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Graduate Student and Faculty Spaces and Services
November 2008

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EXECUTIVE SUMMARY

Introduction
Recently, ARL libraries have begun to experiment with an enriched set of spaces and services to meet the complex teaching, learning, and research needs of graduate students and faculty. Some libraries have introduced small sanctuaries (study rooms or lounges) for graduate students and faculty as distinctly separate from undergraduate spaces. Others are providing new suites of services like dissertation support, curriculum design, and learning object design. In some cases, the services are offered in collaboration with other campus units—perhaps the Faculty Development Office, the Learning Technology Office, or Campus Computing. The new services and spaces may be localized in a discrete area (sometimes called a “Research Commons” or “Faculty Commons”) or opportunistically distributed across the library system.

The Survey on Graduate Student and Faculty Spaces and Services was conducted to explore the variety of resources and services being delivered to or envisioned for this unique population. The survey was distributed via the Web to the 123 ARL member libraries in March 2008. Sixty-five libraries (six Canadian and 59 American) completed the survey by the deadline of April 28 for a 53% response rate. Of these respondents, 48 institutions (74%) indicated that they provide or plan to provide services or spaces specifically designed for the designated populations. Most are providing or designing spaces/services to meet the needs of both groups, with only seven reporting services/spaces exclusively for graduate students and two locations committed to providing service/space exclusively to faculty. Thirteen of 47 respondents (28%) target discipline-specific graduate students; eight (17%) of these also target a specific group of faculty. In most cases, the targeted groups tend to be in humanities or social sciences.

Developing Graduate Student and/or Faculty Spaces and Services
The ARL libraries responding to the survey reported a wide variety of reasons for introducing services or spaces for these targeted populations. The single biggest motivator was requests from graduate students, reported by 33 institutions (69%), while 25 (52%) reported being influenced by a building renovation or reorganization. Requests from faculty were reported as key factors by 23 respondents (48%), while an equal number reported being persuaded by results of a strategic planning process. Twenty-one libraries reported being influenced by recommendations from library staff.

Respondents employ a wide variety of instruments to gather information about the spaces or services needed—but most reported a reliance on anecdotal feedback. For example, 34 of 43 respondents (79%) reported using informal commentary as part of their decision-making process. Only 20 institutions employed focus groups and only 19 (44%) conducted survey(s) or field observations. Field observations are most frequently used to gather input from library staff, and focus groups and surveys when consulting with faculty or student representatives. Few
Institutions reported consulting with key campus stakeholders, with only eight libraries (19%) seeking feedback from their student support services offices and six from their faculty development offices. The reliance on current and best practice is more reassuring, with 19 of 36 sites (53%) reporting that their thinking was influenced by literature searches, and an equal number by site visits and expert opinion. Eighteen institutions (50%) were influenced by sessions at conferences, but only seven sites reported being guided by funded research.

**Service Location(s) and Descriptions**

The physical models vary considerably. Twenty respondents (48%) reported that services are being delivered from pre-existing service points. Eighteen (43%) reported delivering services from a single discrete location, and 14 (33%) deliver services from several new service points dispersed across their campuses.

The majority of facilities are located in renovated space (23 respondents or 77%); the other seven (23%) are located in a combination of new and renovated spaces. No respondents reported placing a service in newly constructed space. The vast majority of respondents (91%) indicated that they provide services to faculty and graduates within the main campus library. A smaller but still sizable percentage (44%) indicated that services are provided within branch libraries; only four respondents said that they offer services in non-library buildings on campus (typically departmental offices or academic buildings).

In some cases, the exclusive nature of the facility or service is designated in its name. Respondents reported a variety of facility names (e.g., the Faculty Support Center, Graduate Student Success Center, Retired Faculty Research Room, Center for Faculty Excellence). Some incorporate the word “Commons” in their name to denote the concept of a gathering place (e.g., Faculty Commons, Research Commons, Scholarly Commons).

Most libraries reported some flexibility in the exclusivity of these services. For example, 26 of 39 respondents (67%) indicated that, although the services had been designed for faculty and/or grads, others could use them under some circumstances. One noted that, although only faculty or grads could reserve the space, others could use it on a drop-in basis. Another noted that the space is typically used for the targeted group but is sometimes opened up for public events. Only 13 institutions (33%) reported that the services were always for the exclusive use of faculty and/or graduate students.

In terms of administrative structure, 37 of the 40 responding institutions report through the library—sometimes to a library director and other times to an AUL, branch head, or other high level administrator. Three institutions also described some accountability to the Provost and one to an academic dean, while one facility also reports through a campus advisory committee. The two facilities that report outside the library are accountable to a CIO or the senior director of the campus computer organization.

Respondents reported a broad range of space offerings, the most common being study seating, lounge seating, and collaborative rooms. Almost all respondents (37 or 90%) provide individual/quiet study seating—six designate this for graduate students exclusively and two for faculty only. Lounge seating is provided at 24 sites (59%)—nine exclusively for graduate students, two exclusively for faculty. Eighteen libraries (44%) provide collaborative rooms, six to graduate students only and three to faculty only. Fewer institutions provide socializing space (12 or 29%), with one restricting this to graduate students and two to faculty exclusively.

Other spaces of interest include recording/video-taping rooms (10 sites or 24%), training spaces (nine or 22%), presentation practice spaces (eight or 20%), performance spaces (seven or 17%), and classrooms (seven or 17%).

The percentage of space allocated to various functions varies considerably. Twenty-six of 29 responding libraries report that space for quiet study and reflection ranges from 10% to 100% of the total space they are providing for faculty and graduate students, with a mean of 73%. Nineteen respondents report that louder collaborative work spaces ranges from 5% to
100% of their total, but the average amount of space devoted to this use is significantly smaller, about 33%. The percentage allocation of space for other purposes is too small to be useful to the study.

Services Provided
Thirty-six libraries responded to the set of questions on which technology services are provided to faculty and grad students. Although a few institutions maintain study spaces without technology, the vast majority (32 of 36 or 89%) provide access to computers, either desktop or loaning laptops. Seven institutions provide both desktop and laptop computers for the use of both faculty and graduate students. Of the others, 17 provide desktop computers and 11 provide laptops. Reproduction equipment, display surfaces, and computer peripherals are the next most frequently provided technologies, and this equipment is rarely for the exclusive use of either faculty or grad students. Software workshops or assistance are provided by 39% of respondents (14 institutions), with most reporting that both user groups are offered this service. A surprising number of institutions (11 or 31%) reported staff-mediated services for printing and scanning; eight of these (22%) also offer staff-mediated digitization.

Most of the research support offered to these populations by the 27 responding institutions are standard library services. The overwhelming majority (26 or 96%) offer reference or research help, whether remote, from a service desk, or by appointment; 48% offer all three of these options. Of the nine institutions that choose to offer only one type of reference service, eight provide remote reference/research help and one offers appointment-based help. Sixteen institutions offer either numeric data or GIS services; 11 of these offer both. Citation management software and assistance is widely offered (20 institutions or 74%), and only four limit this service exclusively to one group or the other.

A few institutions provide services that are more unique. One offers services for organizing conferences and colloquiums, one organizes and publicizes talks by experts, and another coordinates a graduate student workshop series. Several respondents also mentioned media support.

Seventeen of the responding institutions offer teaching support services, most (14 or 82%) offer instructional skills workshops and assistance; only one of these limits this service to faculty. Eleven institutions (65%) offer both instructional skills and educational technology workshops, and six of these also offer learning object creation workshops, indicating there is synergy in this combination of services. Six institutions offer video conferencing services and four of them also provide vodcasting and podcasting; three others offer podcasting only.

Eighteen institutions reported offering personal growth services (personal counselling, dissertation completion support, writing clinic, etc.) to graduate students and faculty in library service spaces. Traditional library information literacy/bibliographic instruction sessions are most common, but it is surprising that this category was not more widely reported—only 15 of the 37 libraries that answered service questions indicated that they are providing information literacy or bibliographic instruction for grad students and faculty. Comments suggested that more institutions are offering personal growth services, but not exclusively to these populations. Four institutions offer both academic content development and writing/editing services in combination. One institution offers special services to international graduate students.

Partnerships
Forty-four institutions responded to the set of questions about partnering with other campus units to provide services to faculty and graduate students. Thirty-one (70%) indicated that they partner with at least one campus unit; 13 reported no such partnerships. Twenty-seven of the 31 (87%) partner with at least the campus computing center. Of the other four, one partners with the writing center and office of research; one partners with the faculty development/teaching excellence office and the graduate student development office; another partners with faculty development, grad student development, and the
writing center; the fourth reported that it’s sole partnership is with the office of research for grant writing. Eight respondents report that their sole partnership is with campus computing. The other 19 have partnerships with campus computing and at least two other campus units; 16 maintain partnerships with four or more campus units. In addition to the six categories of partners included in the survey, respondents mentioned other partners, including the Provost, Study Partners tutoring service, Intercollegiate Athletics, the Art Department, the Office of Campus-Community Engagement, Services for Students with Disabilities, Career Services, and campus food services.

Overwhelmingly, these partnerships are informal, without contracts or Memorandums of Understanding (MOUs). Most formal agreements are made with campus computing, where eight institutions document some arrangements and two institutions document all arrangements. One institution noted that an MOU is in place with the Learning Technologies office for some shared classrooms, and another reported that some arrangements with the writing center are documented. No written agreements were reported with Faculty Development offices, Graduate Studies, and the Offices of Research. Several institutions commented that they have a partnership with the campus writing center, but that no services are provided specifically for faculty and/or graduate students.

Service Point Staffing
Ten institutions reported on staff working at service points specifically designated for graduate students and/or faculty. Overall, the results show that very few staff members are dedicated to providing services for faculty and graduate students. The lowest staffing level reported was one individual and the highest was 60, with an average staffing complement of 13.5. Seven of the respondents reported between one and eight individuals (for an average of 4.9). The respondent that reported roughly 16 staff provides services in renovated space, the Digital Social Science Center, within a branch library. The respondent that reported 25 staff provides services in the Faculty Commons within the main library. The library that reported the highest number of staff (60) explained, “A planned renovation of the first two floors of the main library will be referred to as the Knowledge Commons. The new Knowledge Commons will include a new Center for Faculty Excellence.”

Nine institutions identified a director or coordinator position specifically responsible for overseeing spaces and/or services for graduate students and/or faculty. Of the position titles supplied, only one appears to be a position exclusively dedicated to these researchers (Head of Graduate Services). All other position titles seem to indicate a broader responsibility, including faculty and grad services with other more general services.

In all but a few cases, libraries and their partners used a combination of strategies to fill staff positions. Seven of 11 libraries redefined job descriptions of existing staff, four of which were reassigned. Four of the seven also created new positions, as did two libraries’ partners. In another case, the library and its partner both reassigned staff. In yet another, the partner alone redefined and reassigned staff. In only two cases did the library and/or its partner simply create a new position.

Marketing/Outreach
The majority of respondents (33 of 41 respondents or 80%) indicated that they do not have a formal marketing plan in place to promote spaces and services for faculty and graduate students. Several mentioned that these services are included in their overall marketing strategy and others indicated that promotion for these services is in the planning stages.

Word of mouth is the most frequently reported method of promoting these spaces and services (used by 93% of respondents), but most institutions do not rely on this strategy alone. Only one institution said: “… we purposefully depend only on word of mouth and do not market their availability. There is always a waiting list for these spaces.” An equal number of institutions (28 or 68%) use the library Web site, printed literature, such as brochures and bookmarks, and faculty and graduate student orientation sessions as ways of reaching these groups. Visits to faculty
and graduate student meetings and targeted e-mail announcements are also frequently used. On average, libraries are using more than five marketing strategies in combination, with a few institutions (5 of 40) using all of the traditional methods included in the survey. In addition to these methods, several institutions also mentioned more innovative marketing strategies, such as separate research commons Web sites, plasma screens in a Faculty Commons, public computer screen savers, office hours in departmental offices, specific identification on building floorplans and signage, receptions, and Facebook ads for grad students.

Statistics and Assessment
A surprising number of institutions (32%) do not keep any statistics on graduate student and/or faculty use of spaces and services. Of the institutions that do keep track, most use one or more of the fairly traditional methods of quantifying library services, such as session counts, head and gate counts, and questions answered. Only seven institutions reported using Web or print comments, another traditional library method of gathering user feedback. Comments revealed that at least six institutions monitor space use by recording carrel and room bookings or access cards issued. Two institutions record document delivery service use. One institution indicated that they monitor grants received and another “statements in dissertations.”

Most libraries use some method for evaluating faculty and graduate student satisfaction with their spaces and services. A surprisingly low number (6 of 41 respondents) make no formal assessment efforts. A large number (63%) participate in LibQUAL+®. Only two institutions rely on LibQUAL+® alone; most use it in conjunction with one or more additional methods of assessment. Most of the assessment methods employed are voluntary and, other than LibQUAL+®, solicit opinions from users rather than non-users of library services. Most of the satisfaction measures in use are qualitative and fairly traditional. Only one institution indicated participation in a broad-based research study.

Conclusion
Clearly, ARL libraries continue to experiment with a variety of space and service models to support the teaching, learning, and research needs of faculty and graduate students on their campuses. The new models are being triggered by a variety of forces — most notably by explicit requests from graduate students and, to a lesser extent, faculty themselves. Survey respondents have adopted a variety of instruments for gathering input into space and service design but have, to date, relied fairly heavily on anecdotal feedback.

Many sites support a relatively traditional buffet of spaces — but have repackaged them in new ways for this targeted population. Virtually all sites provide the standard library spaces (e.g., study seating, lounge seating, and collaborative study), but in many cases, have allocated discrete areas for their faculty and graduate students. The non-traditional offerings run the full gamut — from fully-equipped classrooms to 3D visualization spaces.

The service models also vary considerably. The reported models feature a strong emphasis on traditional services (reference/research help, interlibrary loan, etc.) — but again reimaged to meet the distinct needs of faculty and graduate students. The services support a heavy emphasis on technology. A significant number of ARL libraries are providing teaching support services within their spaces. Few sites are providing personal growth services (personal counselling, dissertation completion support, writing clinic, etc.) — other than the traditional information literacy sessions.

During this development phase, many sites are adopting flexible approaches: spaces and services are designed with faculty and graduate students in mind — but other populations are often allowed to use them under some circumstances.

Sites report relationships with multiple partners — most often their campus computing unit and, to a lesser extent, their faculty development/teaching excellence office. The small number of sites reporting relationships with other campus units (e.g., graduate student development offices, writing centers, research
office) was surprising. The lack of formal documentation for these partnerships was a point of concern.

ARL member libraries employ a variety of instruments for publicizing their spaces and services for this population — but very few have formal marketing plans. Very few keep discrete statistics or evaluate their deliverables beyond the traditional general library assessment tools.

Further research is required to determine the success of these new services and spaces over time. Still to be discovered are how satisfied users are with the new offerings, how sustainable the new service models will be over time, and ultimately, what impact these new deliverables will have on the teaching, learning, and research conducted by faculty and graduate students.
SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Graduate Student and Faculty Spaces and Services was designed by Vivian Lewis, Associate University Librarian, Organizational Analysis, Planning & Accountability, and Cathy Moulder, Director of Library Services, Maps, Data & GIS, McMaster University. These results are based on data submitted by 65 of the 123 ARL member libraries (53%) by the deadline of May 2, 2008. The survey’s introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Over the last decade, research libraries have focused increasing attention on serving the needs of the undergraduate student. In many cases, large collection areas have been converted into learning or information commons facilities—complete with vast banks of public computers, collaborative study rooms, comfortable furnishings, and relaxed noise, food, and drink regulations. Some have incorporated a wide spectrum of student-centered services, including writing centers, academic skills counselling, tutoring services, and more.

In many cases, faculty and graduate students are welcome to use these spaces and services but are not considered the primary customers. As faculty and graduate students observe these transformations, they are inspired to ask their libraries if the same attention will be turned to their needs.

Recently, ARL libraries have begun to experiment with an enriched set of spaces and services to meet the complex teaching, learning, and research needs of graduate students and faculty. Some libraries have introduced small sanctuaries (study rooms or lounges) for graduate students and faculty as distinctly separate from undergraduate spaces. Others are providing new suites of services like dissertation support, curriculum design, and learning object design. In some cases, the services are offered in collaboration with other campus units—perhaps the Faculty Development Office, the Learning Technology Office, or Campus Computing. The new services and spaces may be localized in a discrete area (sometimes called a “research commons” or “faculty commons”) or opportunistically distributed across the library system.

This survey is designed to explore the variety of resources and services being delivered or envisioned specifically for faculty and/or graduate students, the location(s) of service delivery, service point staffing, partners in service delivery, marketing of services, and assessment of the use of these spaces and services.
**BACKGROUND**

1. Does your library provide (or plan to provide) spaces or services specifically designed for graduate students and/or faculty? N=65

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
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<tbody>
<tr>
<td>We provide (or plan to provide) spaces or services specifically designed for both graduate students and faculty</td>
<td>39</td>
<td>60%</td>
</tr>
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<td>We provide (or plan to provide) spaces or services specifically designed for <strong>graduate students</strong> but not faculty</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>We provide (or plan to provide) spaces or services specifically designed for <strong>faculty</strong> but not graduate students</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>We don’t distinguish between spaces or services for graduate students or faculty and other users</td>
<td>14</td>
<td>22%</td>
</tr>
<tr>
<td>Not applicable, this is not an academic library</td>
<td>3</td>
<td>5%</td>
</tr>
</tbody>
</table>

If your library provides (or plans to provide) spaces or services specifically designed for graduate students and/or faculty, please complete this survey.

If your library doesn’t distinguish between spaces or services for graduate students or faculty and other users, or is not an academic library, submit the survey now. Thank you—your response is also valuable.
2. What drove the decision to provide spaces or services specifically designed for graduate students and/or faculty? Check all that apply. N=48

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<thead>
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<th>Reason</th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Both</th>
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<td>Requests from graduate students</td>
<td>33</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Building renovation/reorganization</td>
<td>25</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Requests from faculty</td>
<td>23</td>
<td>3</td>
<td>15</td>
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<tr>
<td>Result of a strategic planning process</td>
<td>23</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Recommendations from library staff</td>
<td>21</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Influenced by success of other institutions</td>
<td>9</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Funding opportunity specified these services</td>
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<td>3</td>
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<tr>
<td>Independent decision by a group of campus units including the library</td>
<td>4</td>
<td></td>
<td>2</td>
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<tr>
<td>Funding opportunity specified this space</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Mandated by an external body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other reason</td>
<td>23</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Please describe other reason(s).

**Graduate Students**

“A special ‘Graduate Services’ Library has existed for many decades at Berkeley, though a relocation and redesign of the space occurred about 10 years ago. There are other locations with special services for graduate students as well.”

“Focus groups when planning new space in Biomedical Library.”

“In consultation with Dean, Graduate Studies.”

“Ours is a widely distributed library system. A number of professional school libraries have study rooms and facilities that are intended to be available only to the professional or graduate students affiliated with that school.”

“Results of user surveys and focus groups showing that grad students have very different needs. Planned increase in the grad student population by the university—potentially 1,400 grad students. Benchmarking seating at similar university libraries.”

“Separate spaces for faculty and graduate students have been provided since the initial building was constructed in the 1960s. Separate spaces were maintained after the building was renovated in 2004 though in different formats.”
"The student interest was discovered as part of our Mellon-funded study on the research needs of faculty and grad students."

"Through repeated comments/suggestions in the LibQUAL+ surveys."

"We had a similar space but it was in great need of improvements."

**Faculty**

"Influenced by success of Learning Commons with undergraduate students."

**Both**

"Initiated as a complement to Undergraduate Learning Commons."

"Opportunity to collaborate with the Director of Teaching and Learning who reports to the Vice-Provost (Academic Programs and Students). The Teaching Support Centre (TSC) moved into newly renovated space in The D.B. Weldon Library which is centrally located on campus. The Information Literacy Librarian, who reports to the Associate University Librarian (Planning and Services) has an office in the TSC, works with the TSC staff and provides information literacy leadership in the Libraries."

"Our spaces specifically for faculty + graduate students are limited to research study carrels which were part of the original design plan for the main library building which opened in 1970. We have classroom spaces that faculty can use on a limited basis for classes. At one time we had a document delivery service for books for faculty, but that was discontinued several years ago. So I expect I may find it difficult to answer this survey."

"Our study spaces and carrels for grad students and faculty have been available for a number of years."

"Result of space planning process within the libraries. Space will be become available with the construction of a second module as part of our off-site storage facility. In addition, central campus space is at a premium and use of library space to consolidate and create services for faculty and graduate services in one location is central to our planning for the Research Commons."

"Study spaces for faculty and graduate students have been available at the Bizzell Memorial Library (main library) for more than 30 years."

"The recent opening of the new Irving K. Barber Learning Centre (official opening was held April 11, 2008) provides the opportunity for planning new programs and services for all users, graduates students and faculty included. The IKBLC, University of British Columbia Library: 200,000 square feet of new space and more than 46,000 square feet of renovated space. Includes innovative learning spaces, including a 157-set theatre, new technologies, flexible furniture to support large and small space work; breakout rooms, an array of seminar/study rooms and classrooms, for groups ranging from 6 to 110 people. Onsite webcasting and video-conferencing capabilities, simulation and gaming technologies for learning support. Office space and study spaces for UBC’s School of Library, Archival and Information Studies, officers and other facilities for the Centre for Teaching and Academic Growth (TAG), media commons, learning commons, etc. Potential partnerships with student development office, Office of Learning Technology, Writing Centre, TAG, and more. And, of course, a Library with the Chapman Learning Commons, and other reference/instruction/outreach/liaison services."

"The success of the Information Commons made us realize that we needed to provide better space for all of
our Clientel and began investigating what other institutions were doing in this area.”

“Tradition of providing services/spaces to faculty and graduate students.”

“We have a graduate student reading room, individual closed study carrels for graduate students, and individual closed study carrels for faculty. They have been in place since the building was built in 1970.”

“We have a satellite campus library that was designed to serve faculty and students in executive graduate programs.”

“We have historically provided spaces for both faculty and grad students. Recently we have recognized the need to rethink the space and to identify complementary services. At the same time we have been approached by the Graduate College (on behalf of students) with a request for some space specifically where dissertation writing groups can meet. So basic space currently being provided for both group, but looking at providing different/better space and services for grad students.”

“We have provided Faculty & Graduate reading rooms in both our main library and science library for a number of years. In the main library, the reading room is for use by both faculty and grad students. In the Science Library, we used to provide two reading rooms — one for Faculty and one for Grad students. However, we have recently consolidated into a combined faculty/grad student reading room.”

3. Are spaces or services targeted to a specific department or discipline? N=47

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Faculty</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Total number of respondents</td>
<td>13</td>
<td>36</td>
</tr>
</tbody>
</table>

If yes, please specify the department(s) or discipline(s).

“Art History, Music, Faculty study spaces in Humanities and Social Sciences.”

“Business; Law School.”

“Digital Humanities projects, faculty and graduate students.”

“Education, Business Administration, Information Sciences, and select engineering programs and research institutes.”

“Faculties of: Science & Engineering; Agriculture & Environmental Sciences; Arts.”

“For Graduate Study Room: targeted to School of Medicine and Division of Biological Sciences but is open to all graduate students in any discipline. For graduate student lockers: targeted to any graduate student using the arts collections.”

