in the user's space, if they choose to add us (e.g., Facebook/Google widgets). VPA | With QuestionPoint we have 24/7 chat service, something we could not easily staff ourselves or manage in a physical environment. VPA |
| Helps keep library staff up-to-date with emerging technologies. SS | Improved information sharing among staff. Fewer meetings. SI | Provides online presence of library to user community beyond Web site. VPA |
| Helps us put our services "where users are" ... such as the integration between Amazon and our catalog via the LibX extension. VPA | Helps market library services and increase awareness. PR | Helps us leverage the contributions of our user community. CC |
| Improve virtual library services; Increase discovery of library resources and services outside the library's Web site or physical space (catalog feed, news feed, IM reference). RD | Fill service gap on campus and meet student demand (blogs, Wikis); Facilitate student-to-student collaboration. Col | Advance skill knowledge of digital library development tools, leading to ideas for new services, better integration with users' online spaces. VPA, IS |
| Improved services for library users — higher level of interaction, ability to provide better, faster, and more relevant services. IS | Increased collaboration among faculty and staff — more information-sharing, better communication. Com, Col, SI | Increased feedback and measurement opportunities in order to improve services. IS, UF |
| Increased 2-way communication with users or between staff members. Com | Increased PR and marketing on a budget. PR | Feedback, suggestions, and communication with other libraries and professionals as they read or see our content, which results in improvements for our users. Com, UF |
| Increased communication with students and faculty. Com | Promotion of library services. PR | Making it easier and convenient for students to use library services and resources from home. VPA |
| Increased communication. Com | Improved user satisfaction with, and awareness of, library services and resources as well as positive improvement of the library's image among students. PR, IS, RD | Increased development of Web resources (because the social software tools have significantly reduced the technical expertise previously necessary for publishing content on the Web). EZ |
| Increased visibility for the Libraries. VPA | Integrating library services in the spaces where our users are. VPA | Just in time service, provides critical services at point of need. IS |

| | | |
|---|---|---|
| Increased visibility for the Library's collections and events with people who might not normally visit the Library's Web site. VPA | Increasing transparency and providing an avenue for 2-way communication and a means of interaction with the members of the public that are using these technologies and who want to feel they have a relationship with a person, rather than an institution. VPA, Com | Facilitating collaboration amongst staff. Col |
| Increased visibility to library users. VPA | Being where the students are (e.g., Facebook). VPA | Increased presence for reference during library renovation. VPA |
| Increased visibility with students. VPA | Facilitates communication internally. Com | Keeps librarians current on new technologies. SS |
| Internal communication & documentation. Com | Outreach. VPA | Market library services. PR |
| Library promotion. PR | Better able to meet user's needs. IS | Staying ahead of the tech curve. O |
| More bottom up creation of content. CC | Promotion of library and library services to a wider community. PR | Building a wider community for library staff to work with. VPA |
| Moves library resources and services into our users' everyday online activities. VPA | | |
| Promote resources and services. PR | Collaborate with colleagues/faculty. Col | Educate users (educate ourselves, learning from other colleagues). O |
| Promote the library to users within services that they themselves are using. PR | Greater collaboration within the library. Col | Fun! F |
| Provides an additional outlet to promote library services. PR | Improves communication within the libraries and between library users and libraries. VPA, Com | Allows staff to experiment with new ways to deliver library services. EX |
| Provides users with another means of interacting with library staff. VPA | Allows the library to interact with users in ways that the users have come to expect. VPA | |
| Provides visibility and "discoverability" of library services and collections. VPA, RD | Increases patron satisfaction with the library. IS | Patrons can help evaluate and design new library services. P |
| Putting our services and collections into the user flow. VPA | Communication—both internal and external. Com | Adding functionality to our services and collections. IS |