“Graduate Services Library focuses mainly on the humanities, though welcomes all. Data Lab focuses mainly on the social sciences, though welcomes all.”
“Humanities and Social Sciences.”

“Humanities and Social Sciences, Asia Studies.”

“Humanities and social sciences; Science: Astronomy, chemistry, biology/psychology, physics; Fine Arts: art history, architecture, drama; Music; Education. Also administratively separate law, health sciences, and graduate business.”

“Humanities, social sciences, health sciences.”

“Social Sciences and Humanities disciplines for both faculty and graduate student spaces; graduate student spaces in all disciplines.”

“Social Sciences departments.”

4. Please indicate which of the individuals, groups, or entities below the library contacted, and by what means, to gather information about the space(s) or services to offer. Check all that apply. N=43

<table>
<thead>
<tr>
<th>Information gathering method</th>
<th>Faculty representative(s)</th>
<th>Student representative(s)</th>
<th>Library staff</th>
<th>Other libraries</th>
<th>Campus computing unit representative(s)</th>
<th>Student support services representative(s)</th>
<th>Consultants</th>
<th>Faculty development office representative(s)</th>
<th>Other individuals, group, or entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal feedback/informal conversations</td>
<td>N 36</td>
<td>35</td>
<td>33</td>
<td>21</td>
<td>13</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Focus groups</td>
<td>20</td>
<td>11</td>
<td>17</td>
<td>3</td>
<td>—</td>
<td>1</td>
<td>2</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Surveys</td>
<td>19</td>
<td>15</td>
<td>18</td>
<td>6</td>
<td>—</td>
<td>2</td>
<td>2</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Field observations</td>
<td>17</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>7</td>
<td>—</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Formal interviews with constituent groups</td>
<td>16</td>
<td>10</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>—</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Expert opinion</td>
<td>14</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Other information gathering method</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>—</td>
<td>3</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>
Please describe the other individuals, group, or entity.

Please describe the other information gathering method and the corresponding individuals, group, or entity.

<table>
<thead>
<tr>
<th>Other individual(s), group(s), or entity contacted.</th>
<th>Other information gathering method and the corresponding individuals, group, or entity.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before renovation we had focus groups with graduate students and also talked with faculty representatives about proposed changes in spaces for these two groups.</td>
<td>Prior to renovation we visited other libraries and looked at spaces they provided for these groups.</td>
<td>Prior to renovation we had individual faculty carrels on all floors. We now have individual faculty carrels on the two lower floors and group faculty carrels on the two upper floors. We had very small individual graduate carrels on the floors before renovation; we now have group graduate carrels on the floors. All carrels are card-accessible via their ID cards.</td>
</tr>
<tr>
<td>Deans (expert opinion) LibQUAL+®</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department chairs</td>
<td></td>
<td>Some of the study rooms have been in existence for decades, so the methodology for their development is unknown.</td>
</tr>
<tr>
<td>Director of Teaching and Learning Centre, Campus Master Plan Committee (expert opinion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entire campus was surveyed in 2002, 2005 by LibQUAL+®.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and grad students in a variety of departments across campus participated in both our Humanities/Social Sciences study and the subsequent sciences assessment. We heard the desire for grad study space from the humanities/social sciences group, but not from the sciences group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other individual(s), group(s), or entity contacted.</td>
<td>Other information gathering method and the corresponding individuals, group, or entity.</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Graduate and faculty tours and orientations. Current holders of spaces in Olin, the library currently in design development for a phased renovation. (formal interviews)</td>
<td>Field observation in general for student study spaces. Interviews.</td>
<td></td>
</tr>
<tr>
<td>Most of the communication regarding these spaces comes through representatives to the library via formal campus committees.</td>
<td>Comments from LibQUAL+® have been helpful in obtaining feedback about these spaces.</td>
<td></td>
</tr>
<tr>
<td>Non-library staff at our university; Members of the public who are not affiliated with our university but who use the library; University alumni; Donors to the library and to the university. (anecdotal feedback)</td>
<td>Meetings of standing faculty committees—formal and informal conversations; University library donors—informal conversations; University alumni—informal conversations.</td>
<td></td>
</tr>
<tr>
<td>Other libraries where an information commons has been implemented.</td>
<td>infocommons-l listserv</td>
<td>The listserv has been incredibly helpful.</td>
</tr>
<tr>
<td>Our satellite campus was modeled on corporate libraries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff of the student union on Grounds. (focus groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Dean’s office (having previously been contacted by students) strongly supported the development of many additional group study rooms in the Owen Library renovation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library has provided study carrels for graduate students for about 20 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data support group (not connected to campus computing), Institute for Governmental Studies, Survey Research Center. (anecdotal feedback)</td>
<td>Since we have several spaces and services specifically for graduate students, it is difficult to summarize all in one list. It is also challenging since many of these spaces/services were conceived and in place prior to my arrival on campus and I do not have a complete history to reference.</td>
<td></td>
</tr>
<tr>
<td>Other individual(s), group(s), or entity contacted.</td>
<td>Other information gathering method and the corresponding individuals, group, or entity.</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>VP Academic; individual conversations/complaints by graduate students; informal conversations from faculty; comments on LibQUAL+®</td>
<td>Meetings/correspondence with administrative faculty</td>
<td></td>
</tr>
<tr>
<td>We have met with the Provost, the College of Arts and Sciences Policy Committee, the Dean and Executive Associate Dean of the College, the Bloomington Faculty Council Library Committee, the Dean and Associate Dean of the Graduate School, the Associate Vice Provost for Research and the Associate Provosts for Research. So far, only graduate students have been included in focus groups.</td>
<td>Focus groups: medical and pharmacy students primarily.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Input from faculty development office staff included feedback gathered from a Faculty Development Advisory Committee.</td>
<td>This project was planned jointly with staff from most of the units eventually housed in the Faculty Commons. Each participating unit had been actively gathering information from faculty for some time before we developed the idea of locating these services together in the library.</td>
</tr>
<tr>
<td>LibQUAL+® survey, 2007. Graduate students and faculty user groups. We identified needs (in general) and in specific disciplines/library branches and follow up is still required to convert the needs into the operational plans and programs.</td>
<td>The Library did not contact others, campus IT did.</td>
<td></td>
</tr>
<tr>
<td>Other individual(s), group(s), or entity contacted.</td>
<td>Other information gathering method and the corresponding individuals, group, or entity.</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>We conducted a number of site visits to other academic libraries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We contacted the Graduate Student Council about dedicating space for graduate and faculty quiet study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We met in late March with a representative group of graduate students, toured our Main Library with them, talked about the spaces that we are currently providing, and solicited ideas on what they would like to see in Main Library. Though specifically a conversation about space, we did touch on services that might be beneficial for this population.</td>
<td>In addition, in January, a library group was charged with identifying the necessary and desired components of a cohesive program for providing information skills instruction to graduate students. This endeavor is also shaping some of our thinking as we move forward with this.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments**

“As indicated in earlier comment, graduate students comments in LibQUAL+ survey the need for their own library space.”

“The small amount of space (private study carrels in a quiet zone) has been in place for many, many years.”

“We are not even to this stage. We are just thinking about what should be in our area and will be gathering our data in the next year or so.”

“We have a graduate study center in the largest of our six libraries. The space was designated for this use back in 1994 when the addition opened. No one recalls any particular process that was used. The graduate school and the grad student association handles the staffing. It’s mostly a computer lab with some meeting space. No library connection beyond them being in our space. As for faculty, we had a request from central admin to house an Emeritus Faculty facility; it is housed in our science library in a space that had been vacant for years. They remodeled at their cost. They have meeting spaces, individual offices that faculty can use, and office space for the program director and secretary. They are just getting this program off the ground and will likely be offering other services that will be coordinated by their staff.”

“We have just initiated a planning process to evaluate our current space use and needs. We will likely utilize all the methods noted above in developing our plans.”

“When deciding to combine faculty & grad student reading rooms in the science library, we reviewed usage statistics, conducted focus groups with grad students, and contacted faculty who were heavy users of the faculty reading room.”
5. Please indicate whether any of the factors below influenced the library’s thinking about the space(s) or services to offer. Check all that apply. N=36

<table>
<thead>
<tr>
<th></th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site visits</td>
<td>19</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Literature searches</td>
<td>19</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Expert opinion</td>
<td>19</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Presentations attended at conferences</td>
<td>18</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Funded research</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Please specify other factor(s).

Graduate Students

“Library staff initiative, along with observed success at other libraries.”

“Libraries felt lockers would be a good service given that we did not have assignable carrels nor a room/space that could be dedicated for/restricted to graduate students.”

Faculty

“Information from EDUCAUSE Learning Space Design Constituent Group.”

“Visual checks by library staff on the use of these carrels (prior to renovation).”

Both

“Onsite observation of users’ behavior; Data on library use (gathered by our library).”

“Developments were made in the past 10 years to accommodate more electronic access and services.”

“LibQUAL+® survey comments that were received back in 2001.”

“Observed how use of the facility has changed over time as more resources are electronic and as we deliver more information to the desk top. The campus is undergoing a master planning process and one theme that has emerged is providing spaces that foster a sense of community, whether as a whole or with groups such as faculty and graduate students. The library is considering what kinds of spaces and services will build community between these two groups.”

Other

“Available spaces. Funding. Mellon grant stipulations.”

“Specific plans/programs and strategies will be explored in May 2008 with the on-site visit of the ARL Program Officers, who will consult with us on an Effective, Sustainable and Practical Library Assessment program. This program will include services to graduate students and faculty.”
Additional Comments

“Our Learning Commons, like many others in academic libraries, is heavily populated with undergraduates. Yet we also know that graduate students use the collections intensively and may not have other space on campus in which to work.”

“Site visits are planned to other libraries.”

“We are interested in creating a space similar to the one for faculty at Valparaiso University where faculty are given a group office, any may use it, but each academic year a faculty member is selected to use the office as their permanent office and is then responsible for developing programming for other faculty.”

“We have a strong partnership with our central computing organization and partnering with them figures prominently in our planning.”

**SERVICE LOCATION(S)**

6. Which of the following best describes the location(s) for the delivery of services specifically designed for graduate students and/or faculty? N=42

<table>
<thead>
<tr>
<th>Location Description</th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services are delivered from pre-existing service points</td>
<td>20</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Services are consolidated in a single discrete location (e.g., a research commons)</td>
<td>18</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Services are dispersed across several new service points or locations</td>
<td>14</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Please specify other location(s).

**Graduate Students**

“Document delivery for graduate students is requested online, but delivered at a pre-existing service point.”

“Lockers are provided in space in the Arts Libraries. Graduate Study Room is in our Biomedical Library.”

**Both**

“Coordination of distributed campus support services through Web site.”

“The services provided are faculty studies or graduate carrels; these are small spaces (sometimes shared) with a desk, chair, Internet connection, and bookcase.”

“Two graduate student study rooms in bookstacks tower of main library. Still in planning stages for new faculty spaces. 65 faculty research study rooms are available for assignment upon request.”

“Western Libraries: services are delivered from pre-existing service points. Teaching Support Centre is newer..."
and in one location in The D.B. Weldon Library. Proposed that there will be library services delivery in newly planned campus community spaces.”

Other

“Faculty individual studies have been improved with wireless and new furniture.”

“Humanities and social sciences; Science: Astronomy, chemistry, biology/psychology, physics; Fine Arts: art history, architecture, drama; Music; Education.”

“Reading rooms and reference desks; access and circulation services desks; study commons; information desks.”

“The Library core (heritage part) is pre-existing but renovated. The Irving K. Barber Learning Centre is built around the heritage core and adds to new wings, one of which is the Library, one of which houses the wide range of learning spaces, classrooms, social spaces, etc.”

“The University of Delaware Library provides Faculty Research Studies for individual faculty research use, approved by application to a Faculty Committee. The Library also provides graduate research carrels with locked storage area for research materials that are each shared by two graduate students. The Library also provides a Retired Faculty research room that provides a location for a small group of faculty to do research, use a computer, printer, and fax machine.”

“We have only a modest beginning with one large group study room in one library designated for graduate student use.”

“We provide some services to departments by holding office hours within certain departments.”

Additional Comments

“Offer new spaces, not new services.”

“Research commons is in the planning stages. Right now we have the Learning Commons which provides consultation services for faculty/graduate students and spaces. Additional rooms have been set up elsewhere in the building to provide different types of dedicated spaces for these groups.”

“The faculty service here is the ‘Faculty Delivery service’ that delivers books to the faculty member’s office and/or articles delivered via e-mail. This campus-wide service is coordinated and staffed out of the Interlibrary Loan office.”

“The Research Commons will consist of 9 floors in the Wells Library. Space will be remodeled over time and will include new service points and new partners.”

“We are still providing services for faculty and grad students as a component of our overall service delivery.”

“We do not staff the faculty and graduate student reading rooms. Other services are provided to faculty and grad students at pre-existing service points.”
SERVICE POINT DESCRIPTION

7. Please provide the name(s) (or a brief description if there is no name) of the space(s) where services are delivered. N=38

See table below.

8. In which building(s) is the service point(s) located? Check all that apply. N=43

<table>
<thead>
<tr>
<th>Location</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the main campus library</td>
<td>39</td>
<td>91%</td>
</tr>
<tr>
<td>Within a branch library</td>
<td>19</td>
<td>44%</td>
</tr>
<tr>
<td>In a non-library building on campus</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Other building</td>
<td>2</td>
<td>5%</td>
</tr>
</tbody>
</table>

Please specify the name and/or discipline of the branch library. N=17
Please specify the name and/or discipline of the non-library building. N=3
Please specify the other building. N=2
<table>
<thead>
<tr>
<th>Name/description</th>
<th>Main campus library</th>
<th>Branch library</th>
<th>Non-library building</th>
<th>Other building</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A planned renovation of the first two floors of the main library will be referred to as the Knowledge Commons. The new Knowledge Commons will include a new Center for Faculty Excellence.</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrels and group study room in Wilson Library, our largest library with materials for arts, humanities, social sciences.</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Media Lab; Chalk Learning Management System Office</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Commons</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Research Studies, Graduate Research Carrels, Retired Faculty Research Room</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty studies; graduate student carrels</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Study Rooms; Scholar Study Rooms</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty support center; visualization lab</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Services</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student and Faculty Quiet Study Area</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate student floor, graduate and faculty carrels</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Study Suite</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Success Center</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Study Room</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name/description</td>
<td>Main campus library</td>
<td>Branch library</td>
<td>Non-library building</td>
<td>Other building</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Individual study rooms</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelvin Smith Library</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Commons service desk</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>This is what we currently have—a planning process will determine how much segmentation of service points will be needed when we are able to offer more customized spaces.</td>
</tr>
<tr>
<td>Scholarly Commons</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service: document delivery for graduate students; delivered at circulation desk</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Multimedia Studio, Presentation Practice Room</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unspecified</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unspecified</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William T. Young Library</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Desk</td>
<td>✔</td>
<td></td>
<td>13 branches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate reading rooms, faculty study areas, graduate carrels at music and art libraries</td>
<td>✔</td>
<td>Art library, Music library, Douglass library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries for humanities and social sciences, science, Astronomy, chemistry, biology/psychology, physics, fine arts, music, education</td>
<td>✔</td>
<td></td>
<td>Humanities and social sciences, science, Astronomy, chemistry, biology/psychology, physics, fine arts, music, education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name/description</td>
<td>Main campus library</td>
<td>Branch library</td>
<td>Non-library building</td>
<td>Other building</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Quiet Study Floors and Faculty Writing Place</td>
<td>✔</td>
<td>Integrated Sciences and Engineering Library: quiet study space</td>
<td></td>
<td></td>
<td>Quiet Study Rooms: These are rooms that have wireless and comfortable individual study spaces. Quiet is enforced through User Behavior Policies and building monitors. Faculty Writing Place: This is a room specifically for faculty to drop in and writing alone or in groups. Faculty development workshops are held here as well. Begun with a Mellon grant. Hosted collaboratively between the Library and Office of Faculty Development</td>
</tr>
<tr>
<td>Roger C. Holden Faculty and Graduate Student Reading Room; Science Library Faculty and Graduate Reading Room</td>
<td>✔</td>
<td>Science Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olin Library, Kroch Library, Mann Library</td>
<td>✔</td>
<td>See comment.</td>
<td></td>
<td></td>
<td>Olin and Kroch libraries are separate libraries but function as one library and while Cornell does not have a ‘main’ library, for this purpose Olin/Kroch would represent the main library because of its size, use and home for the library administration. Mann Library would represent a branch library.</td>
</tr>
<tr>
<td>Name/description</td>
<td>Main campus library</td>
<td>Branch library</td>
<td>Non-library building</td>
<td>Other building</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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<td>----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Access Desk; Circulation Desk; Reference Desk; Microfilm &amp; Microfiche Room; Interlibrary Loan; Maps and Government Information; CLICC Lab; subject libraries for Arts, Music, Medicine, sciences, Management, undergraduates</td>
<td>✔</td>
<td>SEL (Science &amp; Engineering Library); College Library; Biomedical Library; Management Library; Music Library; Arts Library; Young Research Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Desk and Library Training Room</td>
<td>✔</td>
<td>Veterinary Medicine</td>
<td></td>
<td></td>
<td>New workshops were held both in the main building and in the Veterinary Medicine library which services a program that consists solely of graduate students.</td>
</tr>
<tr>
<td>Research Commons: to be located in the east tower in the Wells Library</td>
<td>✔</td>
<td>We are considering the creation of a science-focused library from three existing subject-specific libraries. It will include statistics and GIS support near science faculty and graduate students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unspecified</td>
<td>✔</td>
<td>The branch library is housed in the branch campus building.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name/description</td>
<td>Main campus library</td>
<td>Branch library</td>
<td>Non-library building</td>
<td>Other building</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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<td>----------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unspecified</td>
<td>✔</td>
<td>Unspecified</td>
<td></td>
<td></td>
<td>Again, services are not separated out.</td>
</tr>
<tr>
<td>Unspecified</td>
<td>✔</td>
<td>Unspecified</td>
<td></td>
<td></td>
<td>We have a special graduate study room which contains some computer workstations and a printing area. The rest of our services are not specific to graduate students but are offered in tandem with other services.</td>
</tr>
<tr>
<td>Service desks in all libraries; Teaching Support Centre</td>
<td>✔</td>
<td>Teaching Support Centre is located in The D.B. Weldon Library (Arts and Humanities, Information &amp; Media Studies, and Social Sciences)</td>
<td>Service desks located in: Business, Education, Law, Music, Allyn &amp; Betty Taylor (Engineering, Health Sciences, Medicine &amp; Dentistry and Science) and The D.B. Weldon libraries and Western Archives,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty offices / graduate study carrels</td>
<td>✔</td>
<td>Various</td>
<td></td>
<td>Departmental offices</td>
<td>Departmental offices</td>
</tr>
<tr>
<td>Web</td>
<td>✔</td>
<td>Unspecified</td>
<td></td>
<td></td>
<td>Unspecified</td>
</tr>
<tr>
<td>Name/description</td>
<td>Main campus library</td>
<td>Branch library</td>
<td>Non-library building</td>
<td>Other building</td>
<td>Comments</td>
</tr>
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</tr>
<tr>
<td>Graduate Student Computer Cluster</td>
<td>✓</td>
<td>Rockefeller Library - main humanities and social sciences library</td>
<td>Sciences Library</td>
<td>Librarian in the Lobby: collections librarian has office hours in academic buildings.</td>
<td></td>
</tr>
<tr>
<td>Digital Social Science Center</td>
<td></td>
<td>Lehman Library for the Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Study Room; Lockers for graduate students.</td>
<td></td>
<td>Biomedical Library and the Arts Libraries (2 buildings).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Rooms: Business School Library</td>
<td></td>
<td>Owen Management School Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapman Learning Commons</td>
<td></td>
<td></td>
<td></td>
<td>The Irving K. Barber Learning Centre is a library, a branch library (in some respects), and a learning centre.</td>
<td></td>
</tr>
</tbody>
</table>

9. Is the service point(s) in renovated or newly constructed space? N=30

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovated space</td>
<td>23</td>
<td>77%</td>
</tr>
<tr>
<td>A combination of renovated and newly constructed space</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>Newly constructed space</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>
Comments

Renovated Space

“Biomedical Library Graduate Study Room.”

“Library facilities were renovated in 2006. No additional space was added, collection stack space was transformed to user space.”

“Renovated about a decade ago.”

“Some of the subject-specific spaces have been renovated within the last several years.”

“The group room had been staff offices. When offices were removed, we painted and put in new carpet and furniture.”

“Will be renovated in next 18 months; part of Learning Commons project.”

Combination

“Depends on the building.”

“The Irving K. Barber Learning Centre houses Rare Books & Special Collections, University Archives, Fine Arts Library, Science & Engineering Division (‘library’ spaces). It also houses the Chapman Learning Commons, a multi-use service point, both library information services and student services. Possibly also information technology support (tbd). IKBLC also houses a host of flexible classrooms, study rooms, media rooms, social spaces, and quiet study spaces.”

“The Teaching Support Centre is in a renovated space in The D.B. Weldon Library. Some service desks in the libraries have been redesigned.”

“The University purchased an older building and renovated it for academic purposes.”

Other

“It’s a space that badly needs renovation and future renovation plans will develop some much improved spaces for faculty and grad students.”

“The faculty and graduate student reading rooms are not new. We have provided these services for a number of years.”

“The spaces are not service points.”

10. Are patrons other than graduate students and/or faculty allowed to use the service point(s)?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=39</td>
<td>26</td>
<td>13</td>
</tr>
</tbody>
</table>
If yes, please specify who else may use the service point(s).

“All.”

“All patrons with circulation privileges use the circulation desk.”

“Any library user.”

“Any Virginia citizen 16 years and older.”

“Anyone with valid university ID.”

“Community.”

“Faculty.”

“Faculty _cannot_ use these spaces. They are however open to _both_ undergraduates and graduate students.”

“Faculty are the primary users of services offered by the units housed within the Faculty Commons, but we also welcome any student or administrative staff member with need of these services. Graduate student instructors use the services of the Center for Teaching and Learning, for example.”

“Faculty Writing Place is only for faculty. Quiet Study space is for all.”

“If carrels are not occupied others may sit at them.”

“In some spaces the response would be ‘yes’ and in some ‘no.’”

“Members of the general public; undergraduates; students and faculty from other institutions not enrolled here.”

“Only in the case of a seminar room that may be reserved by faculty; others may use the space but may not reserve it and must give it up when faculty wish to use it.”

“Service points were not specifically created for faculty or graduate students.”

“Staff/students authorized on their behalf.”

“The new Center for Faculty Excellence will primarily serve faculty and graduate students, but the other service points in the Knowledge Commons will be open and available to undergraduates. Some, but not all of the services and spaces will be open to non-affiliated researchers.”

“The Roger C. Holden Faculty and Graduate Student Reading Room is typically reserved for faculty and grad students, but it is occasionally used for events and presentations that are open to a wider audience. The Science Library Faculty and Graduate Student Reading Room is always reserved for faculty and grad students.”

“The service at the library service desks is available to all users. While this is the case, there are services designed for graduate students and faculty to meet their research and teaching needs. For example, graduate students and faculty can make appointments with librarians/archivists for in-depth archival and research support. The Teaching Support Centre is for faculty and graduate students only.”

“The service point is open to anyone that wants to avail themselves of our services.”
“This branch is open to the public and used by a small undergraduate class as well as other students and faculty who live near the campus.”

“Undergraduates and staff.”

“Undergraduates will be allowed to use the visualization lab.”

“Visiting scholars. As we develop additional services, we will not restrict undergrad use.”

11. How many hours per week is the service point(s) open? N=29

Hours per week

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Median</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>168</td>
<td>105</td>
<td>102</td>
<td>34.73</td>
</tr>
</tbody>
</table>

12. To whom does the service point(s) report? Check all that apply. N=40

Library director/dean 30 75%
Provost 3 8%
Academic department dean 1 3%
Campus advisory committee 1 3%
Office of Research — —
Other 13 33%

Please specify other.

Associate Dean in University Library
Associate University Librarian
AUL for Access Services
Both Library Director and IKBLC Director
Center for Academic Technology reports to CIO
CIO
Director of Social Science Libraries
Director of Teaching and Learning
Director of the Owen Library
Head of access services
Head of branch library

Individual Research Study Rooms are managed by the Stacks Supervisor

Senior Director, NSIT Academic Technologies (Note: NSIT stands for Networking Services and Information Technologies, and is the computer organization on the campus)

Additional Comments

“All 3 libraries ultimately report to the Provost. Olin and Kroch report to the University Librarian. Mann Library reports both to the University Librarian and a Dean.”

“Faculty studies are renewed every two years; graduate student carrels are renewed every year.”

13. Which kinds of physical environments are available in the service space(s)? Check all that apply.  
N=41

<table>
<thead>
<tr>
<th>Physical Environment</th>
<th>Graduate Students</th>
<th>Faculty Students</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study seating (individual/quiet study)</td>
<td>37</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Lounge seating</td>
<td>24</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Collaborative rooms</td>
<td>18</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Meeting space</td>
<td>16</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Service desk</td>
<td>14</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Space for socializing</td>
<td>12</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Recording/videotaping room</td>
<td>10</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Training spaces distinctly separate from classrooms</td>
<td>9</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Presentation practice space</td>
<td>8</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Performance/presentation/audience space</td>
<td>7</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Classroom(s)</td>
<td>7</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Food service/kitchen/catering facility</td>
<td>6</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Other space</td>
<td>10</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>
Please specify other kinds of space.

Graduate Students

“Computer cluster and soft seating area for grad students.”

“Computer lab just for graduate students.”

“Graduate student lockers; for group study room: collaborative group work space and 4 computer workstations.”

“We have a pilot project coming up which will provide semi-enclosed study rooms for graduate student study rentable on a weekly basis. The area will have keypad entry.”

Faculty

“Individual faculty study offices.”

Both

“Exhibitions.”

“Graduate student Teaching Assistants tend to use library space for ‘office hours.’ We also have carrels assigned to grad students in 3 libraries.”

“Research study carrels are open to faculty and to doctoral students who have passed their comprehensive exams.”

“Space for socializing will be separate lounges for faculty and graduate students in Olin design for the first phase. There will not be a kitchen but there will be a coffee machine and other amenities to support work breaks and food consumption.”

“Space to work on digital projects.”

“Work spaces for media specialists to assist and teach faculty and graduate students interested in 3D modeling and visualization; audio creation and production; digital video editing; high-resolution scanning; CD and DVD authoring tools; and large format printing. In addition, there are workspaces for course management specialists to assist faculty and graduate students who are teaching and making use of the course management systems, Chalk (the University’s local implementation of Blackboard).”

Other

“Computers and wireless access, special non-circulating collection of classics, graduate reserves.”

“Cubicles and tables for consultations.”

“In addition to over 100 locked study rooms available to faculty and graduate students in The D.B. Weldon Library, there are individual seating areas and collaborative study rooms available to all users in all library locations. The Teaching Support Centre offers training spaces, presentation practice space, meeting space, and recording/videotaping room.”

“In three newly renovated branches we provide individual study carrels in lockable storage cabinet for laptop, books, papers, etc. Keys are loaned to the graduate student. Developing a Graduate Student Lounge for
Faculty of Arts PhD students in the Humanities & Social Sciences. This discrete area will support 20 study carrels, comfortable seating and coffee making facilities for our Graduate students. Space extremely limited in Arts Building and many PhD students are not provided with offices. Longer term plans will see large areas in our main branch renovated with lockable cabinets attached to graduate student study carrels, targeting MA students, not UG.”

“Only individual study carrels are provided to graduate students but most of the other spaces and services are available to graduate students along with other library patrons.”

“Private self-contained carrels with door locks.”

14. Please indicate the relative proportions of the kinds of physical environments available in the service space(s). N=29

Percentage of space for quiet study/reflection N=26

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Median</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>100%</td>
<td>73.08%</td>
<td>85%</td>
<td>29.61</td>
</tr>
</tbody>
</table>

Percentage of space for louder collaborative work N=19

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Median</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>100%</td>
<td>33.37%</td>
<td>30%</td>
<td>29.02</td>
</tr>
</tbody>
</table>

Percentage of space for presentations/performance N=8

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Median</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>100%</td>
<td>21.63%</td>
<td>10%</td>
<td>32.16</td>
</tr>
</tbody>
</table>

Percentage of space for classrooms/training/meetings N=9

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Median</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>30%</td>
<td>15.22%</td>
<td>10%</td>
<td>8.61</td>
</tr>
<tr>
<td>Quiet Study</td>
<td>Collaboration</td>
<td>Presentations</td>
<td>Classrooms</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>The rest of the space is collections. The space for other activities will grow as more collections are moved off-site.</td>
</tr>
<tr>
<td>23</td>
<td>11</td>
<td>23</td>
<td>27</td>
<td>There is some overlap between the categories listed above. For example, two of the smaller conference rooms are used for louder collaborative work and for smaller meetings.</td>
</tr>
<tr>
<td>25</td>
<td>65</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>30</td>
<td>5</td>
<td>15</td>
<td>This applies to all of our subject specific libraries.</td>
</tr>
<tr>
<td>50</td>
<td>40</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>50</td>
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<td>50</td>
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<tr>
<td>60</td>
<td>15</td>
<td>5</td>
<td>20</td>
<td></td>
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<tr>
<td>67</td>
<td></td>
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<tr>
<td>70</td>
<td>30</td>
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<tr>
<td>80</td>
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<td>10</td>
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<tr>
<td>95</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
<td>The Roger C. Holden Faculty and Graduate Student Reading Room is typically configured for quiet study, but it is occasionally used for events and presentations. The room is either configured 100% for quiet study, or 100% for presentations/events. The Science Library Faculty and Graduate Student Reading Room is always configured for quiet study.</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td>Difficult to answer this question as the Faculty Writing Place is quiet unless there is an event going on with food, speaker, and collaboration or a group comes in. It’s the same space used for a variety of purposes. A classroom is adjoining and connected by a hallway.</td>
</tr>
<tr>
<td>Quiet Study</td>
<td>Collaboration</td>
<td>Presentations</td>
<td>Classrooms</td>
<td>Comments</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>100</td>
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<tr>
<td>100</td>
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</tr>
</tbody>
</table>

Of the facilities restricted for graduate/professional students only in the Owen Library, the group study/meeting rooms are the only service points in that category. Quiet study space, service desk, etc. are accessible to all university patrons as well as Owen students.

**SERVICES PROVIDED**

15. Which of the following technology resources and services are available for use in the service space(s)? Check all that apply. N=36

<table>
<thead>
<tr>
<th>Technology Resource</th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop computers</td>
<td>24</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Reproduction equipment (printers, scanners, photocopiers, etc.)</td>
<td>21</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Loaner laptop computers</td>
<td>18</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Display surfaces (blackboards, interactive whiteboards, etc.)</td>
<td>18</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Computer peripheral equipment, either on site or loans (data projectors, headsets,</td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>microphones, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General software (Word, Excel, etc.) workshops/assistance</td>
<td>14</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Viewing or listening equipment</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Printing/scanning services (staff-mediated)</td>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>AV equipment, either on site or loans (projectors, video recorders, etc.)</td>
<td>9</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Digitization services (staff-mediated)</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other technology services</td>
<td>14</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Please specify other technology services.

Graduate

“Wireless coverage.”

Faculty

“Faculty are the only user group that has laptops reserved for their use. Student laptops available to both graduate and undergraduate students.”

“The Retired Faculty research room includes one computer, a printer, and a fax machine.”

Both

“All Individual Research Study Rooms have access to the Library’s wireless network.”

“All the above services are available in the library. There is no specific area set aside for graduates or faculty except study carrels.”

“Facilities for conducting usability studies; facilities for experimenting with new technology and software; self-service scanning.”

“GIS, data, and visualization technologies.”

“Many of these services are available, but not from a faculty/grad student desk. Much of what we envision is still just that—a vision.”

“Most of the above services are available to all users in those and in other spaces. Some are used more heavily by faculty, such as digital production services. Video conferencing will also be more targeted toward faculty and graduate students.”

“Some digitization, staff-mediated, technology services are in the planning stages.”

“Sound booth; 3D visualization space.”

“Teaching Support Centre: ack computer, CD, DVD, Smart Board, Sympodium, camera and recording equipment, overhead projector. Western Libraries: desktop computers available for use by all users.”

“This is a confusing question since our services are distributed. We provide many of these services in spaces not exclusively dedicated to faculty/graduate students. Additionally we provide some of these services to graduate students who are instructors (GSI), who are considered in a category of teachers, rather than just all graduate students. Also one of our subject specialty libraries loans laptops currently but primarily to their department only so I didn’t mark that option.”

“Working on a collaboration with our Teaching and Learning Center on incorporating technology into the classroom.”
16. Which of the following research services are provided to graduate students and/or faculty in the service space(s)? Check all that apply. N=27

<table>
<thead>
<tr>
<th>Service</th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote Reference/Research Help service (e-mail, chat, virtual reference, etc.)</td>
<td>25</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Citation Management software and assistance</td>
<td>20</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Appointment-based Reference/Research Help</td>
<td>18</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Data analysis and/or software assistance</td>
<td>14</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Reference/Research Help Desk service (face-to-face)</td>
<td>13</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>GIS analysis and/or software assistance</td>
<td>13</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Organizing conferences or colloquiums</td>
<td>3</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Other research services</td>
<td>9</td>
<td>—</td>
<td>1</td>
</tr>
</tbody>
</table>

Please specify other research services.

Faculty

“Center for Teaching; instructional design.”

Both

“All except organizing conferences/colloquiums are available in the main library. No separate area for grads or faculty.”

“Digital media support; support for the University’s course management system.”

“Graduate Student Workshop Series — already being offered but coordination will be transferred to the Chapman Learning Commons.”

“Interlibrary services/document delivery.”

“Many of these services are available, but not from a faculty/grad student desk. Much of what we envision is still just that—a vision.”

“Media Production provides information graphics and research posters. The Library’s chief collection development officer also has an office in the Faculty Commons.”

“Organizing and publicizing talks by experts.”

“Rush order materials requested by faculty and graduate students that are within the collecting mandate of the Libraries.”
17. Which of the following teaching support services are provided to graduate students and/or faculty in the service space(s)? Check all that apply. N=17

<table>
<thead>
<tr>
<th>Service</th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional skills workshops and assistance</td>
<td>14</td>
<td>—</td>
<td>13</td>
</tr>
<tr>
<td>Educational technology workshops and assistance</td>
<td>13</td>
<td>—</td>
<td>13</td>
</tr>
<tr>
<td>Learning object creation workshops and assistance</td>
<td>7</td>
<td>—</td>
<td>7</td>
</tr>
<tr>
<td>Podcasting</td>
<td>7</td>
<td>—</td>
<td>7</td>
</tr>
<tr>
<td>Video conferencing</td>
<td>6</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Vodcasting</td>
<td>4</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Other teaching support services</td>
<td>4</td>
<td>—</td>
<td>4</td>
</tr>
</tbody>
</table>

Please specify other teaching support services.

**Both**

“Centre for Teaching and Academic Growth (TAG); Office of Learning Technology have offices in IKBLC. Faculty of Graduate Studies and Writing Centre and other potential partners still to be determined. See url’s at end of survey responses.”

“Many of the options above are provided by the campus’ Educational Technology Services which is not part of the library but which we partner with on many projects, including elements of their educational technology workshop.”

“Web 2.0 tools, electronic portfolios, Blackboard assistance, learning design.”

“Whatever our Teaching and Learning Center will provide.”
18. Which of the following personal growth services are provided to graduate students and/or faculty in the service space(s)? Check all that apply. N=18

<table>
<thead>
<tr>
<th>Service</th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library information literacy/bibliographic instruction sessions</td>
<td>15</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Academic content development</td>
<td>6</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Writing clinic/editing services</td>
<td>6</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Dissertation completion support/thesis coaches</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Peer tutoring/mentoring</td>
<td>4</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Numeracy sessions</td>
<td>3</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Academic skills counselling (time management, etc.)</td>
<td>3</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>ESL services/translation services</td>
<td>1</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Personal counselling (anxiety, depression, etc.)</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Other personal growth services</td>
<td>1</td>
<td>—</td>
<td>1</td>
</tr>
</tbody>
</table>

Please specify other personal growth services.

“Potentially, all may be offered (tbd).”

Additional comments about services

“Although we do provide many of the above services to graduate students and faculty, we do not limit those services to just faculty and graduate students.”

“Library literacy, academic content, writing clinic, per tutoring are offered in main library. No separate area for grads or faculty.”

“Many of these services are provided already by campus in other locations than the Library.”

“We offer many of these services through our SMART Learning Commons which is open to all students. We have a grad student research guide available online. We offer a series of grad student workshops in the fall semester.”

“Western Libraries: Library information literacy/bibliographic instruction sessions. Teaching Support Centre: all checked. Although translation is not provided, there are special services offered to international graduate students and faculty.”
PARTNERSHIPS

19. Does the library partner with any of the campus units below to deliver services for graduate students and/or faculty? If yes, please:

- briefly describe the role each partner has played;
- describe from where the partner provides services. (For example, do the campus partners maintain permanent offices or satellite offices in the library? Alternatively, do they provide services in library spaces but maintain their permanent offices elsewhere?);
- indicate whether the library has formal contracts or memorandums of understanding (MOUs) with the partner outlining rights and responsibilities associated with their use of physical space or involvement in research/teaching support services

N=44

<table>
<thead>
<tr>
<th>Partner</th>
<th>MOU</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Campus Computing</td>
<td>27</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Faculty Development/Teaching Excellence Office</td>
<td>18</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Writing Center</td>
<td>15</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Learning Technologies Office</td>
<td>15</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Office of Research</td>
<td>11</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>Graduate Student Development Office</td>
<td>10</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Other Partner</td>
<td>10</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Total number of respondents</td>
<td>31</td>
<td>38</td>
<td>24</td>
</tr>
</tbody>
</table>
### Campus Computing N=42

<table>
<thead>
<tr>
<th>Yes</th>
<th>27</th>
<th>64%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15</td>
<td>36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No formal contracts or MOUs</th>
<th>16</th>
<th>62%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some arrangements are documented through contracts or MOUs</td>
<td>8</td>
<td>31%</td>
</tr>
<tr>
<td>All arrangements are documented with contracts or MOUs</td>
<td>2</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Provides Services from:</th>
<th>MOU?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic application support</td>
<td>Another building on campus</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Campus mainframe servers</td>
<td>Located in the library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Columbia University IT Department</td>
<td>DSSC</td>
<td>No</td>
<td>CUIT supports equipment interface, server maintenance, assists in user consultations by providing technical advice.</td>
</tr>
<tr>
<td>Computer lab help desk</td>
<td>Computer lab in library</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Computing labs open to all campus community</td>
<td>Two libraries</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Consortium of colleges provides computing support and laptops for loan; help desk; downloadable software</td>
<td>Most library buildings</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>For all users: IT help desk in library, wired and wireless network support, provide workstations and printers, security cameras for computing resources</td>
<td>Help desk in Library and OIT offices outside library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>I.T. Help Desk, Teaching lab computer support</td>
<td>Library and other locations</td>
<td>Some</td>
<td>MOU for use of shared, computer-equipped classrooms in library.</td>
</tr>
<tr>
<td>IT has a help desk in 3 spaces that cater to grad students and faculty.</td>
<td>Scholars Lab, the humanities/social sciences library, the science library, and the Institute for Advanced Technology in the Humanities which is housed in the library</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>IT help desk</td>
<td>Computer lab located in the main library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Provides Services from:</td>
<td>MOU?</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IT help desk located in our Information Commons</td>
<td>Password reset, general technology help with laptops and approved software</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Provides Services from:</td>
<td>MOU?</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>The Library provides space to campus computing, writing, and instructional learning services who support faculty and graduate students by providing wireless laptop assistance, instructional design, writing, and classroom technology support services. This exists to some extent at branch libraries as well.</td>
<td>Within the main library</td>
<td>No</td>
<td>This is in a pilot stage.</td>
</tr>
<tr>
<td>They are the primary force in this project, and the staff in the area will report to CIO and provide the services.</td>
<td>The library location</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Wireless network support</td>
<td>In library spaces but maintain their permanent offices elsewhere</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Wireless network support, some off-site server management, IT help desk (outside the library)-not specific to any user group</td>
<td>Offices outside the library</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Wireless network, computing infrastructure</td>
<td>Permanent offices elsewhere</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.it.ubc.ca">www.it.ubc.ca</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, IT help, wireless network support and server management</td>
<td>On location and remotely</td>
<td>Some</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments

“We don’t collaborate on physical service points; but we’re doing a lot with customized portal views.”

“The library has an MOU with campus computing for general services, but not specifically for graduate students or faculty.”

“The Libraries do provide a Statistical Software Consulting service. Again, this is not limited to faculty and graduate students.”
### Faculty Development/Teaching Excellence Office N=40

<table>
<thead>
<tr>
<th>Yes</th>
<th>18</th>
<th>45%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>22</td>
<td>55%</td>
</tr>
</tbody>
</table>

No formal contracts or MOUs | 17 | 100%

Some arrangements are documented through contracts or MOUs  
All arrangements are documented with contracts or MOUs  

<table>
<thead>
<tr>
<th>Role</th>
<th>Provides services from</th>
<th>MOU?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Teaching and Academic Growth <a href="http://www.tag.ubc.ca">http://www.tag.ubc.ca</a></td>
<td>Unspecified</td>
<td></td>
<td>Librarians attend courses offered by TAG on teaching skills; librarians also deliver information literacy courses through TAG.</td>
</tr>
<tr>
<td>Coordinate teaching needs assessment, Blackboard use, electronic reserves</td>
<td>Library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Co-sponsor service and hold events.</td>
<td>Another building</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>In discussion stages now.</td>
<td>To be determined</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Librarians offer workshops as part of new faculty orientation</td>
<td>Centre for Support of Teaching</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Pedagogical program and skill development</td>
<td>Teaching Support Centre in The D.B. Weldon Library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Range of workshops, grants, coordination of programs</td>
<td>Variety of campus locations based on size of room available, some in library</td>
<td>No</td>
<td>Campus does not formally have a teaching excellence center, rather a collaborative group of campus partners supporting faculty/ instructor development including the library.</td>
</tr>
<tr>
<td>Research, teaching, and leadership development of faculty and graduates including workshops, seminars, consultations, etc.</td>
<td>Center for Faculty Excellence located in the main library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Space for faculty development workshops</td>
<td>Offices and space in Library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Provides services from:</td>
<td>MOU?</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Center for Teaching and Learning offers workshops, discussion</td>
<td>Offices within Faculty Commons</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>series, individual consultations, and other programming and resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to develop and strengthen teaching skills and strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library provides sessions in the August and January teaching</td>
<td>The Teaching Resource Center</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>workshops.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>These are already in the building, Teaching and Learning Technology</td>
<td>Their existing space in Library West Tower.</td>
<td>No</td>
<td>Predates our development of an MOU process.</td>
</tr>
<tr>
<td>Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>Classroom</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>Permanent offices elsewhere</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Workshops are offered to faculty concerning copyright issues, using</td>
<td>These workshops are held at the Institute for Teaching and Learning Excellence facility</td>
<td>No</td>
<td>Workshops for using bibliographics management software are also held in</td>
</tr>
<tr>
<td>bibliographic management software, and linking to library services in</td>
<td>on campus.</td>
<td></td>
<td>the library training room, but these classes are also open to</td>
</tr>
<tr>
<td>course management pages.</td>
<td></td>
<td></td>
<td>undergraduate students.</td>
</tr>
<tr>
<td>Workshops on library resources</td>
<td>Library classrooms</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Unspecified</td>
<td>Unspecified</td>
<td>No</td>
<td>Some collaboration with the Sheridan Teaching Center but not formal</td>
</tr>
<tr>
<td>Unspecified</td>
<td>Teaching &amp; Learning Services</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
### Writing Center N=40

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>37%</td>
<td>63%</td>
</tr>
</tbody>
</table>

| No formal contracts or MOUs | 13 | 93% |
| Some arrangements are documented through contracts or MOUs | 1 | 7% |
| All arrangements are documented with contracts or MOUs | — | — |

<table>
<thead>
<tr>
<th>Role</th>
<th>Provides services from</th>
<th>MOU?</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All kinds of writing tutoring for whole campus population - drop-in and scheduled 45 minute sessions; workshops</td>
<td>Our building</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Coordinated support for writing intensive classes</td>
<td>Library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dissertation assistance, writing, tutoring, editing dissertations as well as organizing them.</td>
<td>Service point in combination with other services targeted for Undergrads.</td>
<td>No</td>
<td>Not at this point, but there will be an MOU.</td>
</tr>
<tr>
<td>English Center provides writing tutoring to ENGL core writing courses</td>
<td>Liberal Arts classroom building and Library satellite location in carrels</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Joint consultation services and workshops</td>
<td>Main library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Potential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide faculty development and institutional services that support a writing-centered curriculum; offer faculty workshops and individual consultations in teaching development.</td>
<td>Offices within Faculty Commons</td>
<td>No</td>
<td>Student writing center is located in the Learning Commons.</td>
</tr>
<tr>
<td>Range of support for student services (though mainly undergraduate)</td>
<td>Usually their department, though had a trial satellite in library (cancelled due to their budget/staff cuts)</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Referral, some joint teaching</td>
<td>Main library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The Writing Center is moving to the main library. They serve all students.</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Provides services from:</td>
<td>MOU?</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>The Writing Center is part of SMART Commons, but not limited to grad students.</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Tutor; not specific to any user group</td>
<td>Classroom</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>We have a pilot project starting in May where the writing centre will have a presence on the main floor of Scott Library in preparation for the upcoming Learning Commons initiative.</td>
<td>Main floor and will also use library teaching spaces to conduct workshops.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Writing Center is located in building</td>
<td>Discussing having writing assistants at our general reference desk.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Writing clinic</td>
<td>Within the library satellite office</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments**

"The Writing Center does maintain library office hours, but the service is open to all. There is also no formal contract for this activity."

"We have a partnership with the writing center, but it is primarily geared toward undergraduate students, not graduates."