| | | |
|--|--|--|
| Quicker and simpler connections/ communication with library users. Com | Improved communication among staff. Com | Places library within reach of new and convenient tools commonly used by library patrons. VPA |
| Reference services more readily available to users. VPA | Sharing of professional information among library staff. SI | Ease of updating news information on library's Web site. CC |
| Service to users at point of need. VPA | Integration with user's tools. O | Increased awareness of new technologies for library staff. SS |
| Supports communication with user community and helps to market library events. Com, PR | Support communication between staff and helps staff be aware of new developments. Com | Helps to establish the librarians as technology leaders on campus. SS |
| The ability to personalize services and target specialized groups. FC | Provides more points of access to the library and its services. VPA | Provides access to more and different information (people's opinions, etc. that are not easily found in traditional modes). P |
| These tools are portable and students can use them even after they graduate from the University. O | It connects libraries' faculty and staff who are geographically dispersed at different campuses of the University. O | Students may be more comfortable with using social software and therefore may be more likely to use these channels to contact librarians for help. VPA |
| To develop effective additional communication channels with users. Com | | |
| To facilitate communication. Com | To share information. SI | Another means of delivering services. VPA |
| To facilitate fast communication and "push" content/current awareness to users. Instead of creating Web sites and portals which are expensive and require lots of planning, we can create "just in time information" in minutes and hours and have it available to a community who is responsive to news feeds and constant information interaction. Com, RD, CA | Realizing that some of our "youngest" users, those who are 30 and under, have been using and accessing digital information and using the Web since elementary school. Their needs, interests, and expectations are changing and moving faster than the federal government can keep up with. It is exciting to think that the NLM as an information provider can be on the cutting edge of identifying and proving solutions to those needs. O | To serve as a record of library services and activities. O |
| To reach younger audience using tools with which they are familiar. VPA | Provides multiple ways to provide service. FC | Allows us to reach remote users using more cost effective methods. VPA |

| | | |
|---|--|---|
| Use of tools that patrons are comfortable with and that make up their information environment. VPA | Flexibility in the presentation and distribution of library resources and services. FC | Educational value for library users unfamiliar with these new tools. O |
| We can put our services and collections where the users already are and use the tools they already use, making us more accessible and friendly to them. Users have less need to learn to do things our way, since we're learning to do things their way. VPA | The library has a more human face to it. We're not just an institution interacting with library users as patrons or clients, we're also people who interact with library users as people. We're collaborators in the research and learning mission of the university, not just faceless service providers. PR, Col | We've made great efforts to make our physical spaces more conducive to collaborative and interdisciplinary learning, and using social software helps move us in the same direction in online services and spaces. VPA, Col |
| Working across departments – cooperation. Col | Reaching users in a new way. VPA | It's fun. F |

CHALLENGES

32. List up to three challenges of using social software in your library. N=55

| Challenge Category | Code | Number of Comments |
|----------------------------|------|--------------------|
| Time | T | 32 |
| Staff Expertise/Training | ST | 28 |
| Competing Priorities | CP | 19 |
| Staff Buy-in | SB | 16 |
| Keeping Up with Technology | KU | 12 |
| User Buy-in | UB | 9 |
| Assessment/Evaluation | AE | 9 |
| Technological Challenges | TC | 8 |
| Security/Privacy | SP | 7 |
| Staffing capacity | SC | 7 |
| Content Maintenance | CM | 5 |
| Planning & Coordination | PC | 4 |
| Marketing | M | 4 |
| Awareness | A | 3 |
| Funding | F | 3 |
| Other | O | 22 |

| Challenge 1 | Challenge 2 | Challenge 3 |
|---|---|--|
| Blogs can take time to monitor and keep current. T, MC | Encountering coordination difficulties getting podcasts mounted on campus iTunes server. TC | Staff resistance to new ways to doing things. SB |
| Bringing them to patrons' attention. A | Patrons are busy, they need low barrier ways to participate. UB | Proliferation of authentication credentials, need for a single sign on solution for these types of services. TC |
| Buy-in of staff to try new applications and tools (lack of comfort). SB | Time spent in training staff/offering technical support so that they are able to utilize the software applications. ST | Finding how the applications and tools can be integrated with the Library's Web presence and services. Ensuring blogs and other applications are relevant and vital. What is the purpose of the social software, to engage the library users to convey information? CP |
| Computer security issues. SP | Measuring effectiveness of using these technologies. AE | Providing ongoing support and staffing (for training, time, and number of staff needed to support a new service in an already busy portfolio of activities). T, ST, CP, SC |
| Developing new Web presences that include social software in meaningful ways. O | Acceptance by most staff. SB | Capturing the value of particular software, e.g., capitalizing on tagging to make information more findable. O |
| Difficult to keep up with the latest technologies. KU | Finding suitable applications that will return a good return on investment of time. T | Creating awareness among library administrators about how the technologies are being used by librarians. A |
| Finding staff time to monitor and support a distributed series of services. T | Marketing—getting users to know about these services. M | Privacy issues with using commercial social software. SP |
| Finding time to develop skills in new areas. T | Keeping content updated on all sites. MC | |