"Writing Center has a service point in Main Library, but no services specifically targeted at grad students (or faculty)."
### Learning Technologies Office N=39

<table>
<thead>
<tr>
<th>Role</th>
<th>Provides services from</th>
<th>MOU?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisted technology equipment</td>
<td>Friedman Study Center for both Under Grads and Grads - all hours open (24 x 5)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Collaborative workshops</td>
<td>Permanent offices elsewhere</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Content &amp; Collaboration Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate teaching needs assessment, Blackboard use, electronic reserves</td>
<td>Shared teaching lab in library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Faculty and graduate e-learning support, learning management system support, learning object creations, etc.</td>
<td>Center for Faculty Excellence located in the main library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Instructional design classes and consultations. Focus on technologies to enhance creative teaching</td>
<td>Five staff have offices in the library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Learning design</td>
<td>Offices within Faculty Commons</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Learning management systems assistance</td>
<td>Educational technology lab, and library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Learning management systems workshops, Learning Object Creation, Multimedia support, Videoconferencing support</td>
<td>Library and other locations</td>
<td>Some</td>
<td>Shared classrooms have an MOU.</td>
</tr>
<tr>
<td>Role</td>
<td>Provides services from:</td>
<td>MOU?</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learning management systems, webcasting/podcasting courses</td>
<td>Main building with technology infrastructure for this department, distributed to many classrooms</td>
<td>No</td>
<td>Many of the collaborative elements with this group are focused on meetings for designing services such as those integrated in the learning management system, so those meetings might take place in the library or elsewhere.</td>
</tr>
<tr>
<td>Office of Learning Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oncourse (CMS) support</td>
<td>Teaching and Learning Technology Center.</td>
<td>No</td>
<td>The existence of this service point pre-dates our development of MOUs.</td>
</tr>
<tr>
<td>Partner with both the Teaching Support Centre and Western Libraries to provide learning technologies and program skill development</td>
<td>Teaching Support Centre in The D. B. Weldon Library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Workshops on systems and software; help developing online courseroom standards</td>
<td>Their location</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Workshops, technology fair</td>
<td>Classrooms, large meeting space</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Office of Research N=39

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>28%</td>
</tr>
</tbody>
</table>

| No formal contracts or MOUs | 10  | 100% |
| Some arrangements are documented through contracts or MOUs | —   | —    |
| All arrangements are documented with contracts or MOUs | —   | —    |

<table>
<thead>
<tr>
<th>Role</th>
<th>Provides services from:</th>
<th>MOU?</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copyright advice and assistance</td>
<td>Library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Development and support for electronic theses and dissertations and teaching about avoiding plagiarism</td>
<td>Various locations</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Digital repository cooperation</td>
<td>Another building</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Grant processing</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Grant workshops, NIH and copyright workshops, NIH submissions</td>
<td>Permanent offices elsewhere</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>IP advice</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Main focus has been on open access/scholarly communication lately</td>
<td>Distributed</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Submits library grants to grantors on behalf of university; partners with library on intellectual property</td>
<td>Their office location; online--mostly staff e-mail</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Supporting the Arts and Humanities Institute to be located in the RC,</td>
<td>Remodeled space on the first floor.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>We offer grants workshops that are attended primarily by faculty and grad students.</td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Student Development Office $N=40$

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>

- No formal contracts or MOUs: 9 (100%)
- Some arrangements are documented through contracts or MOUs: — —
- All arrangements are documented with contracts or MOUs: — —

<table>
<thead>
<tr>
<th>Role</th>
<th>Provides Services from:</th>
<th>MOU?</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating various thesis and dissertations that have been done</td>
<td>Various college classrooms.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>electronically rather than in print. Explaining the time lapse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between completion of thesis/dissertation and appearance in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>library catalog and in digital dissertations database.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic theses and dissertations workshops taught in library</td>
<td>Library and other locations</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate student professional development programs</td>
<td>Graduate College, and library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Many workshops, partner with major grant for instructor development</td>
<td>Generally in meeting spaces across campus</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Publishing workshops, alert service workshops</td>
<td>Permanent offices elsewhere</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Research grant and dissertation writing clinics and other joint</td>
<td>Main library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for the development of services for grad students; advising;</td>
<td>Currently, they provide services in another building. They</td>
<td>No</td>
<td>This service predates our MOU process.</td>
</tr>
<tr>
<td>theses and dissertation help, career support</td>
<td>also support the Grad Grants center in the Wells Library.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We offer library orientation for graduate students at the program</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unspecified</td>
<td>Unspecified</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
### Other Partner 1 N=10

<table>
<thead>
<tr>
<th></th>
<th>Provides Services from:</th>
<th>MOU?</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Partners tutoring service; Honors College; Encyclopedia of Alabama Digital Project, Graduate student council, campus food services</td>
<td>Dedicated space in Library; Offices in Library; First two have office space; food service runs a coffee shop and coffee kiosk.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Intercollegiate Athletics; Campus collaborations for developing common online systems and instructional technology</td>
<td>Central office; Committees that include membership from library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Provost</td>
<td>See comments</td>
<td>All</td>
<td>VIVO—virtual academic community</td>
</tr>
<tr>
<td>Art Department</td>
<td>Student art exhibit space created in the Library</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Informatics Program</td>
<td>Virtual program</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Academic Advising and international programs assistance with majors, course selection, degree completion requirement, internships; Learning Resource Center: academic tutoring and supplemental instruction; Career Services: resume writing, career selection, internships</td>
<td>Our Learning Commons and their building; Our building; Our building and another</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Office of Campus-Community Engagement</td>
<td>Offices within Faculty Commons</td>
<td>No</td>
<td>This Campus-Community Engagement staff serve as consultants who help faculty and administrators develop partnerships with local and regional agencies.</td>
</tr>
<tr>
<td>Workshops in the Fall on using library services and facilities for international graduate students.</td>
<td>Library training room</td>
<td>No</td>
<td>Director of Library Graduate and Research Services invites international graduate students to attend the workshops at the university international student orientation sessions.</td>
</tr>
</tbody>
</table>
### Service Point Staffing

If there is one or more service point specifically designated for delivering graduate student and/or faculty services, please answer the following staffing questions. Otherwise, continue to the next page.

20. For each category of staff below please indicate how many individuals provide services to graduate students and/or faculty (enter a whole number, e.g., 4) and the FTE of these individuals (enter a whole number or a two-digit decimal, e.g., 3.25). N=10

#### Librarian N=6

<table>
<thead>
<tr>
<th>Individuals</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Other library professional N=5

<table>
<thead>
<tr>
<th>Individuals</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Library support staff N=4

<table>
<thead>
<tr>
<th>Individuals</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>—</td>
</tr>
<tr>
<td>1</td>
<td>—</td>
</tr>
</tbody>
</table>

#### Student assistants N=4

<table>
<thead>
<tr>
<th>Individuals</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>2.25</td>
</tr>
<tr>
<td>10</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Department</td>
<td>N</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Campus computing staff</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty development office staff</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing center staff</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student development office staff</td>
<td>1</td>
</tr>
<tr>
<td>Other staff category</td>
<td>1</td>
</tr>
<tr>
<td>Office of research staff</td>
<td>0</td>
</tr>
<tr>
<td>Learning technologies office staff</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate studies department staff</td>
<td>1</td>
</tr>
<tr>
<td>Other partner staff</td>
<td>1</td>
</tr>
<tr>
<td>Respondent</td>
<td>Librarian</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
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<td>5</td>
<td>25</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>6 FTE</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

64 · Survey Results: Survey Questions and Responses
21. Is there a director/coordinator position specifically assigned to overseeing spaces or services for graduate students and/or faculty? N=26

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>35%</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>65%</td>
</tr>
</tbody>
</table>

If yes, please enter the position title and the title of the position to which it reports. N=9

<table>
<thead>
<tr>
<th>Position title</th>
<th>Reports to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Director, Client Services, Sciences, Health &amp; Engineering</td>
<td>Director of Libraries</td>
</tr>
<tr>
<td>Co-director-Center for Digital Research in the Humanities</td>
<td>Dean of Libraries</td>
</tr>
<tr>
<td>Director of Public Services</td>
<td>Associate University Librarian for Collections and Services</td>
</tr>
<tr>
<td>Director of System Wide Public Services</td>
<td>Deputy University Librarian</td>
</tr>
<tr>
<td>Director, NSIT Academic Technologies, Instructional Technology &amp; Design</td>
<td>Senior Director, NSIT Academic Technologies</td>
</tr>
<tr>
<td>Director, Virginia Campus Library</td>
<td>Associate University Librarian</td>
</tr>
<tr>
<td>DSpace Product Manager</td>
<td>Associate Director for Public Services</td>
</tr>
<tr>
<td>Head of Graduate Services</td>
<td>Humanities Librarian</td>
</tr>
<tr>
<td>Head, Access Services &amp; Collections</td>
<td>Director, Biomedical Library</td>
</tr>
</tbody>
</table>

22. How were staff positions for graduate student and/or faculty spaces and services created? Check all that apply. N=14

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library redefined job descriptions of existing staff</td>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>Library created new positions</td>
<td>6</td>
<td>43%</td>
</tr>
<tr>
<td>Library reassigned staff to new service point</td>
<td>5</td>
<td>36%</td>
</tr>
<tr>
<td>Partners reassigned staff to new service point</td>
<td>5</td>
<td>36%</td>
</tr>
<tr>
<td>Partners created new positions</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Partners redefined job descriptions of existing staff</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Library staff applied to work in the new service point</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Partners staff applied to work in the new service point</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Respondent</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>✔</td>
<td>✔</td>
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<td>✔</td>
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<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please explain other.

“Library has had this service point for so long it has been an assumed role.”

“Unable to give breakdown of staff. Re staff positions created: the alignment of the Libraries strategic plan with University strategic directions influenced the rebalancing of existing unit workloads to incorporate an emphasis on research and graduate education.”

“We are still in the planning stages for the Research Commons so don’t have specifics for staffing, but do know that there will be staffing from units outside the libraries and that the library will redefine or expand responsibilities for existing staff.”
## MARKETING/OUTREACH

23. How are your graduate student and/or faculty services and spaces marketed to the campus community? Check all that apply. N=41

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of mouth</td>
<td>38</td>
<td>93%</td>
</tr>
<tr>
<td>Principal library Web site</td>
<td>28</td>
<td>68%</td>
</tr>
<tr>
<td>Printed literature (brochures, bookmarks, etc.)</td>
<td>28</td>
<td>68%</td>
</tr>
<tr>
<td>Tours/orientation</td>
<td>28</td>
<td>68%</td>
</tr>
<tr>
<td>Visits to faculty and departmental meetings</td>
<td>24</td>
<td>59%</td>
</tr>
<tr>
<td>E-mail announcements targeting graduate students</td>
<td>21</td>
<td>51%</td>
</tr>
<tr>
<td>Visits to graduate student meetings</td>
<td>17</td>
<td>42%</td>
</tr>
<tr>
<td>E-mail announcements targeting faculty members</td>
<td>16</td>
<td>39%</td>
</tr>
<tr>
<td>Posters</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Separate research commons Web site</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Other strategies</td>
<td>8</td>
<td>20%</td>
</tr>
</tbody>
</table>

Please describe other strategies.

"Coordination with Graduate Division newsletter/coordinator."

"General library publicity about new services."

"Office hours in departmental offices."

"Plasma screens in Faculty Commons and on other floors in library. Library’s subject specialists have been enlisted to spread the word."

"Press releases; campus calendars"

"Public computer screen savers and plasma screens, Facebook ads (for graduate students), campus publications."

"Spaces identified in building layouts and signage on the doors."

"We market the Faculty and Graduate reading room with a fall reception for new grad students."
24. Is there a formal marketing plan for reaching graduate students and/or faculty? N=41

<p>| | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>80%</td>
</tr>
</tbody>
</table>

Comments

Yes

“But at this point mostly for faculty and for grad students who are working as TAs.”

“Faculty and graduate students are reached by visits to academic departments, new faculty orientation, new graduate student orientation, and library publications geared to all users.”

“The library’s marketing plan includes graduate students as a market segment.”

“We are developing an orientation publication for new graduate students and we have a campus-wide graduate student orientation event in the library. The event is part of the formal orientation program for graduate students co-sponsored by the Graduate School and the Graduate and Professional Students Association.”

“We produce online newsletters for faculty that go out twice a year.”

No

“Marketing to graduate students and faculty is included in an overall marketing strategy for the Libraries. However, specific resources and services for faculty and graduate students are promoted through the Western Libraries Web site, through subject librarians who have built relationships with faculty and graduate student groups, and through individual marketing campaigns in each of the libraries. The new Web site design expected to be ready for fall 2008 has incorporated information gathered from faculty and graduate students for a site that better meets their needs, including the promotion of resources and services.”

“There are very limited faculty study spaces and graduate student carrels; therefore we purposefully depend only on word of mouth and do not market their availability. There is always a waiting list for these spaces.”

“We are currently developing a marketing plan for the library system and marketing services/spaces to graduate students. Faculty will be included in that plan.”

“We will work with the Marketing Librarian on this initiative, but a plan has not yet been created.”
STATISTICS AND ASSESSMENT

25. What statistics are kept to track graduate student and/or faculty use of spaces and services? Check all that apply. N=44

<table>
<thead>
<tr>
<th>Statistic</th>
<th>N</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>No usage statistics kept</td>
<td>14</td>
<td>32%</td>
</tr>
<tr>
<td>Sessions (# of sessions, type of sessions, # of participants in average session, and total served for a particular function)</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>Head counts by time or location</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Gate counts/exit counts</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>Questions answered</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>By department served (departmental affiliation)</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>Web or print comments</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>Web usage (page hits, etc.)</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>By specific courses supported</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>39%</td>
</tr>
</tbody>
</table>

Please specify other.

"Actual number of requests for graduate student document delivery."

"Carrel applications by department and rank."

"Circulation data for specific populations."

"Circulation statistics for graduate students; consultations with selected graduate students; ILLO stats are another possible option we haven’t explored."

"Document Delivery support; statements in dissertations."

"Grants received."

"Included with overall statistics."

"Information not available yet."

"Keep track of access cards issued to grad students to use the Group Study Room. Track the number of lockers checked out/in use each year."

"Occasional task forces and special projects usually indicating respondents classification (i.e., graduate student, faculty, etc.)."

"Occupancy is always at 100%; we monitor the queue line for the waiting lists."
“Reference questions and instructional efforts are tracked.”

“Statistics are maintained on the number of Faculty Research Studies assigned per semester and the number of graduate research carrels assigned.”

“Statistics regarding room assignments.”

“The number of carrels assigned to faculty and grad students is tracked.”

“We are in the process of doing focus groups with graduate students about the plans for the Research Commons.”

“We keep statistics on these things but they are not segregated by user status.”

26. How is satisfaction with spaces and services for graduate students and/or faculty assessed? Check all that apply. N=41

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal assessment</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>LibQUAL+®</td>
<td>26</td>
<td>63%</td>
</tr>
<tr>
<td>Suggestion boxes/boards</td>
<td>18</td>
<td>44%</td>
</tr>
<tr>
<td>In-house surveys</td>
<td>17</td>
<td>42%</td>
</tr>
<tr>
<td>Focus groups</td>
<td>15</td>
<td>37%</td>
</tr>
<tr>
<td>Interviews</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>Broad-based research studies</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>24%</td>
</tr>
</tbody>
</table>

Please specify other.

“Academic support unit program reviews.”

“Anecdotal data.”

“In house surveys and triennial surveys sent to all faculty/staff/students.”

“Information not available yet.”

“In-house surveys and focus groups and other assessment plans/programs – tbd.”

“LibQUAL+® was done in 2006; other assessments are on-going.”

“Surveys run by Graduate Student Organization.”

“This is not limited to graduate students and faculty. We also have a liaison librarian who works with each
department as their personal librarian for service and collection issues."

"Voluntary comments on Web page."

"We are now doing our own assessment."

**ADDITIONAL COMMENTS**

27. Please enter any additional information about spaces or services specifically designed for graduate students and/or faculty that may assist the authors in accurately analyzing the results of this survey. N=25

**Selected Comments from Respondents**

“1. The collection at the branch campus library is specifically geared to the graduate and faculty classes and research. 2. Plans for a grant writing center to support this activity. 3. The main library offers closed study rooms (small offices) for doctoral candidates."

“A large portion of this survey does not pertain to us because while we do provide, and have always provided, separate study spaces for faculty and graduate students, we do not provide any separate services or service points for these groups."

“A position was created to provide and coordinate more services of interest to faculty and graduate students, but as of yet no space or services have been limited to just these user groups. Discussions have been held after interview sessions and focus groups with graduate students concerning more services and spaces for graduate students. Among the top requests from the graduate students, and one of the most viable, has been for lockers to store books. A service that was initiated with graduate students and faculty in mind was a document delivery service. Previously graduate students and faculty could only request (ILL) items not owned by the library. Last year the new document delivery service was begun. If the library owns the journal that contains an article a student or faculty member wants, they can request it and the library will pull the journal from the shelf and make an electronic copy of the article for the student much in the same way we fulfill Interlibrary Loan Requests. The same rules of ILL apply to make sure fair use is maintained. If the library owns a book the student or faculty member would like, they can request it and the library will pull the book and hold it at the circulation desk for them."

“At this point in time, our library does not have particular services focused for grad students and faculty. We do have a graduate library 4 miles east of the main campus, that serves a few specific graduate programs, located on that campus. All of the services of that branch library are primarily aimed at the grad students and faculty who make up their primary clientele. The services are the usual: reference, instruction, and circulation."

“Graduate student spaces and services are in the planning stage."

“In addition to the new service of document delivery to graduate students, the library has provided two other faculty-only services for many years. 1. Document delivery: this is very popular and appreciated. 2. Research
offices, scheduled by semester, inside the library.”

“In addition, there is a wing in the library that is composed of 220 faculty studies, offices that faculty can rent by the academic quarter for a small fee. These are heavily used as quiet office space for doing library research.”

“Many of the responses to questions relate to plans for a renovation that has not yet taken place, however many of the services and collaborations mentioned are already in place.”

“Our main library is functioning at more than 50% over capacity, so the amount of targeted spaces that we can offer to faculty and graduate students is currently limited. We try to offer a rich set of location-independent services from our Web site. We are currently in the early stages of design for a new library building, in which we will incorporate more dedicated faculty and graduate students spaces and (if needed) services.”

“Our is a huge research library at a giant university. We have nine primarily library buildings, almost all of which offer collections and services targeted to graduate students and faculty. There are also departmental libraries and reading rooms that are not under the library’s management, and these do a substantial amount of focus on graduate students and faculty that would otherwise be done by the university library system and staff if these libraries were reporting to us. Some of them have librarians; some do not. We don’t always know about their activities, promotions, or marketing. This made some of the survey questions a bit difficult to answer.”

“The Graduate Study Room just opened this semester and we are just beginning to look at making it fully operational. We will be introducing more services and opportunities for graduate students in the future.”

“The library is interested in and is studying new ways of providing new types of collaborative flexible spaces for faculty and graduate students that go beyond existing services.”

“This is a new facility and still very much in a developmental phase. Although we have used participant surveys to assess individual events (workshops, etc.) held in the Faculty Commons, we have not used LibQUAL+®, focus groups, or formal interviews since the opening of this facility, but we have plans to do so.”

“We are designing both a teaching commons (to be opening summer or fall) and a research commons. These will completely change our responses to these questions.”

“We are just in the research and discussion stages of this project and have not gotten far enough along to make much of a contribution to this survey. We will be interested in the results.”

“We have a unique building that is divided into two towers. The smaller of the two, the West Tower, has been remodeled into an Information Commons with five floors of services and space designed for undergraduates. To complement that and to recognize the need for services designed for graduate students and faculty we are looking at the East Tower as the Research Commons, including the extensive collections in the humanities and social sciences. Creation of the Research Commons in the library will offer support—in one central campus location—to faculty and graduate students at any point in the complex research process. By assembling groups and expertise now distributed throughout the campus, the Research Commons will blend technology with traditional resources to serve as a center for a wide range of scholarly activities.”
“We have no special area set aside for graduates or faculty. We do have assigned carrels scattered around the library. In the partnerships section - we have informal partnerships with several departments/offices and offer services to grad students and faculty BUT not in a special space reserved for them in the library.”

“We have one space and one service clearly designated for graduate students. The Graduate Study Room provides a 24/7 graduate study for medical, pharmacy students and all graduate students at the university. The lockers are assigned on a first come, first serve basis to any graduate student needing to use arts materials. They are assigned for the academic session and are renewable. They are available all hours the building in which the Arts Library is located is open.”

“We have tried not to restrict access to any of our spaces or services (such as the Scholars’ Lab or the McGregor Reading Room), even though they may be targeted to grad students and faculty. Exceptions are graduate carrels, a few faculty offices, and our on-Grounds deliveries for faculty. We are thinking of including graduate research space in the coming renovations of our main library, but are leaning toward more flexible, unrestricted space.”

“We provide individual lockable study spaces for 16 students for a term. No other services are provided at this time.”

“While I understand what you are seeking to learn, the concept does not fit well with our physical facility at this time; our spaces are more antiquated and we wouldn’t currently create this sort of service at this time; in a future renovated space spaces targeted to grads and faculty makes good sense.”

“While we may design and operate certain spaces with faculty and/or graduate students in mind and they will be the dominate users, in most cases other than the designated lounges planned for Olin, the Graduate study area in Mann, and the graduate carrels and faculty studies in Kroch, our spaces are open to all who need to use the space for its designated purpose. The services that we offer including research help do not differentiate between patron groups, but are available to users of those spaces. We intentionally left section 11 blank because it is impossible for us to supply such granular information across three large diverse libraries.”
### RESPONDING INSTITUTIONS

<table>
<thead>
<tr>
<th>University at Albany, SUNY</th>
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<tbody>
<tr>
<td>Auburn University</td>
<td>McGill University</td>
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<td>Brigham Young University</td>
<td>University of Manitoba</td>
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<td>University of British Columbia</td>
<td>University of Massachusetts, Amherst</td>
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<td>Brown University</td>
<td>Massachusetts Institute of Technology</td>
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<td>University at Buffalo, SUNY</td>
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<td>North Carolina State University</td>
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<tr>
<td>Canada Institute for Scientific and Technical Information</td>
<td>University of Oklahoma</td>
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<td>Case Western Reserve University</td>
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<td>York University</td>
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<td>Louisiana State University</td>
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</tbody>
</table>

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Descriptions of Services
BROWN UNIVERSITY: Thesis and Dissertation Binding – Information for Graduate Students

http://dl.lib.brown.edu/libweb/forgs/thesisbinding_gs.php

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- Sample Binding Invoice

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Phone Numbers
Welcome to our online library research course! This tutorial was created through a collaborative effort of the libraries of the University of Colorado. It focuses on publishing in scholarly journals. In this course you will learn to:

- Describe the role of scholarly publishing in an academic career
- List the essential steps of planning and writing a scholarly paper.
- Develop a personal publication plan
- Compare and contrast the different publishing models currently in use
- Describe the types of articles you can write
- List the pros and cons of collaborative authoring
- Describe the tools and resources a scholarly writer needs to have on hand

Click Module 1 in the right column to get started.
CORNELL UNIVERSITY: Faculty Office Delivery

http://www.library.cornell.edu/services/facultydel.html

What Is It?
This service allows faculty members to request library books for delivery to their department mail room or administrative office, Monday through Friday, during regular office hours. Requests may be placed through the Library catalog and turnaround time is expected to be 48 hours. Requests are limited to book materials from the regular circulating collection of the Ithaca and Geneva libraries; journals, videos, or other special collection items are excluded. There is no charge for this service.

How Does It Work?
Requests are placed through the “Requests” button of the library catalog (see instructions below). The library designated as your service provider (usually the library closest to your building) will check out the book to you through the library's circulation system and will deliver it to your department's mail room or administrative office within 48 hours, Monday through Friday during standard office hours. The book will arrive wrapped and labeled with your name, and will be placed in your mailbox (or in the area designated by your department coordinator). You will be notified when the book is available for you to pick up at your department.

To return books, please bring them back to any library, as you do with other library books. At this time, there is no book retrieval component to the service and the campus mail does not accept library books.

Instructions for placing a request:
- Go to the library catalog at http://catalog.library.cornell.edu.
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Faculty Recognition

Collecting Faculty Publications

The Gelman Library endeavors to collect books authored by George Washington University faculty. We purchase one copy for the GW Faculty Collection in Special Collections as well as one for our circulating collection. There is no centralized way to identify these publications so faculty are encouraged to contact the Collection Development Librarian for their department to initiate this purchase. These titles can be retrieved in our ALADIN Catalog by searching Faculty Collection as an Author.

Faculty Author Signing Events

Faculty Authors Signing Receptions are held throughout the academic year to provide an opportunity for Gelman librarians to recognize new books written by faculty authors. During the reception faculty members discuss their research, challenges they encountered, and their book's scholarly contribution within their area of study. Signed copies of the honored books are housed in the Special Collections Department's George Washington University Faculty Collection.

Emeriti Faculty

Faculty emeriti are entitled to entrance and borrowing privileges at the Gelman Library. A validated GW ID issued from the Personnel Office is necessary for borrowing items from the GW general circulating collection. Borrowing privileges are the same as those of current faculty members.

Scholarly Publication

Changes in publication and access to the record of research are sweeping through the higher education and research community. Spurred by the continuing rising costs for libraries to purchase scholarly output - prices of scientific, technical and medical journals, particularly, have risen dramatically over the last 25 years - and by advances in technology that can support new ways of reporting research, scholars are discussing the communication of their work and employing new media for dissemination of that work. See the Gelman Library System's web site on Scholarly Communication for information on new scholarly publishing initiatives, for links to related resources, and for suggestions on how to help regain control of scholarly publishing so it meets the needs of faculty and other researchers.

Return to Gelman Guide for GW Faculty
A Cybercheating Detection and Prevention Primer for GW Faculty

Created by Gelman Library, The George Washington University

Plagiarism in college is not a new phenomenon. However, with the introduction of the Internet as a research resource, the ways that students can commit plagiarism have taken on new dimensions. Online term paper mills and web sites provide students with ample opportunities to acquire materials not of their own original thought to be turned in to their classes.

Some college students today have little or no idea what constitutes plagiarism. Many of them may concede that appropriating direct quotes or paraphrasing entire pages from printed resources into their papers without proper attribution is plagiarism, but these same students would be unlikely to concede the same allowances for online material. To them, the World Wide Web is entirely free for the taking and does not require any kind of citation of sources.

The Internet has forced university faculty members to redouble their efforts to determine if students have plagiarized the papers they turn in and to continue to find ways to prevent students from plagiarizing in the first place.

Gelman Library has created this cybercheating detection & prevention primer as a way to assist GW faculty in detecting student cybercheating or online plagiarism as well as preventing it. It is aimed at providing you with the background education and access to resources needed to conduct your own independent investigation of potential cybercheating.

Table of Contents
Detecting Cybercheating/Online Plagiarism
Preventing Cybercheating/Online Plagiarism
Readings & Web Sites for Further Information
Term Paper Mills

This web site is maintained by Tina Plottel.

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Resources on intellectual property, acceptable use, and Rutgers policies may be found on the Copyright Information Guide. You may also wish to consult the acceptable uses of Licensed Digital Resources [PDF].

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Emeriti
Information about the range of library services available to faculty emeriti can be found here.

Library Classes
To schedule library instruction sessions for your class, please contact your campus instruction coordinator or a subject specialist librarian.

See also:
- Information for Faculty and Staff

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Book media for preview and classroom use with a Media Materials - Booking Form.

Request cablecast of moving image materials by filling out a Mediavision Cablecast Request Form (Instructors only)(New Brunswick only).

See also:
- Mediavision Cablecast Request Service (New Brunswick only)

Recently Hired?
New faculty members in New Brunswick who need to access Library services prior to the beginning of their appointment, to reserve books or prepare for classes, can do so by having their department sponsor them for a Visiting Scholar ID card. Bring a completed ID
Card Request Form [PDF], signed by your department head, to University Human Resources, ASB II, Cook Campus. Complete instructions are available at the Rutgers RUconnection Card website.

Faculty members in Newark should contact the Rutgers-Newark Photo ID Office. Camden faculty members should go to the IMPACT Booth in the Camden Campus Center.

Once you obtain your card, present it at any library circulation desk to activate borrowing privileges.

Reciprocal Borrowing Arrangements

To borrow from other academic institutions in the Tri-state area, please refer to policies on Cooperative Access Arrangements.

RefWorks

RefWorks is a Web-based bibliographic citation manager which works with most library databases.

Research Assistants

To designate a Research Assistant (RA) to checkout and renew books, request delivery of books and articles, and book media for classroom use on your behalf, request a Faculty Research Assistant (RA) Card.

Reserves

Place materials on reserve for a course by filling out a Reserve Request Form (instructors only).

See also:
- Reserve Services, A Guide for Faculty
- Electronic Documents on Reserve: A User's Guide

RUcore (Rutgers Community Repository)

RUcore is an open access institutional repository that makes the significant intellectual property of Rutgers University faculty and Rutgers University departments, centers, and institutes permanently and freely accessible for scholars and researchers around the globe.

Rutgers University faculties are invited to deposit the results of their research and professional activity. Your deposits will be preserved and made permanently available in RUcore. Articles resulting from NIH funding can be placed jointly in PubMed Central and RUcore easily via the RUL/NIH Submission Service.

Rutgers Libraries Toolbar

The Rutgers Libraries' Toolbar is a free web browser extension that provides a drop-down menu to library resources, embedded library links on certain popular web pages such as Amazon.com, and new functionality to the "right-click menu" of your mouse.
UNIVERSITY OF WESTERN ONTARIO: 360° Graduate Student Professional Development

http://grad.uwo.ca/360/

Welcome!

The goal of graduate education is to transform students into scholars and professionals in their disciplines. The programs of the 360° degree graduate student professional development initiative provide critical communication, writing, and professional skills that enable new scholars to disseminate their research, to teach effectively and collaborate successfully, and provide career preparation that facilitates their successful transition to careers in academia, government, industry and beyond.

The 360° Graduate Student Professional Development Initiative is the result of campus-wide collaboration between the School of Graduate and Postdoctoral Studies, the Teaching Support Centre, Student Development Services, Western Libraries, the Career Centre, Communications and Public Affairs, the Faculties and many other colleagues across campus. Programs of the 360 Initiative are designed to complement the disciplinary preparation that graduate students receive in their departments through coursework, research, conference participation and interaction with faculty.
Descriptions of Spaces
UNIVERSITY OF CALIFORNIA, IRVINE: Study Centers & Study Rooms

http://www.lib.uci.edu/libraries/study.html

Langson Library

- The Langson Library offers quiet study space in a wide range of options including 852 individual study spaces located primarily on the third, fourth, and basement floors.
- The 4th floor, Basement, Special Collections, and Southeast Asian Archive are designated Quiet Study Zones. Please turn your cell phones off and take all conversations outside.
- UCI faculty and graduate students may take advantage of the Roger C. Holden faculty and graduate student reading room.
- The Gateway Study Center, located across from the Langson Library, also provides a number of reader carrels in an environment dedicated to quiet study.

Gateway Study Center

The Gateway Study Center is located across from the Langson Library. The Study Center provides a number of carrels and library tables in an environment dedicated to quiet study.

- Open 24 hours pre-finals and finals week.
- The Study Center is a designated Quiet Zone.

Science Library

- The Science Library offers quiet study space in a wide range of options including 2000 individual study spaces located primarily on the fourth, fifth, and sixth floors, and over fifty study rooms of varying sizes which can be reserved in advance at the Directions Desk.
- The 4th, 5th and 6th floor Bar and Drum study halls are designated Quiet Study Zones. Please turn your cell phones off and take all conversations outside.
- The Science Library also has a Faculty and Graduate Reading Room on the fourth floor and a Study Center for after-hours studying on the first floor.

Science Library Study Center

The Science Library Study Center is located on the first floor of the Science Library. The Study Center may be entered from a separate outside entrance during times when the Library building is closed. A total of 110 individual study spaces are available to library users. For additional information please call, (949) 824-3681.

- There are nine Group Study Rooms within the Study Center. Group Study Rooms are located on the 1st, 4th, 5th, and 6th Floors. A total of 51 Group Study Rooms are available throughout the Science Library during normal hours of operation. Study room key checkouts and advance reservations are handled at the Directions Desk. Food is not allowed in the Study Rooms. Beverages in spill proof containers is acceptable. If you have food or beverages you will be asked to dispose of the items and/or asked to leave the library.
- To avoid fines/blocks on your library record, please return/renew your room key on time.
UNIVERSITY OF CALIFORNIA, IRVINE: Study Centers & Study Rooms

http://www.lib.uci.edu/libraries/study.html

- There will be a $10 fine for overdue keys and a block will be placed on your circulation record.
- Please keep noise at a minimum level.
- Do not add or remove furniture.
- Do not deface, destroy, or vandalize walls or furniture. Disciplinary actions will be taken if you violate this rule.
- Open 24 hours pre-finals and finals week.
- The Study Center is a designated Quiet Zone.

Grunigen Medical Library

There is study space inside the library that may be used by all patrons.

Roger C. Holden Faculty and Graduate Student Reading Room (LL)
- The Roger C. Holden faculty and graduate student reading room is located on the second floor, LL 203.
- The Reading Room offers an attractive and comfortable space for UCI faculty and graduate students to conduct research in the library.
- The Reading Room includes quiet research space with study carrels, library tables, and two pcs. Please speak to a Loan Desk staff member for additional information on using this facility.

Faculty and Graduate Reading Room (SL)
- The Faculty and Graduate Reading Room is located on the Fourth Floor, SL 411 BAR.
- The Reading Room may be entered on either the fourth or fifth floors.
- UCI faculty and graduate students may use the reading room by checking out a cardkey from the Directions Desk.
- Cardkeys are non-renewable and should be returned on or before the assigned due date. Questions? Call (949) 824-3681
The University of Delaware Library

Library Retired Faculty Room

The University of Delaware provides access to a Retired Faculty Room on the Lower Level of the Morris Library for use by retirees of the University of Delaware.

- **USE OF ROOM:** The Library Retired Faculty Room 031 C on the lower level of the Morris Library has been made available for retirees of the University of Delaware to conduct library-related research and/or to provide professional space. The Library Retired Faculty Room can be used simultaneously by multiple retirees. It is wheelchair accessible. Beverages with lids or re-sealable beverages are permitted in the Library Retired Faculty Room. Food and smoking are not permitted. Library staff are not able to receive or deliver messages or mail to users of the Retired Faculty Room.

- **EQUIPMENT:** The room has been supplied with a computer with Internet access, Microsoft Office software, a printer, and a fax machine for self-service by retirees. Contact the Student Multimedia Design Center Desk with questions about the equipment in the room. If problems arise with the equipment, the concern should be reported to the Student Multimedia Design Center Desk, the Circulation Desk, or to Library Administration (Room 210).

- **ACCESS:** Library staff will ask to see University of Delaware photo identification cards before the key for the Library Retired Faculty Room is released, and the user will be requested to sign a usage in and out register.

- **KEYS:** Faculty may request a personal key for long-term use at the Library Administration Office (Room 210). Faculty may request a key for temporary use to be returned the same day from the Circulation Desk (First Floor) or at the Student Multimedia Design Center Desk (Lower Level). The key to the Library Retired Faculty Room should not be duplicated. A lost key should be reported to the location from which it was distributed as appropriate i.e. Student Multimedia Design Center Desk or Circulation Desk for temporary keys, and Library Administration for long term keys.

- **SECURITY:** Please keep the Retired Faculty Room locked when not in use. University insurance does not cover the contents of the Library Retired Faculty Room whether it is locked or unlocked. Please do not leave personal possessions or Library materials in the room. Contact the library service desk from which you picked up your key with any security-related question or problem.

When the use of the Library Retired Faculty Room is no longer needed, the key should be returned to the Library service desk from which it was distributed.

This page is maintained by Julia Hamm, Office of the Director.
**UNIVERSITY OF DELAWARE LIBRARY**

**Graduate Student Carrels**

The University of Delaware offers dedicated library research space for a limited time in the Morris Library to University of Delaware matriculated graduate students who have a valid University of Delaware I.D. There are 110 graduate carrels located on the lower level, second and third floors of the Morris Library. The carrels are:

- Assigned for one academic year, with the possibility of renewal by students who comply with the policies and procedures for use of the carrel.
- Assigned on a "first come, first served" basis.
- Assigned to two UD graduate students simultaneously, with each graduate student occupant assigned to his/her own unique locking shelf to store personal materials.
- Equipped with task lighting and data connectivity ready for use with the individual’s laptop using a roaming IP address.

University of Delaware graduate students interested in obtaining a carrel may obtain the Application for Graduate Student Carrels from the Library Administration office, room 210 (second floor), or the Circulation Desk in the Morris Library. A copy of "Library Graduate Student Carrels Policies and Procedures" is given to each applicant and includes an application.

The completed application should be submitted to the Library Administration office, room 210 during standard office hours. Completed applications require the signature of the chairperson of his/her department or faculty advisor, endorsing their active graduate student status and the need for a carrel for library related research. Please call 831-2231 for additional information.

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This page is maintained by Library Administrative Services.
UNIVERSITY OF FLORIDA: Graduate Study Carrel Policies

http://web.uflib.ufl.edu/ps/Circ/graduatetestypolicies.html

Graduate Study Carrel Policies

Library West has 84 graduate study carrels that contain a desk, chair, shelving, and wireless internet access. Assignments are made by the Library West Circulation Coordinator. Priority is given to currently enrolled graduate students with Social Sciences and Humanities majors completing their doctoral dissertations and masters theses. Graduate students with physical access disabilities will be given special consideration. A waiting list is maintained so that carrels that are relinquished during the year may be reassigned. The assignment period ends on the last day of the Summer C semester. Renewal of graduate study carrels is not automatic and reassignment is not guaranteed. Graduate students must re-apply before each Fall semester.

Procedure:

- Graduate students submit a Graduate Study Carrel Application Form online prior to the first week of Fall classes. This form is only for the carrels in Library West. Please inquire at the Circulation Desk of other libraries for their carrel procedures.
- The Library West Circulation Coordinator maintains the database of applicants and makes assignments after drop/add in the Fall.
- Graduate students are notified via email when assignments have been made. The key must be picked up in person at the Library West Circulation Desk and signed out by the assignee. An assignee with a disability may send instructions to release the key to a registered proxy.
- All personal books, papers, and other belongings must be removed and the key returned to the Library West Circulation Desk no later than the last day of the Summer C semester.

Guidelines For Use

- Graduate study carrels are available for use during all hours Library West is open.
- Assignees should not leave valuables or personal belongings that may be stolen or damaged; the security of the study carrel cannot be guaranteed.
- Drinks in covered containers are acceptable. Assignee is responsible for keeping trash empty; housekeeping staff do not enter carrels to remove trash or to clean surfaces of carpet.
- Study carrels are not soundproof. Please be considerate of other library users.
- Library furniture from other locations may not be moved into study carrels.
- Library materials kept in carrels must be checked out to the graduate student. Library staff regularly monitor study carrels and will remove any library materials not properly checked out. Library materials located in study carrels are subject to overdue notices, recalls, and other library policies.
- Appliances that pose fire hazards – heaters, coffee pots, etc. – are strictly prohibited.
- For security, keys may not be duplicated. There is a $35.00 replacement charge for lost keys.
- Lights should be turned off and doors securely locked when leaving the study room.
- Library privileges will be blocked if the key is not returned by the last day of the Summer C semester. There is a non-refundable $35.00 replacement charge if the key is not returned after notification of expiration.
- Names of assignees are confidential and will not be released without a court order.
- Repeat violations of guidelines may result in revocation of the study carrel.
Faculty Study Room Policies

Library West has 36 individually assigned faculty study rooms that are furnished with a desk, chair, and book shelf and that provide wireless internet access. The assignment period is for one academic year, beginning at the end of the first week of classes during fall semester and ending on the last day of the Summer C semester. Any current University of Florida faculty member who is in social science or humanities fields and who is at the rank of Assistant Professor or above may apply for a study. Priority will be given first to those on sabbatical who are using the resources of Library West and second to those at the rank of Assistant Professor. The Library West Circulation Coordinator makes study assignments, using a lottery if there are more applicants than studies in the priority categories. A waiting list will be maintained so that studies relinquished early may be reassigned.

Procedure:

- Faculty submit a Faculty Study Room Application Form online anytime prior to the first week of Fall classes.
- The Library West Circulation Coordinator maintains the database of applicants and makes assignments after drop/add in the Fall.
- Access Services notifies all faculty applicants via email when assignments have been made.
- Faculty with studies must pick up their key in person at the Library West Circulation Desk. An assignee with a disability may send instructions to release the key to a registered proxy.
- Faculty must remove all personal books, papers, and other belongings and return the key to the Library West Circulation Desk no later than the last day of Summer C semester.

Guidelines For Use

- Faculty study rooms are available for use during all hours Library West is open.
- For security, study room keys may not be duplicated. There is a $35.00 replacement charge for lost keys.
- Names of assignees are confidential and will not be released without a court order.
- Library furniture from other locations may not be moved into study rooms.
- Library materials kept in study rooms must be checked out to the faculty member. Library staff regularly monitor study rooms and will remove any library materials not properly checked out. Library materials located in study rooms are treated the same as materials taken to the faculty member's home or office; that is, they are subject to overdue notices, recalls, and other library policies.
- Drinks in covered containers are acceptable. Assignee is responsible for keeping trash empty; housekeeping staff do not enter carrels to remove trash or to clean surfaces of carpet.
- Appliances that pose fire hazards – heaters, coffee pots, etc. – are strictly prohibited.
- Study rooms are not soundproof. Please be considerate of other library users.
- Lights should be turned off and doors securely locked when leaving the study room.
- Assignees should not leave valuables or personal belongings that may be stolen or damaged; the security of the study room cannot be guaranteed.
- Library privileges will be blocked if the key is not returned by the last day of the Summer C semester. There is a non-refundable $35.00 replacement charge if the key is not returned after notification of expiration.
Lockmobiles

Lockmobiles are wheeled, lockable carts that offer convenient, safe storage for books, papers, and other research materials when you're not in the Library. They also make it easier to gather books and periodicals from the stacks, make photocopies, etc. Lockmobiles are available for use by GW graduate students (except Law and Medical School students).

Lockmobiles are intended for use by graduate students who are engaged in research projects that require heavy use of library materials. Lockmobiles are offered as an alternative to the use of a closed study room.

To apply for or renew use of a lockmobile, print out the Lockmobile Application Form. You will need to have the form signed by a faculty advisor or department chair. Return the completed form to Barbra Tschida at the Circulation Desk on 1st floor in Gelman Library. There is a $10 deposit required for lockmobile use.

You will need to renew your lockmobile for each semester you intend to use it.

Lockmobiles are extremely popular and often all available units are reserved.

If you have questions, contact Barbra Tschida, Circulation and Reserves Group Leader, (202) 994-1336, bttschida@gwu.edu.

© 2000 - 2004 The George Washington University
The Melvin Gelman Library
2130 H Street NW
Washington, DC 20052
202-994-6558
Site maintained by Web Development Group
Please send us your questions and comments

Last modified: Friday, September 15, 2000 15:55:54 PM
Within the long process of research, from discovery to dissemination, scholars rely on institutional support. Indiana University, committed to its dual mission of advancing research and teaching, now has an unparalleled opportunity to aid research in a way that positions the university at the forefront of its peers and as a leader in the nation.

Creation of the Research Commons in the Herman B Wells Library will offer support—in one central campus location—to faculty and graduate students at any point in the complex research process. By assembling groups and expertise now distributed throughout the Bloomington campus, the Research Commons will blend technology with traditional resources to serve as a center for a wide range of scholarly activities.

Perhaps most important, faculty and graduate students from all disciplines will know that whatever their research needs, they can start at the Research Commons. They will no longer have to determine where to go on campus or whom to ask even the most basic questions, from “How do I get started?” or “How do I digitize and archive this?” to “How do I copyright my work?” By providing a space for collaboration and information-sharing, the Research Commons will help faculty and graduate students benefit from the tools and techniques already put in place by their colleagues in other disciplines. Moreover, the collective expertise of librarians and technologists will help them realize the true potential of the vast information resources of Indiana University.

The Research Commons will leverage three established strengths:

**Expertise**

Perhaps the greatest promise of the Research Commons will be its ability to draw together many layers of expertise in one location. Services provided by units now on campus—and other services yet to be introduced—will be combined in a singular destination. Researchers will benefit from a transparent delivery of services, whether they are looking for guidance in reference and research services, metadata creation, grants and sponsored research, statistical analysis, or one of many other areas essential to their work. Librarians, technologists, consultants, designers, and developers from many campus units will all contribute to this effort. Success will depend on the leadership of the IUB Libraries, UITS and OVPR, and build on their longstanding partnership.

Expertise will also be shared among researchers. The final report of the IU Cyberinfrastructure Research Taskforce points to the value of bringing together researchers who may be unaware of the tools and techniques used by scholars in other disciplines. “Chemists and physicists struggle with the complexity of national cyberinfrastructure efforts, such as the TeraGrid,” the report states, “while other scholars wrestle with the complexities of evolving desktop tools.” As a place for community-building, the Research Commons will address the need for scholars to interrelate, both within and across the conventional boundaries of their disciplines.
The Research Commons will increase efficiencies not only for researchers who may value a central point for sharing information, but also for the disparate units of a complex university, where one unit often recreates or duplicates what is offered by another.

Infrastructure

Just as scientists need laboratories, researchers in every discipline need environments designed and equipped to meet their scholarly needs. The Herman B Wells Library offers essential space in a prime campus location. The entire East Tower of the Wells Library, with floor space greater than 11 football fields, will be dedicated to the Research Commons.

Technology will be an essential and conspicuous component of the Research Commons, with equipment necessary to support a wide range of scholarly activity. The Research Commons will provide a scholars laboratory that will serve as a resource for digital media production and archiving. Other dedicated space will accommodate high-performance computing, statistical and mathematical services and software, database support, and visualization. Collaborative technologies that allow people separated by hundreds or thousands of miles to interact as naturally as if they were together in a meeting room are now of genuine value to scholars in any discipline.

Key to the success of the Research Commons will be balancing the space for active collaboration and computing with quiet space essential for reading or contemplation. A redesigned reading room on the first floor, for example, will provide a well-lit inspirational environment for individual work. Centers for research expertise will be integrated on floors with their complementary collections. Shared space will encourage community-building within and across disciplines. Seminar rooms will offer space for faculty to form and develop ideas.

A suite of online services will accompany these physical spaces. By accessing information and services through an online portal, scholars will not have to be in the Wells Library to experience many of the benefits of the Research Commons.

Information Resources

A research library—the traditional locus for scholars to interact among the collections they value—can offer similar opportunities in a digital age. The rich collections of the IUB Libraries will be a central feature of the Research Commons. Priority will be given to services and spaces in direct support of print and digital collections. The Wells Library is home to the books, journals, microfiche, films, and other materials that researchers, particularly in the humanities and social sciences, rely upon for their scholarly needs.