| | | |
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| Funding. F | Support (when unfunded, people as resources for it). F | Usability/legality. Facebook and other sites harvest information we don't want them to have on their users if those users are our patrons. We have limited resources, so we need to make sure anything we support meets the majority of our users needs, so ADA compliance is another issue. SP |
| Grassroots effort — because there is no centralized approach, it's difficult to get buy-in and understanding of the benefits by all library staff. SB | We still don't know whether students connect research with their social spaces. Do they want us there? O | |
| How personal should you get?? O | Time. T | How effective is it really? AE |
| Increasing student and faculty participation. UB | Training staff to use the services. ST | Continued marketing and promotion of the services. M |
| Individual voluntary participation in some elements of social software can lead to imbalances in the breadth of services offered to our patrons across subject areas. PC | Assessment and gathering accurate statistics is challenging due to the voluntary nature of staff participation and lack of systematized reporting, as well as to difficulties inherent in technologies such as RSS. AE | |
| Integration of these new services with existing (archaic) library Web platforms. O | Finding ways to ensure that the technologies used can be made (more) accessible. A sad fact is accessibility seems to always come last in the Web 2.0 world. O | Finding enough time and resources to fully test the various technologies, and establish an ROI for their use (I am looking over at Second Life right now... ;) so that the library can begin providing more support and funding for those services that prove to be successful. T, AE |
| It was challenging to get the right type of staff in place who could capitalize on what social software can add to the user experience. We hired an Instructional Technologist. ST | It is still challenging to make users aware that we are offering these new social software-based services. A | |
| Keeping content current, fresh and maintained. MC | Convincing staff and/or users to participate. SB, UB | Adding responsibilities to other duties that already exist. T, CP, SC |

| | | |
|---|--|---|
| Keeping current with the latest developments. KU | | |
| Keeping up with the quickly changing world of these tools and how they are used. KU | Keeping our staff trained and aware. ST, KU | Dealing with legacy library systems that are not easily connected with modern technologies. TC |
| Lack of authority — difficult for patrons/researchers to tell authority/knowledge of participants. Flattening of information (is all information equal? Do the masses become the authority?); also circularity and insularity of information — people keep linking or referring to the same things. And all types of information seem to become equal because it is so easy to post. O | Building an audience or finding an audience (just because we're putting it out there, doesn't mean there's a need for it). UB | Keeping services, information, etc. up to date. MC |
| Lack of comprehensive strategy for incorporating social software; lack of prioritization and support. CP | Large amount of time and effort to launch new projects. T | Uncertain adoption by librarians. SB |
| Learning about the existence of these tools and becoming familiar with them in the ways they are commonly used. ST | Time constraints on learning and using new software. T, ST | Coordinating activity among staff. PC |
| Learning the application software and handling software bugs. ST | Scheduling staff to respond. O | Equipment availability/capacity for supporting the development, delivery, and receiving of the service. TC |
| Librarians afraid of new technology. SB | Librarians consider it frivolous and not research-related. SB | Old hardware & software and no funding. TC, F |
| Library has no plan to implement these new software options so implementations are random. PC | Lack of time. T | Leadership does not view this as a priority. CP |
| Library staff resources to provide and expand use of social software. SC | Sufficient technical knowledge of library staff. ST | Sufficient bandwidth. TC |
| Maintenance/security upkeep of many open source tools. SP | Risk: is time invested in some of these (Second Life, Facebook) worth it? Are they passing trends? Will they be used? T | Must resolve issues of privacy, security, archiving, FERPA. SP |