In many disciplines, electronic collections and data sets are essential. Government statistics, now available online, can be sorted and manipulated in ways not possible just a few years ago. Software, including IU-licensed software, will be broadly available. Partnering units will offer their own specialized databases, programs, and information resources.

* * *

By investing in this concept for the Research Commons in the Wells Library, Indiana University now has the opportunity to address key needs voiced by its research faculty, leverage established strengths, and increase organizational efficiencies. Creation of the Research Commons will advance the university’s core mission and signal a major commitment to researchers in all disciplines.
The Research Commons: Planning Library Space and Services for Faculty and Graduate Students

Patricia A. Steele
Dean of University Libraries

Carolyn Walters
Executive Associate Dean of Libraries

December 11, 2007

Principles for the Use of Library Space

- Supports the mission
- Provides services and collections for library users
- Gives priority to library/research related services and operations
- Libraries may decline to reallocate space or partner when a higher priority is evident
- A MOU will be written and executed when Libraries agree to partner or provide space for campus use
- Guidelines employed for use of the library lobby or other library space to support campus and university activities
MOU Process

- Define Partnership
- Set Parameters
- Allow for Win-win
- Review Annually

“A well-crafted MOU that allows for flexibility in ongoing decision making by service stakeholders permits partnerships to evolve and mature and creates the avenue for continued success and innovation.”

(Walters and Van Gordon, “Get it in writing: MOUs and library/IT partnerships,” Reference Services Review)

Research Commons

- Mission

The Research Commons will blend technology and traditional resources to serve as a center for a range of scholarly activities from collaborative digital projects to individual scholarship. Library and technical experts will provide the services and technical infrastructure to support faculty and graduate student research and community building.
First Iteration

• Task force appointed in 2004
• Hurdles
  – Potential partners included in planning process which resulted in a disconnect of expectations regarding vision and space
  – Suite of services confined to first floor of East Tower
  – Funding

Second Iteration

• Task force appointed in 2007
• Clearing Hurdles
  – Potential partners excluded from planning process—Libraries able to articulate a clear vision
  – Suite of services to exist throughout the entire East Tower—including collections
  – Proposal and vision submitted to key partners—University Information Technology Services, Office of the VP for Research, University Graduate School
Why the Research Commons?

- Rethink how libraries will be viewed in the future
- Offer support at one central campus location
- Provide space for collaboration and information-sharing
- Introduce existing tools and techniques
- Share expertise of librarians and technologists to introduce the vast information resources available
- Complement Information Commons which support undergraduates

Established Strengths

- The Research Commons leverages three established strengths:

  - Infrastructure
  - Information Resources
  - Expertise
INDIANA UNIVERSITY BLOOMINGTON: The Research Commons: Planning Library Space and Services...

http://www.cni.org/tfms/2007b.fall/Abstracts/presentations/cni-research-steele.ppt
**First Floor**

- Focus: Introduction to RC services, specialized reference services, circulation, and computing support

<table>
<thead>
<tr>
<th>Space</th>
<th>Services</th>
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<tbody>
<tr>
<td>Entrance to the Research Commons</td>
<td>Reference/Research consultation</td>
</tr>
<tr>
<td>Scholars Reading Room</td>
<td>Technology support (LIT/UITS)</td>
</tr>
<tr>
<td>Reception area/referral point</td>
<td>Circulation</td>
</tr>
<tr>
<td>Scholar workspaces</td>
<td>Reference collections</td>
</tr>
<tr>
<td>Consultation space</td>
<td>Computers/multimedia/peripherals</td>
</tr>
<tr>
<td>Small seminar room</td>
<td>ScholarWorks/Copyright</td>
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<tr>
<td>Exhibit space</td>
<td>Virtual reality and visualization support</td>
</tr>
<tr>
<td>Dedicated space for introduction of new technologies</td>
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<tr>
<td>Research center incubator (E170)</td>
<td></td>
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</tbody>
</table>

**Scholars Lab**

- Focus: E-text, scanning, digital media and research computing support.

<table>
<thead>
<tr>
<th>Space</th>
<th>Services</th>
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</thead>
<tbody>
<tr>
<td>Short-term project-based offices for faculty and/or librarians</td>
<td>Specialized services consultation:</td>
</tr>
<tr>
<td>Technology-equipped rooms</td>
<td>-Digital library projects</td>
</tr>
<tr>
<td>Seminar room</td>
<td>-Metadata</td>
</tr>
<tr>
<td>High-end computing lab</td>
<td>-Digital media production, delivery, archiving</td>
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<td></td>
<td>-Storage and delivery of digital content</td>
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<td>-Staffed by Library, UITS</td>
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<td>-Distribution of and assistance with IU-</td>
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<td></td>
<td>licensed software</td>
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<tr>
<td></td>
<td>-Access to collaborative technology</td>
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<tr>
<td></td>
<td>-Consultation on demand or by appointment</td>
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</tbody>
</table>
**Floors 2, 4-11**

- Focus: Collections and centers of expertise with the appropriate staff and services to support research.

<table>
<thead>
<tr>
<th>Space</th>
<th>Services</th>
<th>Short-Term Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research level collections in humanities, social sciences, area studies, government information, archives</td>
<td>Support for geospatial data use, storage, GIS</td>
<td>Investigate new types of graduate student carrels, faculty studies, and user seating</td>
</tr>
<tr>
<td>Faculty studies, graduate student carrels, user seating</td>
<td>Quantitative and qualitative analysis software consultation</td>
<td>Reclaim seminar rooms</td>
</tr>
<tr>
<td>Electricity/data for laptop use</td>
<td>High-performance computing and personal research database support</td>
<td>Toss finish transfer of selected materials to ALF</td>
</tr>
<tr>
<td>Semi-secure reading room</td>
<td>Statistical and math services consultation</td>
<td></td>
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<tr>
<td>Appropriate balance of solitary and collaborative space</td>
<td>Specialized reference expertise and advanced searching assistance</td>
<td></td>
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<tr>
<td>State-of-the-art classrooms</td>
<td></td>
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<tr>
<td>Graduate Student Center</td>
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<tr>
<td>Writing Tutorial Services</td>
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<tr>
<td>Grad Grants Center</td>
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<tr>
<td>Others to be defined</td>
<td></td>
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</table>

**URLs**

- RC Concept: [http://www.indiana.edu/~libadmin/RC_Concept.pdf](http://www.indiana.edu/~libadmin/RC_Concept.pdf)
- RC Service Components: [http://www.indiana.edu/~libadmin/RC_Service_Components.pdf](http://www.indiana.edu/~libadmin/RC_Service_Components.pdf)
- RC Floor Map: [http://www.indiana.edu/~libadmin/RC_Floor_Map.pdf](http://www.indiana.edu/~libadmin/RC_Floor_Map.pdf)
- RC Services by Floor: [http://www.indiana.edu/~libadmin/RC_Services_by_Floor.pdf](http://www.indiana.edu/~libadmin/RC_Services_by_Floor.pdf)
Assist, Explore, and Integrate into Teaching and Learning

TLTC's goal is to provide support for effective, quality teaching and learning through the appropriate use of instructional technology at Indiana University Bloomington.

Who do we support?

We support—at no cost—course instructors (faculty or associate instructors) who are using technology to enhance their teaching.

Our service areas include

- Consultations
- Outreach & workshops
- Technology application
- Media conversion
- Work spaces

Become part of the TLTC community

- Join our mailing list
- Request a workspace
- Request a consultation
- Sign up for a workshop
- Request a customized workshop
- Ask for help
- Make a suggestion

http://www.indiana.edu/~tltc/index.html
OHIO UNIVERSITY: Why a Faculty Commons?

http://www.library.ohiou.edu/fc/idea.html

Provost Krendl’s desire for better and more pervasive faculty support coincided with the necessity of finding new space for three units that support faculty teaching: the former Center for Innovations in Technology for Learning (CITL), now the Center for Academic Technology (CAT); the Center for Teaching Excellence, now the Center for Teaching and Learning (CTL); and the Center for Writing Excellence (CWE). Currently these offices are housed in a hard-to-find location in the basement of Scott Quad, which is slated for conversion into residence hall space. And thus, the idea for a “Faculty Commons” to be housed in Alden library was born.

Importantly, the University’s strategic plan, Vision Ohio, emphasizes excellence in teaching undergraduate students, and the purpose of CAT, CTE, and CWE is to support and collaborate with faculty on best teaching practices, innovative classroom approaches, making the best of our students’ learning, as well as supporting research and scholarship, primarily the scholarship of teaching and learning. It seemed logical that a new and more convenient location for these units would increase the visibility and use of these important resources. Likewise, Alden Library’s IMTS, now known as Media Production, has a long history of supporting faculty teaching and scholarship needs by providing graphic art and multi-media creation services to faculty. In a move from the second to the third floor, Media Production will be a prominent member of the Faculty Commons as well.

The success of the Student Learning Commons gives us hope that bringing together faculty in a similarly conceived space where they can find support for their teaching and scholarship as well as a place to relax and share a cup of coffee, will meet some previously unmet needs of the faculty. Many academic libraries are reinventing themselves, and while continuing to provide traditional resources like books, journals, study space, and reference services, they are becoming centers for many types of academic services. And why not? Libraries are “neutral territory” and belong to everyone; they are open long hours; and they are focused on student and faculty success. The synergies between library services and other academic activities are obvious. We welcome the Faculty Commons, and you, to the third floor of Alden Library.

By Julia Zimmerman
What is the Faculty Commons?

The Faculty Commons is projected to open in September, 2007. Approximately 9000 square feet on the third floor of Alden library has been designated for this innovative space. In addition to providing a home for the Center for Academic Technology (CAT), the Center for Teaching and Learning (CTL), and the Center for Writing Excellence (CWE), the Commons will house Media Production (formerly IMTS Graphics, photography and Multimedia), which provides a variety of graphic art and multi-media creation services to faculty. The chief collection development officer, who oversees liaison activities between librarians and faculty, will have an office in the Faculty Commons as well.

These offices, along with three well-equipped conference rooms for faculty use, will surround a large, open, lobby-like space that contains workstations, desks and tables, and soft seating. In focus groups, in addition to support for teaching and scholarship, faculty asked for a quiet place to read and study in Alden Library, and the Commons provides an ideal space for these activities. On the other hand, a coffee bar and coffee kiosk offer faculty much needed social space. The new conference rooms are ideal for meetings and for the seminars and workshops provided by the CAT, CTL, and CWE.

Display areas, both high-tech and traditional, will showcase faculty research and teaching projects. Finally, a state-of-the-art technology-equipped classroom—a renovation of the Friends of the Library Room on the 3rd floor—is also included in the project.

Funding, which comes from the Provost, the Libraries, CAT, CTE, and CWE, Media Production, and the University’s renovation budget, underscores the collaborative nature of the project.

The Faculty Commons is another step in the Library Master Plan, which lays out plans for a total renovation of Alden Library. This highly innovative approach will provide high-quality work and study space for faculty, along with services essential to excellent instruction and scholarship, meeting the goals of the library, faculty development, and the university as a whole.
OHIO UNIVERSITY: Faculty Commons: one stop service resources

http://www.library.ohiou.edu/fc/
UNIVERSITY OF VIRGINIA: Scholar’s Lab

http://www2.lib.virginia.edu/scholarslab/about/index.html

What is the Scholars’ Lab?

The Scholars’ Lab is a place where faculty and students in the humanities and social sciences can explore digital resources, get expert help, and collaborate in innovative research projects. We also host exciting events, such as workshops, talks, and roundtables, and we sponsor a graduate student fellowship in digital humanities.

Expertise:

- project development and digital research;
- electronic text encoding and analysis;
- scanning of texts and images, including OCR;
- training and classroom instruction; and
- your research computing needs.

Environment:

- an open, inviting space with seating areas specially designed for collaborative and solo work
- 32 high-end PC workstations with widescreen, high-resolution monitors
- complete suite of peripheral equipment (including printers, CD/DVD burners, and flat-bed, sheet-feed, duplex, and large format model scanners)
- enhanced software and digital resources for statistical and spatial analysis, text and image manipulation and visualization
- all areas well-configured for personal laptop use (wired or wireless)
- small wired conference room with flat panel monitor, PC, DVD, VCR, audio, projection and a white board
- a fully-furnished 12-seat computer classroom with Smart™ technology

Software:

In addition to the software available on all ITC-maintained machines at UVA (listed here), the Scholars’ Lab features specialized software in the following categories:

GIS Utilities
- ArcGIS
- ERDAS Imagine

Graphical & Presentations
- Excel XP
- Intercooled Stat

Network Utilities
- Access XP
- Amos

Statistical Utilities
- ArcCatalog
- Map

Text Encoding, Scanning, and Word Processing
- ArcMap
- Minitab
- ArcScene
- R
- ArcToolbox
- SAS
- S-Plus
- SPSS
UNIVERSITY OF VIRGINIA: Scholar’s Lab
http://www2.lib.virginia.edu/scholarslab/about/index.html

- Spatial Analyst
- Geospatial Analyst
- 3D Analyst

Graphics and Presentations
- Adobe Photoshop
- Adobe ImageReady
- Microsoft PowerPoint
- GeoExpress View (Mr. SID viewer)
- Dreamweaver

Network Utilities (E-Mail, HomeDir, etc.)
- Corporate Time for the Web
- Exceed
- Home Directory
- Internet Explorer
- Mulberry
- Mozilla
- Secure CRT
- Secure FK
- WinZip

- Stat Transfer
- Stata

Text Encoding, Scanning, and Word Processing
- ABBYY FineReader OCR
- Adobe Acrobat Professional
- Acrobat Distiller
- Microsoft Word
- NoteTab
- OmniPage Professional OCR
- oXygen XML Editor
UNIVERSITY OF VIRGINIA: Research Computing Lab

http://www2.lib.virginia.edu/brown/rescomp/index.html

Research Computing Lab

Inspiring innovation in science and engineering

The Research Computing Lab is a collaborative partnership between ITC's Research Computing Support Group and the Brown Science and Engineering Library. The purpose of this partnership is to provide a convenient space for faculty and students to work on innovative projects with specialists and get support for instruction and research in the science and engineering disciplines.

We offer consultation services in a wide variety of technologies and methodologies for high performance and research computing. We provide support services in person, via phone, and through our web help ticket system. Our business hours cater to the researcher, professional, instructor, and student.

Consultation Services
- Usability and User Requirements Services
- Distributed Software
- Lab Hardware
- Lab Software
- Digital Collections
- Collaborative Projects
- Book Collection
- Related Websites

Specialists
- Scientific Computing
  Kathy Gerber
- G.I.S.
  Kelly Johnston
- Metadata
  Sherry Luke
- Usability Testing
  Erin Mayhood

University of Virginia Library
PO Box 400113, Charlottesville, VA 22904-4113

Website Feedback | Search | Questions? Ask a Librarian | Hours | Map | Policies | Press | Jobs
UNIVERSITY OF VIRGINIA: Digital Media Lab

http://www.lib.virginia.edu/dml/

About the DML

The Digital Media Lab, a collaborative effort between ITC and the U.Va. Library, actively fosters an environment for peer-driven teaching and learning.

Planning and Consultation

Focusing on areas involving the convergence of media and technology, we have a team of knowledgeable media professionals available for consultation and project planning. These areas include digital imaging, audiovisual production and post-production, physical interactivity, 3D animation, media technologies, as well as visualization and delivery of media content.

Instruction and Tutorials

Each semester the lab sponsors a series of instructional short courses for a variety of software applications and technologies. We also consult with faculty and instructors on introducing media technology into curriculums.

Equipment Reservations

Students and Faculty may reserve equipment from the Digital Media Lab using the online reservation form, or by calling (434) 924-7266 to set up a consultation.

Places and Services

The Lab has three service points located on the third floor of Cline and the Library. The main lab has 14 Macintosh workstations with professional equipment and sophisticated applications for the digitization, post-production and delivery of media-related projects. The space is conducive for working solo or in pairs.

An extension of the main lab, the Groups-Lab (G-Lab) has open spaces and promotes a supportive environment for small groups working collaboratively. The 14 Macintosh workstations host entry-level and some professional applications for creating and producing maps, sound, and video projects.

The Equipment Room reserves and circulates professional-consumer video cameras and related equipment to support the creative lifecycle for advanced production courses offered at the University of Virginia.
Graduate Study Room

The Graduate Study Room (416 Newman) is a space reserved for graduate students to study and relax. Access is limited through the Hokie Passport, which must be swiped before the door will open. (If your Hokie Passport does not open the door, contact the Graduate School.)

Lockers are available for free checkout. Stop in the Dean's Suite on the 6th floor to reserve one.
Victor Dominguez Baeza is an associate professor and Director of Library Graduate and Research Services. In addition to teaching an undergraduate Library and Internet Information Competencies course at OSU, he provides leadership to the OSU Libraries in the areas of services, resources and training for faculty and graduate students. His 12 years of involvement in library instruction has given him diverse experience in designing, directing and delivering workshops, training sessions and seminars to the academic community. Victor holds a BS with honors in Communication from Eastern New Mexico University, a MBA from Texas Christian University and a MLS from the University of North Texas.
Victor Baeza
Primary Assignment 2006

**Graduate Student and New Faculty Support.** Develop and coordinate library programs supporting graduate students and new faculty members in utilizing library resources. Serve as the Library’s liaison with the Graduate College and the Graduate and Professional Student Government Association to share information and develop new library programs and services. Coordinate efforts to inform faculty and graduate students about developments in scholarly communications, copyright, and intellectual property law.

**Reference Service.** Provide 6-8 hours of reference service at the General Reference desk including giving directions, helping patrons locate materials, and instructing patrons in the use of indexes, electronic reference tools, and other reference and bibliographic tools.

**Collection Development/Faculty Liaison.** Perform collection development and liaison activities in the areas of Finance and Management Science and Information Systems.

**Library Instruction.** Participate in the general bibliographic instruction and library orientation services as needed within the Library.

**Administrative Duties.** Serve as a member of the Library Advisory Committee.

And other duties as assigned

* Will remain in effect until modified
Marketing and Outreach
The Harold B. Lee Library is ready to serve your needs as an educator and as a research scholar. Please let us know what we can do for you.

Your subject librarian is:

Office: ________________
Phone: ________________
E-mail: ________________

Library Tour

To help your students improve their research skills they need to learn how the library works. We offer audio tours in MP3 format, online tutorials, research aids, and virtual maps of the library, as well as in-library classes.

For lectures that would benefit from the use of rare materials, we now offer a seminar room inside the secure area of Special Collections where you and your class can meet with a curator and look at ancient, rare, and influential artifacts from the vaults.
Course Reserve

Course Reserve helps you provide your students access to the books, lectures, streaming videos, photographs, and scholarly works that support your courses. Students can find traditional print materials such as books at the circulation desk in the library and can access the digital content you provide from any computer with an Internet connection.

To post materials on Course Reserve you can use the faculty request form we provide online at lib.byu.edu/fac_guide.html/reserve. For information on adding print or video materials to Course Reserve call us at 422-3745 or contact your subject librarian.

Institutional Repository

The library can host your scholarly publications and research materials in a secure and accessible environment using D-space, the academic community’s scholarly material management system.

Our Institutional Repository can host your digital artifacts such as books, photographs, video, and research data sets. Studies show that professors who place their materials in the Institutional Repository are cited more frequently.

Contact your subject librarian or Jeff Belliston, the Scholarly Communication Librarian, at Jeffrey_Belliston@byu.edu or Rebekah Sykes at rebekah_sykes@byu.edu.

Database Access

As a faculty member you have access to thousands of scholarly databases using your library log in. You can access these databases anywhere you have Internet access.

We encourage you to take full advantage of this service and to share it with your students. To learn more about databases in your area of expertise contact your subject librarian.

RSS Feeds, Blogs, & My Library

Learn about new books and materials in your subject area by subscribing to our RSS feeds at lib.byu.edu/rss/index.php

Subject librarians also blog about new services and materials in the library. Visit lib.byu.edu/education/ or lib.byu.edu/business/

You can create your own custom library research page featuring your most valuable sources. Visit http://mylibrary.lib.byu.edu/

Faculty Research Rooms

The Library has research rooms for faculty who need space and privacy for scholarly work. Apply for a research room at lib.byu.edu/fac_research.html
Library Endowed Funds Established

The Libraries have received two major gifts in the name of donors who are familiar to many at UCI: Ralph W. Gerard, one of UCI’s founding Deans, and Sylvia Holden Robb, a dedicated supporter of UCI research and the Libraries for over 20 years.

Dr. Gerard and Mrs. Robb were dedicated to supporting scholarship and learning, and they understood the vital role the Libraries play in the impressive research and education taking place at UCI.

The Ralph W. Gerard Reading Room was named last May in recognition of a gift from the Ralph W. & Leona B. Gerard Family Trust. Dr. Gerard, who died in 1974, was a revered neurophysiologist and behavioral scientist, known for his wide-ranging work on the nervous system, psycho-pharmacology, and the biological bases of schizophrenia. At the pinnacle of his career, he served as Founding Dean of the Graduate Division from 1963 to 1970 and Professor of Biological Sciences. The Ralph W. Gerard Library Endowed Fund will provide support to maintain and enhance the excellence of the Libraries’ collections, services, and facilities.

A second gift was received from the estate of the late Sylvia Holden Robb. Mrs. Robb, who died in 2006 at the age of 97, was a dedicated and generous supporter of the Libraries for over 20 years. Her many gifts to the Libraries include the naming of the Roger C. Holden Graduate and Faculty Reading Room in Langson Library and the establishment of the Sylvia Holden Robb Library Collections Fund. This latest gift establishes the Sylvia Holden Robb Library Endowed Fund, which provides general support to the Libraries.

These two important gifts create a permanent legacy of the impact these thoughtful donors have had on research and instruction at UCI. Dr. Gerard and Mrs. Robb were dedicated to supporting scholarship and learning, and they understood the vital role the Libraries play in the impressive research and teaching taking place at UCI. Their gifts help ensure the continuing excellence of the Libraries.
“Columbia’s Libraries are second to none. The online search capability, the responsiveness of staff, and the professionalism of all involved create an atmosphere where scholarship can thrive and students can learn. I am proud to be affiliated with an institution that recognizes the return on investment from an outstanding library system.”

—Steven Schinke, Professor
Columbia University School of Social Work
HOW THE LIBRARIES WORK FOR YOU

Librarian Subject Specialists
Contact a librarian specializing in your field to recommend items for purchase, to receive in-depth assistance with research, or to request an instruction session for your students.
www.columbia.edu/library/subject_specialists

Research Consultations
Sign up for a one-on-one personalized session with a librarian subject specialist in your field—whether it’s for guidance on a new project or assurance that you haven’t missed anything as you research.

Request It—Borrow Direct & Interlibrary Loan
Looking for a book that’s not available on campus? If the book or other material you need is checked out or not owned by the library, you can request it through Borrow Direct or Interlibrary Loan (ILL).
www.columbia.edu/library/borrow_direct
www.columbia.edu/library/ill

E-Resources from Off Campus
Using your Columbia ID (UNI) and password, you can access nearly all of our 1,000 online databases from anywhere in the world. Because the library pays for access to these resources, be sure to connect through the Libraries’ website or to use the special “resolver URL”—e.g. http://www.columbia.edu/cgi-bin/cul/resolve?lweb05—as found on the Databases webpage.
Find the database you need at www.columbia.edu/library/databases.