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| Making decisions about who should have access to more informal social networking Web tools like blogs, giving up some control over what is posted. O | Keeping up with high user expectations when library's staffing and technical resources are limited. SC | |
| Many librarians are rooted in traditional modes of communication and refuse to explore or recognize the benefits of new tools. We still have many people who think users should come to us, rather than us going to them. SB | The time to learn and keep up with the new tools is challenging. Training opportunities exist, but the real learning takes place when people actually use the tools — which takes a great deal of time. Fortunately, we have a number of librarians (both new and experienced) who actively use the new technologies in their lives and have been quick to jump onboard and create new initiatives. T, ST, KU | Determining which social software users think are appropriate for communicating with librarians and getting research assistance. O |
| Need the appropriate technology. TC | Need adequate human resources to extend services. ST, SC | Policy considerations. O |
| Not enough time to learn and do. T, ST | IT support. ST | Continuing learning curve — need to keep up to date. ST, KU |
| Other initiatives are more pressing at this time (competing for staff time). CP | | |
| Perception of "difficulty," "irrelevance," and/or "lack of time" by staff. T, SB | Integration with "traditional" services. CP | Speed of product life cycle: Blogs -> Expired Facebook -> Tired Twitter -> Wired KU |
| Policies: Providing conduits for content created outside of the agency requires the ability to ensure compliance with agency/government policies, procedure, laws, executive orders, etc.; allowing access to non-agency created material must comply with the strictures of what can and can not be done on a dot gov domain. The pre-publication moderation required is a resource issue for engaging in publication of user-generated content. O | Terms of Service Agreements: The typical terms of service agreements for social software vendors and Web sites were written for individuals rather than government agencies. Federal government agencies may not be able to agree to the indemnity clauses that these TOS agreements usually contain. Modifying the agreements takes time and resources, and a willingness on the part of the vendor/ Web site to agree to special terms. O | Security: If these emerging software applications have to be hosted at the Library and are not part of the Library's technical architecture they have to go through a formal certification and accreditation process to ensure that they will not adversely impact existing Library systems. This impacts the timeline for implementation. SP |

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| Relatively low adoption rates among users. UB | Setting priorities. CP | Some people still feel overwhelmed by the technology and figuring out which technology fits their needs. O |
| Resistance from a small number of staff to change and technology. SB | Getting students to recognize the library as a 2.0 participant. UB | Re-assuring our Systems Department that "it's OK!" O |
| Resources required, e.g., software, set-up and training, support, troubleshoot, upgrades. ST, TC | Reluctance to expose the library to a public dialogue and commit to the work that such a continuing dialogue would require. O | Security is an issue. If you use free software you may be exposed to outside threats such as viruses and worms. Allowing outside users to access our servers to log into a software where they can deposit information is also a risk. SP |
| Some of these technologies are difficult to learn, especially for older librarians. SP | Many of this activity is tacked on to existing job responsibilities. Using social software can sometimes double the work you do since you still do it the old way, too. T, CP | Maintaining the content in these new sites and ways can be very time consuming. For example, to create a blog that library patrons actually find valuable takes time and diligence. These tools aren't magical. They need good content and constant upkeep. MC |
| Some users may be put off by the libraries' faculty and staff having a presence in these spaces, especially social networking sites—they may view it as "their turf." O | Faculty and staff may see use of social software as "one more thing" to learn. T, CP | This may be another area/item that the Libraries have to maintain. If employees are already very busy, it may seem burdensome to up keep. T, CP |
| Staff participation. With each new technology there must be training and while many are interested in learning new things it does get taxing to some to have to learn the new version of the new software knowing that next year it will be something else. ST, SSB | Getting the word out. With so many resources and services and user groups promoting social software such as our blogs or our Facebook page has not been a priority for the library which may have affected use of these technologies. UB | Determining effectiveness of the social software. AE |
| Staff slow to adopt new technologies; resistance to change. SB | If there is little use, it is hard to know if the service just isn't desired or if it merely needs to be marketed better. AE | |
| Staff time for development and implementation and maintenance. T | Staff buy-in. SB | Need for staff expertise in programming. ST |