New E-Resources and Books Lists

Suggest a Title for Purchase
Recommend a title for the Libraries online at www.columbia.edu/library/recommend, or speak directly to your subject specialist.
Specialty Services

Electronic Text Service (ETS)
315 Butler Library
Hardware and software for producing and editing electronic texts and images; tools for textual analysis and document and citation management; an in-house collection of digitized primary source materials; and assistance in identifying and using online full-text resources are all available at ETS. An expert staff is always on hand to assist you.
www.columbia.edu/library/ets

Electronic Data Service (EDS)
215 Lehman Library
EDS, run jointly by CUIT and the Libraries, offers a rich data library, consulting services, and analysis tools to support instruction and research involving numeric and geospatial data resources.
www.columbia.edu/acis/eds

Butler Media Center
2088 Butler Library
The newly upgraded equipment in this facility supports the playback of a collection of more than 12,000 feature films, documentaries, ethnographic films, and performing arts titles in multiple visual formats, including VHS (NTSC, PAL, and SECAM), DVDs, and laser discs. Refer to the website for information on access, circulation policies, and faculty services.
www.columbia.edu/library/bmc

The Music & Arts Library
701 Dodge Hall
In addition to its extensive book and music score collection, the library offers piano keyboards, audio and video viewing stations, audio, MIDI, and music notation software, and a collection of over 20,000 recordings, available for faculty to check out.
www.columbia.edu/library/music
HOW THE LIBRARIES WORK FOR YOUR STUDENTS

Targeted Instruction for Courses
Librarian subject specialists are available to provide customized research instruction for specific courses, in the classroom or in the library. To get started, visit www.columbia.edu/library/ask, or contact your subject specialist.

Course Reserves
Make the required reading for your classes easily available to your students. Include books, articles, audio or video materials, or e-resources. For more information on Course Reserves policies and contact information for each library, please visit www.columbia.edu/library/reserves.

CourseWorks: Research Guides
Your CourseWorks page can point your students not only to reserve readings, but also to other relevant library resources and services. If you’re interested in learning more, e-mail researchguides@libraries.cul.columbia.edu.

Research Consultations
As your students begin projects or assist you, they can sign up for a one-on-one personalized research session with a librarian who specializes in your field. www.columbia.edu/library/ask

ADDITIONAL SERVICES

Downloading Tools and Plug-ins for Your Laptop
Streamline your research—download search or citation management tools (e.g., EndNote) and more. www.columbia.edu/library/download

Spouse ID Privileges
Your spouse or domestic partner can have borrowing privileges at all Morning-side Campus libraries free of charge. Register together, with your Columbia ID and documentation of partnership or marriage, at the Library Information Office, 201 Butler. More information is available at www.columbia.edu/library/jio.

Deputy Borrowers
Faculty members can authorize up to three students, or other noncasual employees, to borrow materials directly from the libraries on their behalf. More information is available at www.columbia.edu/library/jio.
The Columbia University Libraries offer a wide variety of support for research and teaching—in the library, the classroom, and online. As always, we welcome faculty members to visit the Libraries to learn more about what’s available to them. Discover our services, our staff, and more at www.columbia.edu/library.
“Through instruction with librarians, my students are equipped to mine the literature and build a collaborative database that contributes value to my entire research group. Researchers from all disciplines should tap into the expertise and knowledge of the library staff and take advantage of the tremendous potential offered by the Libraries’ electronic resources.”

—Nicholas Turro, William P. Schweitzer Professor of Chemistry

“The Columbia Libraries attract scholars and students from every part of the globe while serving as essential foundation for the local needs of one of America’s leading educational and research institutions. To be a scholar with daily access to the Columbia Libraries is to have at one’s fingertips a rare wealth of resources for research, teaching, and learning.”

—Robert Hymes, Chair of the Department of East Asian Languages and Cultures and H. Walpole Carpenter Professor of Chinese History
Improving Your Library Research Skills

Are you struggling with your research? Having trouble figuring out how to locate books? Peer reviewed articles? We'll go over how to locate items in the library system, including how to find online resources through library databases and when to use InterLibrary Loan. Bring your research paper with you — time will be set aside to answer individual questions.

Drowning in Data? RefWorks can Help

Learn how to use RefWorks, a citation management software program subscribed to by the University of Illinois Library and CITES that is free to faculty, staff, and students of the University of Illinois. This workshop will cover the basics: how to access RefWorks, search catalogs, import references from library databases, retrieve and manage citations, create bibliographies according to various citation styles (e.g., MLA or APA), and use Write N Cite to add parenthetical references to your work. For more information about RefWorks see: http://www.library.uiuc.edu/refworks/

Tools to Stay Current in Your Research

Stay valuable research time! Online research resources are pervasive today, making it much harder to stay current in your field. This workshop will introduce several current awareness features including how to set up an RSS feed reader account, creating search alerts from library databases as well as Table of Contents alerts in your discipline.

How To Be A Better RA/TA

Geared towards Research and Teaching Assistants, this library workshop will introduce several time-saving tips. Topics include the basics of working for others (e.g., proxy authorizations and departmental charge accounts), current awareness services, Paperswirlved, how to locate dissertations, and how to use RefWorks, a personal citation database.

Citation Chasing: The Grad Student's Guide to the Lit Review

Are you sure you found everything for your lit review? This workshop will cover how to find the tough stuff e.g. conference proceedings, dissertations and statistics. Bring your problem citations, we'll sleuth them out!

Where's the Money? Finding and Securing Grant Funding

Are you trying to find grant funding for a fellowship or scholarship? A research project? We can help you find private and federal funding by searching and setting up alerts in the the Illinois Researcher Information Service, IRIS. We'll also cover the top ten tips of how NOT to get your funding approved.

InfoHacks

Is your academic pile of information overwhelming? Are you looking for new ways to get organized? Learn from the best! Librarians will give you the low-down on how they organize their own research materials using several different strategies including the GTD method (Getting Things Done), citation management, current awareness tools, social bookmarking and quick tips.

Past Writer's Block

Working on a thesis, dissertation, or other lengthy research project? You're not alone! This workshop provides support and helpful tips for doing your research and staying organized as you complete your project.

A Library Introduction to GIS

Curious about how Geographic Information Science (GIS) can enhance your research? Learn about GIS data types like tabular, vector, raster, and geodatabases; and GIS tools such as buffering, overlays, spatial analysis, geocoding, and modeling. GIS is one of the fast-growing research methodologies employed in the sciences, social sciences, and humanities.

Your Research Rights: Ownership Awareness to Maximize the Impact

You're ready to submit your paper for publication. Don't just give over copyright ownership to the publishers. Come to this session and learn how to modify publishers' copyright agreements to suit your future needs. Learn how to make your article free for the whole world to read by putting a copy of it in the university archive, IDEALS. Learn about open access journals - should you publish in one?

Practical Copyright: Considerations for Teaching and Research

You're writing a thesis or preparing to teach your course, but you have a lot of concerns about being ethical and abiding by copyright law. Come to this session and learn the basics of copyright law and some guidelines for how you can stay within the law using the four principles of Fair Use.

4 out of 5 Professors Agree: Citing Polls in Your Papers Will Earn You a Better Grade

Would you like to enhance your research papers with data from public opinion polls? Learn to use the fabulous Roper iPoll database which contains nearly a million public opinion survey questions dating (1935 to 2008). Examples using election year topics. No knowledge of statistics or statistical programming is required. The University Library & ATLAS.

Rock the Data, Rock the Vote: Finding and Using National Election Survey Data

The American National Election Studies (ANES) are a series of national surveys of the American electorate taken in every election year since 1948. Create your own tables from the 1948-2004 ANES cumulative file using an online web-based tool. No knowledge of statistics or statistical programming is required. The University Library & ATLAS.

Health, Economic, Social & Political Data for Secondary Analysis

The Inter-university Consortium for Political and Social Research (ICPSR) is the world’s largest archive of digital social science data. Learn to search ICPSR’s catalog of holdings, download data, and read it into a statistics program (SPSS) to make tables. Our examples will focus on topics suggested by the audience. Some prior experience with SPSS may be helpful, but is not necessary. The University Library & ATLAS.

For dates and times: http://www.library.uiuc.edu/learn/instruction/workshops.html
Workshops at the Library

**NEW: ONLINE WORKSHOP ON REFWORKS**

The Savvy Researcher: Fall 2008 Schedule

ALL WORKSHOPS ARE FREE AND WILL BE HELD IN THE UNDERGRADUATE LIBRARY ROOM 291, UNLESS OTHERWISE NOTED.

Drowning in Data? RefWorks can Help

Learn how to use RefWorks, a citation management software program subscribed to by the University of Illinois Library that is free to faculty, staff, and students of the University of Illinois. This workshop will cover the basics: how to access RefWorks, search catalogs, import references from library databases, retrieve and manage citations, create bibliographies according to various citation styles (e.g., MLA or APA), and use Write N Cite to add parenthetical references to your work. For more information about RefWorks see: http://www.library.uiuc.edu/refworks/

Just a few spots left in our last session of the semester!

Registration required: Friday, November 14th 1-2pm

Where’s the Money? Finding and Securing Grant Funding

Are you trying to find grant funding for a fellowship or scholarship? A research project? We can help you find private and federal funding by searching and setting up alerts in the Illinois Researcher Information Service, IRIS. We’ll also cover the top ten tips of how NOT to get your funding approved. Please register by clicking on your date preference.

Will be rescheduled before the end of the fall semester 2008.

ONLINE WORKSHOP:

Drowning in Data? RefWorks can Help

In this online workshop, learn how to use RefWorks, a citation management software program subscribed to by the University of Illinois Library that is free to faculty, staff, and students of the University of Illinois. This workshop will cover the basics: how to access RefWorks, search catalogs, import references from library databases, retrieve and manage citations, and create bibliographies according to various citation styles (e.g., MLA or APA). For more information about RefWorks see: http://www.library.uiuc.edu/refworks/

Date: November 20, 2008
Time: 6:00-7:00 p.m., CST
Location: Dinky Dim Meeting Room

Registration is required
This workshop will take place online using Dlildim, a web meeting program. You must RSVP to receive a URL and meeting invitation key, which you will receive via email to your illinois.edu account the day prior to the session. Minimum technology requirements to participate:

- Browser: Firefox, Safari or Internet Explorer
- Adobe flash player 9.0 (free download at http://www.adobe.com/products/flashplayer/)

Do you have an idea for a workshop? Contact us!
Missed a workshop? Print the handout!
>> Do you have a suggestion for a workshop?

The SRU (for undergraduates)

Citation Tools Workshop
Wednesday, December 3rd, 6:00-7:00pm
Location: Undergraduate Library 291
Audience: Undergraduate students

Registration Information
This workshop will introduce you to citation tools within research databases that you can use to quickly create citations. Citing your sources is a guaranteed way to avoid plagiarism! After this workshop you will be able to easily identify built-in citation tools. Can't attend? Check out our online support.

Requesting Course-Integrated Instruction

Instructional Services
We are here to help you teach! Request assistance in designing and testing library assignments, using library resources in the classroom, and creating class-related bibliographies. You can schedule instructional sessions that are designed specifically for your class, covering areas such as library research strategies, critical thinking skills, and information literacy.

- Contact your departmental library for details on what instructional services they provide or contact Lisa Janickie Hinchliffe, Coordinator for Information Literacy Services and Instruction.
- If you would like instruction for graduate level ESL classes, the Savvy Researcher Series or other personalized sessions, please contact Merinda Hensley.
- If you would like instruction for a course that fulfills the Composition I requirement or Speech Communications 101 or ESL 100 level classes, please request this instruction through the Undergraduate Library. Information and a request form is available on the Information for Instructors and Faculty page.
- Central Reference helps users of the University Libraries gain the necessary skills for locating and evaluating information through research guides, course-integrated instruction, and individual consultation at the Information Services Desk.

For comments on this page contact: Learniln
Last modified by: Merinda Hensley on 11/13/08
Welcome to the McGill Library

Welcome to McGill University, and welcome to the Library! The Library provides the comprehensive information infrastructure underpinning teaching, learning and research at McGill. Our motto - Information, Innovation, Service - demonstrates commitment to high quality, client-centred information products, services and programs.

The Library consists of 13 branches, primarily disciplinary in focus, located across the University's downtown and Macdonald campuses. Our holdings-- numbering over six million items and including 2.5 million print volumes, over a million e-books and almost 40,000 e-journals-- constitute one of the largest research collections in Canada and the largest in Quebec.

Targeted services connect graduates to the information they need and nurture effective information discovery and use. The Library's attractive facilities-- from pods for group learning to quiet, light-filled study areas, well-equipped e-classrooms and specialized facilities for graduates-- reflect diverse user needs and preferences and encourage positive academic outcomes. Our friendly, knowledgeable staff are always nearby to help with any inquiries.

I invite you to discover all the resources and services the Library offers McGill graduate students. Please let us know any ideas you might have about how we could serve you better.

Janine Schmidt
Trenholme Director of Libraries
Getting Started

Begin with the website
The Library’s website www.mcgill.ca/library/ is central to understanding the services available and accessing the resources held. Visit the website and discover a wealth of information; from online databases, statistics, and electronic reference tools, to requesting interlibrary loans and training program details.

Try our subject guides to get started on your research topic
Compiled and maintained by subject-specialist liaison librarians, subject guides provide links to electronic article indexes and databases, lists of relevant print material, and useful websites. Topics covered range from aboriginal health to World War I. Visit www.mcgill.ca/library-assistance/subject for the full list of what is available.

Finding journal articles
There are hundreds of article indexes and databases that link directly to the online journals to which we subscribe. Some are general in their subject coverage --Web of Knowledge, Scopus, Academic Search Premier and Expanded Academic ASAP cover all disciplinary areas. Others focus on specific subjects ranging from art history to zoology. These databases help you identify relevant journal articles and other materials related to your topic. Many also provide access to conference proceedings, theses, and other resources. To access our indexes and databases go to http://mclink.library.mcgill.ca:8331. They are grouped by broad subject areas and specialized software allows you to search several databases simultaneously.
**Finding books and specific journals**

The library catalogue contains information on all materials -- print and online -- held by the Library. Searching by author, title, topic, or journal title you can find an item’s call number and location as well as the number of copies available, whether material is out on loan and when it is due back. All e-resource records listed in the catalogue contain a web link, and if you use sources like Google Scholar you will find some direct links to our catalogue or resources held (http://catalogue.mcgill.ca).

**Locating theses and dissertations**

Locate existing dissertations in your field by using the following resources:


- *eScholarship@McGill* contains the full text of a growing number of McGill theses lodged in electronic versions (www.mcgill.ca/library-findinfo/escholarship/).

- *(Proquest Dissertations & Theses)* Full-text database (www.mcgill.ca/library-findinfo/ref/s-z/theses/) includes full-text of over 100,000 dissertations and theses from hundreds of institutions written from 1997 onwards as well as citations and abstracts for many more.


- Index to Theses provides a listing of theses with abstracts (no full text) accepted for higher degrees by universities in Great Britain and Ireland since 1716 (www.collectionscanada.gc.ca/thesescanada/index-e.html)

- Online Reference Guide to Theses (www.library.mcgill.ca/library-findinfo/ref/s-z/theses) provides links to the above resources and many more.
Digging Deeper

**Looking for statistics or needing help analyzing data?**

The Electronic Data Resources Service (EDRS) located in Redpath Library Building beside the Loans Desk, provides access to major statistical software programs and has data specialists who can help you find and analyze data relevant to your research. For details, visit the EDRS web page [www.mcgill.ca/edrs/](http://www.mcgill.ca/edrs/).

**Keeping up to date**

Too busy to read all the journals on your topic? The solution is a mere click away! Many journal publishers now offer table of contents alerts in RSS format which can update you in your chosen sphere of interest. Most links are available from the individual journal home page, and some offer groups of journals as a single feed. Databases such as *Academic Search Premier, Applied Science and Technology, Art Retrospective, International Political Science Abstracts, MedLine, Scopus* and many others enable you to save searches and receive updated results in RSS or via email.

**Sharing knowledge**

The Library is committed to maximizing the research impact of the McGill community and supporting the principles of the scholarly open-access movement. Online submission of theses is made possible through *eScholarship@McGill* ([www.mcgill.ca/library-findinfo/escholarship](http://www.mcgill.ca/library-findinfo/escholarship)) which is a digital repository storing and showcasing the publications and theses of McGill University faculty and students. Submission guidelines, including how to convert your thesis to PDF/A format, can be found on the *eScholarship@McGill* page.
Presenting your findings
Use our online reference listings
www.mcgill.ca/library-findinfo/ref/c-d/conferences/ to
find a conference which might be of interest.

There are also many journals in which you can publish.
Open access journals make content available free. You can
find a list of open-access journals in your field in the
Otherwise try to publish in a journal that allows open
access self-archiving. Search journal policies in the SHER-
PA/RoMEO database at www.sherpa.ac.uk/romeo.php.

Make sure you secure your rights as the author when pub-
lishing. Use the Creative Commons license
http://creativecommons.org/license/ or the SPARC
Canadian Author Addendum

Do remember to lodge a copy of your paper through
escholarship@McGill at www.mcgill.ca/library-
findinfo/escholarship.

Seeking Assistance

Need help?
Most subject areas have designated liaison librarians who
can assist with your research. Visit
www.mcgill.ca/library-assistance/askus/liaison to find the
right person and to arrange for a consultation. Assistance is
also available:
• in person or over the phone at any one of our branch
libraries. For borrower information, fines, library notices
and PINS, call the Loans Desk
www.mcgill.ca/library-assistance/askus/loansdesks; for
help finding information and assistance with databases or
the library catalogue try
• via the website: www.mcgill.ca/library-using/branches/ for contacts, locations, and opening hours.
• by email at www.mcgill.ca/library-assistance/askus/email/.
• through online chat at www.mcgill.ca/library-assistance/askus/chat/.
• from a friendly avatar in Second Life

More targeted help in a tour or a class
Want to take a guided tour of one of our branches? Learn how to use specific library resources? Improve your database searching skills? Come to one of our workshops! Further information and a list of upcoming sessions are available at www.mcgill.ca/library-assistance/classes/.

Assistance with teaching
If you have teaching commitments, your liaison librarian will prepare and present a library research session tailored for your class. We can help you find online teaching materials and assist you in creating links from your course reading lists into our online holdings (www.mcgill.ca/library-support/teaching). These can easily be integrated into myCourses (WebCT Vista) so that your students can directly access electronic material owned at McGill.
Library Matters

Accessing your library account
Your library account contains information on your current loans, loan history and hold requests. To access, go to the library catalogue at http://catalogue.mcgill.ca, click on the SIGN IN box in the upper right hand corner, and sign in using your McGill ID card barcode and your PIN. Your default PIN is your birth date in the form yyyymmdd, which you may change any time. Once you are signed in you can check your account, renew current loans, and place hold requests for items on loan to other users.

Borrowing an item from McGill
Borrow books and other items by bringing them to the loans desk or by using one of the auto-loan machines located in each of our branches. As a graduate student, you may borrow regular loan items for 6 weeks at a time and you may renew them twice; however, items may be recalled if needed for course reserve or if they are requested by another user. It is important for you to keep track of your library account by signing in regularly to the catalogue or by checking your McGill email address as this is how we will notify you of recalls and overdue items.

If you are on the downtown campus and need something from the Macdonald Campus Library (or vice-versa), you can fill out a request online at www.mcgill.ca/library-using/mcgillloans/intercampus and we will deliver the item for you.
If McGill does not have what you are looking for.

We can buy books you might need for your research. You can send an email to your liaison librarian or make a suggestion online at www.mcgill.ca/library/assistance/askus/suggest/.

You may also obtain materials from CISTI Source, which is an electronic direct ordering service from CISTI (Canadian Institute for Scientific and Technical Information). Use this service first to request journal articles and conference papers not held by the Library. Each department has a user name and password for ordering documents which you can obtain from your Departmental Representative. Visit www.library.mcgill.ca/pseil/pseil/cisti/swescan.htm.

Alternatively you can borrow books directly from other university libraries. You may obtain a reciprocal borrowing card issued under an agreement with CREPUQ (Conférence des Recteurs et des Principaux des Universités du Québec). This card allows you to borrow at participating Canadian university libraries, subject to restrictions determined by individual libraries (a list of participating libraries is available at www.coppul.ca/rb/rblibs.html). To obtain a CREPUQ card, bring your valid McGill ID to the Office of the Director of Libraries on the entry floor of McLennan Library Building.

You can use McGill’s Interlibrary Loans Service to locate books that are not owned by any McGill library and articles and conference papers not available from CISTI Source. Response time varies from 2 days to 3 weeks depending on the requested material and the supplier. Make your requests using COLOMBO at www.mcgill.ca/library-using/otherloans/colombo. For graduate students using the Life Sciences Library, visit www.mcgill.ca/lsl/services/ill/.

You are also entitled to borrow materials on a long-term basis from CRL, the Center for Research Libraries. For more information on CRL collections, check www.crl.edu/. You can search for and request CRL materials through COLOMBO as already described.
Using Library resources away from campus

If you plan to do research while at home or on the road, get connected to the network with McGill’s Dialup Access Service (DAS) or through the Virtual Private Network (VPN). If you do not have a commercial Internet service provider (ISP) you can connect via McGill’s DAS service. To find out how, go to [www.mcgill.ca/ics/tools/das](http://www.mcgill.ca/ics/tools/das). If you connect to the Internet with a commercial ISP (e.g. Videotron, Bell Sympatico) you can link up via McGill’s VPN service. To set up the VPN on your computer go to [www.mcgill.ca/ics/tools/vpn](http://www.mcgill.ca/ics/tools/vpn).

Acknowledging your sources: plagiarism and academic integrity

Remember that when you use someone else’s words or ideas, you must acknowledge the original source. Keep track of information sources when researching in order to cite them properly. For guides on how to cite items appropriately, visit [www.mcgill.ca/library-assistance/how-to/citing](http://www.mcgill.ca/library-assistance/how-to/citing).

Citing your sources

Citation management software allows you to create and organize reference lists and bibliographies for your research. When searching library catalogues and databases you may export references directly into your personal database or save them as text files and import them. You may output your reference lists in almost any citation style. The Library has purchased a university-wide site license for EndNote and Reference Manager, and offers training in using both programs. Download these programs free of charge to your office, laptop or home computer. You will find more information, schedules for upcoming training sessions and downloading instructions at [www.mcgill.ca/library-using/computers/endnote](http://www.mcgill.ca/library-using/computers/endnote).
Protecting everyone’s rights

The Library aims to protect the rights of the McGill community to use electronic resources for their educational, scholarly, teaching and research purposes, while at the same time protecting the right of copyright holders from unauthorized reproduction of their works. No copyrighted work may be copied, published, disseminated, displayed, performed or played without permission of the copyright holder except when it is within the limitations of fair dealing as provided by the law. For more details, please refer to www.mcgill.ca/library-assistance/copyright.

Too much of a good thing

Excessive downloading of articles jeopardizes the University’s access to electronic resources. Students are permitted to download, save, print and store single copies of individual articles for educational and research purposes only. Students are not permitted to print out entire issues of online journals, multiple copies of a particular article or large sections from electronic books. For more information please consult www.mcgill.ca/library-using/policies/licensing.