| | | |
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| Staff training and skills constantly need to be replenished. ST, KU | It is hard to keep up with all the new sites. KU | We are adding these tools to our workflow but not getting rid of any of the old modes of doing things. CP |
| The technology and user trends are always moving targets. Just when we feel like we're getting a grasp on one thing, it is fading from importance, and something new needs to be investigated and employed. ST, KU | There's a perception among some students, staff, and administrators that fun and social things should be kept strictly separate from research and work things. As a result, some students might stay away from library services in their "fun" spaces, and some staff and administrators think that any time spent using these environments is not productive work time. O | Significant time is needed to try new things, do R&D, understand the trends, figure out how to provide services in new ways, how to sustain them over time, etc. Hard to find time to do all this when we're pressed by other traditional roles. T, CP |
| There are too many promising new technologies emerging all the time. The challenge is to develop skills to evaluate and select those that have a potential high return on investment. CP, AE | Assessment — how do we assess effectiveness of what we're doing with each technology? AE | It can be time consuming to keep up with all the new technology. T, KU |
| Time. T | Training. ST | |
| Time. T | Time. T | Cost/benefit vs. other library activities and commitments. CP |
| Time and effort. We have so many competing needs for staff resources. T, CP | Assessment. We need to assess not only the absolute value of a new service, but its comparative value, so we know what service we can reduce or eliminate to incorporate a new service, e.g., Meebo vs. standard reference. CP, AE | |
| Time commitment to develop and maintain applications. T | Lack of staff familiarity with social software. ST | |
| Time commitments to learn new environments such as Second Life, and to maintain a presence in these. T, ST | | |
| Time to investigate, innovate, and implement with competing demands and limited resources. T, CP | Staff training and local expertise. ST | Collaboration with sister institutions. O |

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| Time to learn and implement software. T, ST | Marketing service. M | Uneven implementation within a service. O |
| Time. T | Interest. SB, UB | Difficulty keeping up. KU |
| Training. ST | Promotion. M | Coordination with existing services. CP |
| Training. ST | Leadership. O | Coordination. PC |
| Training. ST | Online reference scheduling: highest local use occurs when local librarians are not readily available — late evenings. SC | More work for IT staff. SC |
| Wikis are awkward, need to use something more sophisticated like Basecamp. O | We expect some resistance to social tagging. SB, UB | Time in the day to deploy all this new stuff. T |

USER PRIVACY

33. Do you have concerns about the privacy implications of social software usage in your library?

N=58

| | | |
|------------|----|-----|
| Yes | 33 | 57% |
| No | 25 | 43% |

If yes, please describe your concerns and how you are addressing them. N=32

User Information

“Although no threat to privacy is immediately apparent, it is always possible that there are ways of tracking the users of social software and thus infringing their privacy. For example, the reading patterns of library patrons could presumably be tracked through RSS feeds; or the personal information of library ‘friends’ could be tracked through Facebook. The library has an attorney on staff who monitors these issues. As yet unaddressed: 3rd party commercial concerns, gathering information about users for their own reasons.”

“As a Canadian library we do have some concerns regarding data storage as it relates to the Patriot Act. This has not stopped us from using Social Software. We are careful to respect user privacy and make conscious decisions about usage based on that consideration.”

“As a federal government agency, people are concerned about what information we collect, how we store it, and who has access to it. NLM avoids technologies that store personal information and minimize the use of cookies and other tracking mechanisms to only those absolutely necessary for the experience. We do provide

a privacy statement that tells users what we are collecting and what we do with it.”

“Ensuring the privacy of our users. Within Facebook, some librarians are concerned about maintaining personal information in a site that end users can access.”

“It makes us uncomfortable that our users are sharing so much of their personal information that can be used by advertisers.”

“Library patrons are demanding/expecting more and more in based on the types of services they are getting through tools such as Amazon or Google. To provide these tools requires that libraries stretch our traditional defense of privacy. We are finding, though, that library patrons are more than willing to make these sacrifices. This is worrisome.”

“Patron privacy is a major issue for us generally and this is something we will watch closely in the social tagging environment.”

“Privacy of library data and communication; on academic side, FERPA regulations. We have made specific attempts to acquire patron permission to publish reference questions on our reference blog, even when we’ve stripped away all user identifiers because patrons ‘own’ the content of their questions.”

“QuestionPoint database addresses concerns for reference transactions. Have not fully assessed Meebo, were we to implement it, for example. Have password protected two staff blogs and Wikis. There has not been a systematic attempt to address concerns, but library staff more concerned than public at large as indicated by OCLC study and other reports read and meetings attended by staff.”

“Some staff have shown concern about privacy issues, though we have not yet addressed them as an organization. The Task Force may do so.”

“Transcripts of chat sessions are available to staff for evaluation purposes. We do make users aware that the transcripts may saved for a period of time and reviewed.”

“We’re using a number of third-party services (Flickr, Google gadgets, Facebook apps, Meebo widget) where patron use of the services is probably being tracked by these third-parties. We have provided disclaimers to users to alert them that while the library protects their privacy, these third-parties may not. Where practical, we’ve used locally installed versions of social software tools (like WordPress) where we can control the privacy practices, but in other cases use of the third-party service is essential.”

“When we use non-university, commercial servers and software systems to support interactions between librarians and users, we: a) lose the ability to guarantee privacy to the individual in terms of confidentiality of issues discussed, and b) everyone’s interactions and data are ultimately managed by a corporate entity which sponsors the site/software rather than an educational institution which would not exploit this information commercially.”

Policies

“Campus developed a policy for using social networking sites.”

“Generally not greatly concerned, but will need to set general policy statements once these services become permanent features of our website and other offerings.”

“The Library ensures that the social software it hosts complies with the privacy policies posted on the Web

site, which includes compliance with the provisions of the Children's Online Privacy Protection Act. The Library is exploring the use of social software through its pilot projects; best practices related to privacy policy when communicating on non-Library-hosted sites will evolve as the Library learns more."

"Until now, most social software usage has been on an individual/ad hoc basis or used internally."

"Users can post comments to blogs anonymously; all applications are opt-in (not required)."

"We are evaluating each application for security weakness, and we post information on our site about use of information."

"We are still thinking about this and have not yet implemented anything that involves reduced privacy for users, but I'm sure we'll be discussing it when we do more in this area."

"We haven't experienced problems. However, we share in the campus concern regarding regulated information and its sharing."

"We treat our chat/IM logs like our circulation records; we are storing them locally and they are private. We use them only for statistics and training."

User Awareness

"Making sure that users are informed of issues and making sure that they can opt out."

"Many users are not comfortable with listing details about themselves, e.g., birthdays. Students are especially fearful that faculty will see their information on social networking sites and make judgments based on photos, comments, etc., listed there. We are attempting to educate users about privacy issues, e.g., how to limit their profiles to display only the information they want to show."

"Teaching users on what the ramifications are of sharing personal information in online environments."

"To some degree, our younger patrons do not always understand the implications of posting information to publicly available locations."

"Various levels of concern among the units each implementing their own services. Some have posted information (or linked to others) information about social software and best privacy practices."

"Young people clearly have little thought of the permanency and applications of the information they place out for general access. Libraries, conversely, have a long tradition of protecting the personal and intellectual privacy of our users. As the software we are using at this point poses little erosion of the users' privacy, we're not yet having to take measures."

Not a Problem

"For the most part, we have introduced social software on a trial/experimental basis and are moderating usage."

"Generally we are concerned (of course), but we haven't had any specific instances where we thought user privacy was compromised."

"Library staff adhere to the privacy policy of the library. Blog comments are allowed to be anonymous."

"Yes, there are some concerns and these are discussed but so far the general feeling is that people are being careful about how much private information they divulge on social sites."

ADDITIONAL COMMENTS

34. Please enter any additional information regarding social software initiatives and activities at your library that may assist the authors in accurately analyzing the results of this survey. N=17

"At the Libraries, most social software usage has been on an individual/ad hoc basis or used internally. The Libraries has been slow to adopt social software in a centralized/organized manner, although our parent university is quite advanced, using Google Apps, etc. We are planning to put greater emphasis on social software. Our Advanced Library Technology group, created last year, is currently evaluating LibGuides, for instance. We recently launched reference chat."

"Because we are a large, decentralized library and work on social software initiatives is carried out as needed by library staff, there is no way to calculate how much time is spent on those sites. Similarly, some library staff might be working on noteworthy initiatives that the survey compiler didn't know about."

"I find that it's more helpful to call these kinds of services 'participatory' rather than 'social' since it has a different set of implications and allows for a broader set of goals. I think we're in a phase with these kinds of tools now that similar to where we were with Internet tools generally in the mid 1990s. Right now only a few staff are making effective use of them and they're seen as a kind of add-on to more traditional services, but pretty soon participatory elements will be part of all the online services we provide, just as Web and e-mail have become part of everything we do in libraries."

"It was difficult to answer the question on staff participation in social networking. Many of our staff are involved personally in social networking (Facebook, MySpace, LibraryThing, etc. and personal blogs) It would be impossible to estimate the number, but I believe it is large."

"Our 'project SimpLR' was developed as a result of what we learned in our User Needs Study."

"Please see the working group Wiki. It's hard to answer many of these questions because we do much of this as part of our normal work and not as something special or different, so all of the little pieces are hard to tabulate for FTE time and training. It's been very organically and grass-roots development and use."

"The Director of the Law Library has had an active and popular 'Check this Out' PodCast since 2005."

"The FTE and percentages I gave you are probably wildly inaccurate. That would take a long time to really get perfect. I did my best!"

"The library is exploring new applications related to social software. For example, we are considering replacing our current subject guide template with Springshare's LibGuides, a commercial product, but one which enables connections with many social software products—like Facebook and YouTube—and also relies on the insights of the social software products for its own design. The library also implements a series of informal training sessions, called 'Not for Geeks Only,' that are intended to demonstrate social software products and encourage their use and application to solving library problems."

"The library is in the midst of a total website redesign. In updating and overhauling the Web site, we hope to be able to take advantage of more social networking tools. In addition, the version of the library catalog in Encore will allow us to use some social networking tools in the catalog."

"The sections of question 23 that asked to estimate the number of staff and percentage of staff time related to social software was difficult, if not impossible, to quantify. Library staff throughout the library are involved with social software to varying degrees, depending upon job requirements."

"The Student Success Center at Sinclair Library is most likely to initiate and use social software in a significant way in the coming years."

"The total number of staff that are engaged with social software at the Library is a very small percentage of Library overall staff. The question on how many hours on average are spent by staff on social software does not appear to be limited to staff involved with social software but appears to be requesting an institution-wide average. When averaged with all staff of the Library, that amount would be very small; under one hour."

"This is a space that has generated considerable staff conversation even in areas where the library has not implemented activity. Most conversation in areas of instruction and by library Web committee."

"This was a good stab at gathering together this disparate information. I look forward to seeing the results, as well as a revised version that might address some of the questions/issues I encountered trying to complete this survey. BTW, those 'estimate how many hours/what percentage of your work is' questions are hard enough to accurately answer for an individual; asking for that information on a library-wide scale (especially for a large library) would really require them to run their own separate survey to get an accurate answer on that, and there wasn't enough lead time with this survey to run one here. Sorry. A more generic scale might have been better (Out of all your staff, many staff do x: None, A Few, A Good Amount, Many, Most, All). I realize that this is less exact, and open to subjective interpretation, but something tells me it might have painted a more accurate picture than asking for exact numbers/percentages."

"Use of social software at UBC Library is somewhat ad hoc; no staff dedicated to leading or coordinating. The service/learning/practice/doing is not rewarded explicitly. Some very talented librarians and paraprofessional staff take individual initiative in developing training sessions and providing services. This is a growth area; it is catching on."

"We love social software and see it as the future for promoting our services to users and look forward to seeing further library use of these tools."

RESPONDING INSTITUTIONS

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|--|---|
| University at Albany, SUNY | McGill University |
| University of Alberta | University of Manitoba |
| Boston University | University of Massachusetts, Amherst |
| Brigham Young University | Massachusetts Institute of Technology |
| University of British Columbia | University of Michigan |
| University at Buffalo, SUNY | Michigan State University |
| University of California, Irvine | University of Minnesota |
| University of California, Los Angeles | National Library of Medicine |
| University of California, Riverside | University of Nebraska–Lincoln |
| University of California, San Diego | University of New Mexico |
| University of California, Santa Barbara | North Carolina State University |
| Case Western Reserve University | Northwestern University |
| University of Chicago | University of Oklahoma |
| Colorado State University | Oklahoma State University |
| Columbia University | University of Oregon |
| University of Connecticut | Pennsylvania State University |
| Cornell University | University of Pittsburgh |
| University of Delaware | Rice University |
| Duke University | Rutgers University |
| University of Florida | Smithsonian Institution |
| Georgetown University | University of Southern California |
| University of Georgia | Southern Illinois University Carbondale |
| University of Hawaii at Manoa | Syracuse University |
| University of Illinois at Urbana-Champaign | Temple University |
| Indiana University Bloomington | University of Texas at Austin |
| Iowa State University | Vanderbilt University |
| Johns Hopkins University | University of Virginia |
| University of Kansas | University of Washington |
| University of Kentucky | Washington University in St. Louis |
| Library of Congress | University of Western Ontario |
| Louisiana State University | Yale University |
| University of Louisville | York University |