Spaces For You

Each library has computers, printers, photocopiers, and facilities for plugging in laptops and connecting to the University’s wireless network. Refurbished spaces in most branch libraries provide attractive spaces conducive to individual study and group learning.
Opening hours vary for each library. Most are open up to 90 hours per week with extended opening hours around examination time, including 24-hr opening for the Humanities and Social Sciences Library. More information about facilities can be found at the branch library webpages:


After-hours access

Graduate students may access the Nahum Gelber Law and Schulich Science and Engineering Libraries when the libraries are closed. Access is usually restricted to graduate students and staff in the departments served by the individual branch library. Contact your branch for more information.

Special facilities targeted for graduate student use

Several branch libraries have specialized facilities for graduate students. They comprise individual study desks, fitted with side partitions and a shelf or drawer in which books may be kept during the session. Graduates who are currently writing theses and do not have office space may book small rooms or desks in some libraries. Graduate facilities are available in the Humanities and Social Sciences Library, Education Library and Curriculum Resources Centre, Macdonald Campus Library, Nahum Gelber Law Library, Marvin Duchow Music Library and the Schulich Library of Science and Engineering.
Getting together in groups

The new Cyberthèque in the Humanities and Social Sciences Library provides glass-encased group study pods which may be booked at the Information Desk and booth-like banquettes which can be utilized for group work. Several private study rooms are available in the Humanities and Social Sciences Library for the use of current graduate students. Each study room is shared by two students and sharing arrangements are the responsibility of the paired students. More information is available at www.library.mcgill.ca/hssl/facilities/study. Group study facilities are available for booking in most branch libraries.

Users with disabilities

McGill Library and the Office for Students with Disabilities coordinate programs and services with the goal of providing a rewarding library experience to users with disabilities. The Office for Students with Disabilities runs a small computer lab staffed by an adaptive technologist in Room 5B on the entry floor of the Redpath Library Building. McGill Library also offers library instruction on demand for students with hearing, learning, and visual disabilities. For more information visit www.mcgill.ca/library-support/disabilities/
Maps

1. Birks Reading Room

2. Blackader-Lauterman Library of Architecture and Art

3. Education Library and Curriculum Resources Centre


5. Howard Ross Library of Management

6. Humanities and Social Sciences Library

6. Rare Books & Special Collections

7. Islamic Studies Library

8. Life Sciences Library

9. Macdonald Campus Library

10. Marvin Duchow Music Library

11. Nahum Gelber Law Library

12. Osler Library of the History of Medicine

13. Schulich Library of Science and Engineering

14. Walter Hirschl Geographic Information Centre
Contact Us

Branch libraries

Birks Reading Room
William and Henry Birks Bldg.
514-398-4127
www.mcgill.ca/birks/

Blackader-Lauterman Library of Architecture and Art
McLennan-Redpath Library Bldg.
514-398-4743
www.mcgill.ca/blackader/

Education Library and Curriculum Resources Centre
Education Bldg.
514-398-4686
www.mcgill.ca/education-library/

Edward Rosenthal Mathematics and Statistics Library
Burnside Hall, 11th Floor
514-398-4676
www.mcgill.ca/rosenthal/

Electronic Data Resource Service (EDRS)
McLennan-Redpath Library Bldg.
514-398-1429
www.mcgill.ca/edrs/

Howard Ross Management Library
Bronfman Bldg., 2nd Floor
514-398-4690
www.mcgill.ca/howardross/

Humanities and Social Sciences Library
McLennan-Redpath Library Bldg.
514-398-4734
www.mcgill.ca/hssl/

Islamic Studies Library
Morrice Hall
514-398-4685
www.mcgill.ca/islamic-library/

Life Sciences Library
McIntyre Medical Sciences Bldg., 3rd Floor
514-398-4475
www.mcgill.ca/lsl/

Macdonald Campus Library
Barton Bldg., Macdonald Campus
Ste. Anne de Bellevue
514-398-7881
www.mcgill.ca/macdonald-library/

Marvin Duchow Music Library
New Music Bldg., 3rd Floor
514-398-4695
www.mcgill.ca/music-library/

Nahum Gelber Law Library
514-398-4715
www.mcgill.ca/law-library/

Osler Library (History of Medicine)
McIntyre Medical Sciences Bldg., 3rd Floor
514-398-4475 x09873
www.mcgill.ca/osler-library/

Rare Books & Special Collections
McLennan-Redpath Library Bldg., 4th Floor.
514-398-4711
www.mcgill.ca/rarebooks/

Schulich Library of Science and Engineering
Macdonald-Stewart Library Bldg.
514-398-4769
www.mcgill.ca/schulich/

Walter Hinschfeld Geographic Information Centre
Burnside Hall, 5th Floor
514-398-8095
www.mcgill.ca/gic/

Office of the Director of Libraries
McLennan-Redpath Library Bldg.
3459 McTavish
Montreal, QC H3A 1Y1
Tel: 514-398-4677
Fax: 514-398-7356
Email: doadmin.library@mcgill.ca
Web: www.mcgill.ca/library/
Tired of trying to Google your way through Grad School?

Schedule a research consultation today.

https://library.unc.edu

Better things to do than format your bibliography?

Ask us about RefWorks

http://library.unc.edu
Teaching for the first time?

Learn how the library can help.

- Reserve readings
- Customized Blackboard course pages
- Instruction sessions tailored to your assignments

To learn more, go to http://library.unc.edu

Not sure how to start that lit review? We can help.

http://library.unc.edu
Faculty Commons Spring Quarter 2008 Calendar

For a complete schedule of events visit www.library.ohio.edu/tc/
Learning Outcomes at OHIO University and Support for Faculty and Instructional Staff

In March 2007 the Faculty Senate at OHIO University passed a new requirement for all course syllabi:

"The intended learning outcomes or objectives upon successful completion of the class are to be included in the syllabus."

As stated in a November 2007 letter to OHIO University faculty from David D. Thomas (Chair, Curriculum Committee, Vice-Chancellor, Faculty Senate) and David H. Royce (Chair, General Education Committee, Vice-Chancellor, Faculty Senate), the chairmen of the Curriculum Committee and the General Education Committee, the purpose of requiring specific learning outcomes on course syllabi is threefold: (1) learning outcomes provide students with an understanding of what they are expected to learn from a given course; (2) learning outcomes can help foster professional identity of students and their parents, graduate schools, etc.; (3) it gives a common language to all students, regardless of major, that can help students communicate to their employers, professional organizations, and peers their achievements.

The Faculty Curriculum Committee, a two-year, phased-in process to incorporate learning outcomes into our curriculum, is coming to an end. Syllabi for Semester C, 2009, will be reviewed by the Faculty Curriculum Committee. The new learning outcomes will be included in the syllabi for all courses at OHIO University.

Support is available through the Center for Teaching & Learning and Faculty Commons for faculty and instructors who are new to learning outcomes and assessment, and/or who will be re-working their courses to incorporate learning outcomes.

Tier 1 Learning Outcomes Workshop Series. A workshop series focusing on learning outcomes in Tier 1 courses will be offered (Spring quarter) to faculty and instructional staff who participate in the syllabus course and who are interested in learning outcomes. The workshop series will continue during the 2009-2010 academic year.

Tier 2: Academic Year 2009-2010. The workshop series will continue during the 2009-2010 academic year.

Diversity Awareness Month...

Please join your colleagues for an informal discussion and public lecture featuring OHIO University guest speaker Dr. Peggy McIntosh

Peggy McIntosh, Ph.D., the Associate Director of the Wellesley College Center for Research on Women, in the Faculty and co-director of the National S.E.E.D. (Solving Educational Equity) Project on Inclusive Curricula. A world-renowned scholar, she consults with higher education institutions throughout the United States and the world on closing multicultural and gender-dile turism-cumulus. Author of many influential articles on curriculum change, her studies and sympoticism of the educational privilege, she has taught at Harvard University, Trinity College, Washington, and the University of Durham, among other institutions.

Informal Discussion: Monday, April 14, 10:00 AM - 12N
Friends of the Libraries Room

Public Lecture: Monday, April 14, 7:30 PM
Baker University Center Ballroom
(admission to the lecture is free and open to the public)

Sponsored by the Provost Office of Diversity, Access, and Equity and the College of Education

Scholarly Learning Community Call for Proposals

The Center for Teaching & Learning and Faculty Commons invite applications for Scholarly Learning Communities to be applied for during the Spring quarter 2009. All faculty and instructional staff are invited to apply. For details and the application form, see www.library.ohio.edu/ or contact Dr. Laura Hatch, Director of the Center, hatch@library.ohio.edu, 740.597.2700.

Located in Alden Library, Faculty Commons and library staff provide professional development opportunities for the OHIO University community.

For a complete list of upcoming Faculty Commons events visit www.library.ohio.edu/faculty-commons/ or for a complete list of workshops visit www.library.ohio.edu/workshops/
Faculty Commons Resources

CAT: Center for Academic Technology
www.cltl.ohiou.edu

CCE: Campus-Community Engagement
www.engagement.ohio.edu

CTL: Center for Teaching & Learning
www.ohiou.edu/ctl

CWE: Center for Writing Excellence
www.ohio.edu/writing

Library Collection Development
www.library.ohiou.edu/info/colldev

Media Production
www.ohiou.edu/mediaproduction/

Smart Conference Rooms
for faculty meetings and events.
To schedule call the
Faculty Commons at
597.1777 or email
facultycommons@ohio.edu

The Faculty Commons
Alden Library 301
facultycommons@ohio.edu
740.597.1777
www.library.ohiou.edu/fc/

Join The Faculty Commons listserv!
Here’s how to subscribe.
1. Compose a new email message.
   In the "To" field, enter this email address: listserv@ohio.edu
   Leave the "Subject" field blank.
   In the body of the message enter two lines of text:
   subscribe facultycommons
eend
2. Send the message.
3. You should receive an email
   indicating that you have been
   successfully added to the
   facultycommons listserv.
   If you have problems or need help,
   contact the Office of Information
   Technology Service Desk at
   593-1222 or servicedesk@ohio.edu

The Faculty Commons Invitation:
Faculty Commons invites university colleagues to embrace,
experiment with, share current
and generate new knowledge related to teaching and learning, research and creative
activity, and community engagement.
Collaborative Faculty Commons programs and activities are intended to:
- foster an environment that integrates faculty lives as teachers, scholars, and as
  campus, personal, and collegial relationships.
- enhance collaborative networks and interdisciplinary efforts.
20 Questions about the Library for Grad Students

1. Where is the Library?
The Edmond Low Library is centrally located. It is north of the Student Union and is the only other building on campus with a bell tower. The Stillwater campus also has four branch libraries: the Architecture Library, in the ATRC; the Mary L. Williams Curriculum Materials Library, in Willard Hall; the North Boomer Annex; and the William E. Brock Memorial Library, in McElroy Hall.

2. What remote services are offered?
You can use the Library’s Web site to access the OSU Library Catalog (where you can check the status of material and renew items you have), about 200 electronic databases, more than 37,000 full-text journals, online course reserves and email reference assistance and tech support. To access these tools off-campus you need to logon to the EZProxy. There are detailed instructions at www.library.okstate.edu/dls/ezproxy.htm.

Our Digital Library Services (DLS) Department is available to answer questions about the Library’s electronic resources. Contact DLS at 405-744-9161, toll-free 877-744-9161 or via email at lib-dls@okstate.edu.

3. When is the Library open?
During the regular semesters the Main Library is open Mon.-Thu. 7:30 am-2 am, Fri. 7:30 am-9 pm, Sat. 10 am-9 pm and Sun. 10 am-2 am. Hours vary during holidays and interessions. For the most up to date hours, call 405-744-5029 or visit www.library.okstate.edu/.

4. How many books can I check out?
Graduate students can have 100 books out at a time.

5. How long can I keep books?
Grad students have a loan period of 120 days. There are special materials (videos, DVD’s, maps, reserve materials, branch library books) that have shorter loan periods. Staff will tell you when items are due. You may renew most items online.

Register your email at the Circulation Desk and we will send you reminders before your books are due.

6. Can I bring food or drinks to the Library?
Yes, you may bring drinks with a lid and small snack items. The Edmond Low Library even has a cafe where you can buy specialty coffees and snacks.

7. How much are fines?
Standard overdue fines are $0.25/day/book. Reserve, recalled and special permission materials have higher fines ranging from $5/day to $1/hour. Unpaid fines are billed to your Bursar’s account. You may renew most items online.

8. Are there computers I can use in the Library?
Over 100 internet stations are located on the 1st and 5th floors. At these computers you can use MS Office, search and print from the Web, OSU Library Catalog and other library electronic resources.

OSU students can also check out laptops at the Circulation Desk on the 1st floor. Laptops (including your own) can access the Web anywhere in the building and at least one printer is on each floor.

9. Are there Librarians who specialize in my discipline?
Each academic department has a Subject Specialist Librarian. Most Specialists hold a degree in that subject or a related field. If you would like the Library to purchase material contact your Specialist. A list of the Subject Specialist Librarians can be found at www.library.okstate.edu/services/liaisons.htm.
20 Questions about the Library for Faculty

1. Where is the Library?
   - The Edmon Low Library is north of the Student Union and also has a bell tower. The Stillwater campus has four branch libraries: the Architecture Library, in the ATRC; the Mary L. Williams Curriculum Materials Library, in Willard Hall; the North Boomer Annex; and the Brock Memorial Library, in McElroy Hall.

2. What remote services are offered?
   - You can use the Library’s Web site to access the OSU Library Catalog (where you can check the status of material and renew items you have), approximately 200 electronic databases, over 37,000 full-text journals and email reference assistance and tech support. To access these tools off-campus you need to log in. There are detailed instructions at www.library.okstate.edu/dls/helpproxy.htm.

   Our Digital Library Services (DLS) Department is available to answer questions about the Library’s electronic resources. Contact DLS at 405-744-9161, toll-free 877-744-9161 or via email at lib-dls@okstate.edu.

3. When is the Library open?
   - During the regular semesters the Main Library is open Mon.-Thu. 7:30 am-2 am, Fri. 7:30 am-9 pm, Sat. 10 am-9 pm and Sun. 10 am-2 am. Hours vary during holidays and intersessions. For the most up to date hours, call 405-744-5029 or visit www.library.okstate.edu.

4. For how long & how many books can I check out?
   - Faculty have two due dates a year, February 27 and August 31. There are special materials (laptops, videos, DVD’s, maps, branch library books) that have shorter loan periods. Staff will tell you when items are due. You may renew most items online. Faculty can have 150 items checked out.

5. Where can I find reference assistance?
   - Librarians or Library QAs are available at the Reference Desk on the 1st floor to answer questions and give hands-on instruction 94 hours a week. We offer assistance in person, by phone 405-744-9775, via email lib-dls@okstate.edu or via chat and IM. IM & chat reference is available Mon.-Thu. 1 pm-9 pm & Fri. 1 pm-5 pm. Add our screen name to your contact list in AOL or Yahoo: OkstateLibrary; ICQ: 195159930; MSN: OkstateLibrary@hotmail.com.

6. Can I find recently purchased books?
   - Many new books are displayed on the 1st floor north side. You can also search for recent acquisitions in the OSU Library Catalog. Click “Basic” or “Advanced” search from the homepage and select “New Books.”

7. Can I place things on reserve?
   - Yes. The OSU Library offers both hard copy Reserves, at the Circulation Desk on the 1st floor, and electronic Reserves. You can place items on Reserve by completing a Reserve Materials Request Form. The form is available at the Circulation Desk or online at http://reserves.library.okstate.edu/index.htm.

8. Are there Librarians who specialize in my discipline?
   - Each academic department has a Subject Specialist Librarian. Most hold a degree in that subject or a related field. If you would like the Library to purchase material contact your Specialist. A list of the Subject Specialist Librarians can be found at www.library.okstate.edu/services/liaisons.htm.

   Your Specialist can also give you information on our resources and services or give library instruction to your students.
Faculty Services

LEO AND INTERLIBRARY LOAN SERVICES
www.lib.virginia.edu/leo

LEO (Library Express On-Grounds) retrieves books or photocopies from a U.Va. Library, remote holdings, or via Interlibrary Loans and delivers them to departmental offices. To request an item or set up an account, please visit www.lib.virginia.edu/leo. The account allows you to request and track all of your LEO, ILL, and Toolkit materials. Articles and papers will be scanned and delivered in .pdf format unless print is the selected preference when an account is set up. Material requested within the U.Va. collection will be delivered within 2-3 business days. Material obtained through another university will be delivered within 3-10 business days. For more information, contact leo@virginia.edu or call (434) 924-3875.

UVACollab / Toolkit
collab.lib.virginia.edu
www.itc.virginia.edu/toolkit/migrate/

UVACollab is the new ITC-supported course management software in use at U.Va., replacing Instructional Toolkit. UVACollab allows you to post articles for your classes to read, administer tests, conduct online discussions, and much more.

INSTRUCTIONAL SCANNING SERVICES
www.lib.virginia.edu/iss/iss.html

Instructional Scanning Services (ISS) is part of a suite of services to support the U.Va. faculty in your use of electronic materials for instruction. ISS will scan materials into a PDF format and upload them to your UVACollab site, link materials already in electronic format to the Instructor’s course site, and scan materials for other instructional uses.
Computers

There are computers for your use in all of the libraries. The libraries also offer wireless access to the U.Va. network. For instructions on configuring your laptop for wireless access, visit the ITC website: http://www.lib.virginia.edu/network/wireless/encrypted.html. ITC also visits the libraries Monday through Friday to offer on-site assistance with laptops and other computing issues (including configuring wireless cards). ITC is in Clemons Library on Monday, Wednesday, and Friday; and Brown Library on Tuesday and Thursday, from 1:00 p.m. to 4:00 p.m. In addition to public terminals in all library buildings, there are labs in Alderman Library, the Charles L. Brown Science and Engineering Library, Clemons Library, and the Alfrid and Shirley Small Special Collections Library that offer the following specialized computing services:

THE SCHOLARS' LAB
www.lib.virginia.edu/scholarslab/
Tel: (434) 243-8880
The Scholars' Lab is a high-tech facility for study and research located on the main floor of Alderman Library. Combining the services of the Library's GeoStar and e-Text centers and ITC Research Computing Support, the Scholars' Lab offers four thousand square feet of space for work on collaborative projects, and access to Library staff expertise in electronic encoding and digitization, programming and information design, geospatial and statistical data analysis, and the use of U.Va.-licensed software.

RESEARCH COMPUTING LAB
www.lib.virginia.edu/science/rescomplab/
Tel: (434) 243-8770
The Research Computing Lab in the Brown Science and Engineering Library offers technical support for high performance and scientific computing. Advanced consultation services in areas range from data management and metadata to computational science and visualization. Students, faculty, and researchers from all disciplines are welcome.
The Digital Media Lab, located on the third floor of Clemons Library, serves students, faculty, and staff. Comprised of reserve-able Macintosh workstations with entry-level and sophisticated production software, the lab has consultants and staff that provide one-on-one instruction. Walk-ins are also welcome. Focusing on the convergence of media and technology, the Lab assists digital imaging, audiovisual production, post-production, physical interactivity, 2D/3D animation, mobile technologies, as well as visualization and delivery of media content. The DML circulates a small collection of entry-level and sophisticated production equipment to support curricular activities.

Digitization and Publishing Services, located in the Albert and Shirley Small Special Collections Library, provides digitization services of primary and secondary materials from the University of Virginia Library's special collections.

From Cover Image
Detail from Cornelius Wyatt’s atlas Descriptionis Phlemaicæ augmentum sive Occidentis notitia ... (Louvain, 1597) from the exhibition “On the Map: The Seymour I. Schwartz Collection of North American Maps, 1500-1800.” Exhibits and other collections in the Harrison Institute/Small Special Collections Library are open to faculty teaching use.

A shelf of books in Alderman Library.

Image from Johanna Drucker’s Nova Reperta, part of the faculty project Artists’ Books Online (www.artistsbooksonline.org), created in collaboration with the Scholars’ Lab.

A letter from Thomas Jefferson to Peter S. Duponceau, December 1820; part of the Albert H. Small Declaration of Independence Collection.

Associate professor David Germano and Director of Digital Research and Scholarship Bethany Nowviskie work on the Tibetan and Himalayan Digital Archive in the Scholars’ Lab.

The largest of its kind in a research library, the new “Cruse” scanner in the Albert and Shirley Small Special Collections Library captures maps as large as four by eight feet and scans 3-D items.

Cover of “Chariot Race” (1896) by E.T. Paull, one of the 2,201 copies of digitized sheet music to be available online fall 2008 for faculty and student use.
Yale Department/Program | Library Liaison
--- | ---
Allergy and Clinical Immunology | Mark Gentry, gentry@yale.edu
Alumni Affairs | Toby Appel, appel@yale.edu
Anesthesiology | Denise Hensey, hensey@yale.edu
Boyer Center for Molecular Medicine | Judy Spak, spak@yale.edu
Cancer Center | Denise Hensey, hensey@yale.edu
Cardiovascular Medicine | Mark Gentry, gentry@yale.edu
Cell Biology | Judy Spak, spak@yale.edu
Cellular and Molecular Physiology | Judy Spak, spak@yale.edu
Center for Interdisciplinary Research on AIDS (CIRA) | Matthew Wilcox, wilcox@yale.edu
Center for Medical Informatics | Hongbin Liu, liu@yale.edu
Child Study Center | Jan Glover, glover@yale.edu
Clinical Scholars Program | Jan Glover, g Glover@yale.edu
Combined Program in the Biological and Biomedical Sciences (BBS) | Judy Spak, spak@yale.edu
Comparative Medicine | Matthew Wilcox, wilcox@yale.edu
Deans and Administrators, YSM | Charles Greenberg, greenberg@yale.edu
Dentistry | Jan Glover, g Glover@yale.edu
Dermatology | Lynn Setje, setje@yale.edu
Diagnostic Radiology | Holly Nardini, nardini@yale.edu
Digestive Diseases | Mark Gentry, gentry@yale.edu
Endocrinology and Metabolism | Mark Gentry, gentry@yale.edu
Epidemiology and Public Health | Matthew Wilcox, wilcox@yale.edu
Genetics | Judy Spak, spak@yale.edu
Geriatrics | Mark Gentry, gentry@yale.edu
Hematology | Mark Gentry, gentry@yale.edu
History of Medicine | Toby Appel, appel@yale.edu
Human Investigation Committee | Charles Greenberg, greenberg@yale.edu
Humanities in Medicine | Toby Appel, appel@yale.edu
Immunobiology | Judy Spak, spak@yale.edu
Infectious Diseases | Mark Gentry, gentry@yale.edu
Institutional Animal Care and Use Committee | Matthew Wilcox, wilcox@yale.edu
Internal Medicine, General | Mark Gentry, gentry@yale.edu
Laboratory Medicine | Judy Spak, spak@yale.edu
Microbial Pathogenesis | Judy Spak, spak@yale.edu
Molecular Biophysics and Biochemistry | Judy Spak, spak@yale.edu
Nephrology | Mark Gentry, gentry@yale.edu
Neurobiology | Lei Wang, wang@yale.edu
Neurology | Lei Wang, wang@yale.edu
Neurosurgery | Lei Wang, wang@yale.edu
Nursing, School of | Janene Batterlin, batterlin@yale.edu
Obstetrics, Gynecology and Reproductive Sciences | Holly Nardini, nardini@yale.edu
Ophthalmology and Visual Science | Cynthia Crooker, crooker@yale.edu
Orthopedics and Rehabilitation | John Gallagher, gallagher@yale.edu
Pathology | Judy Spak, spak@yale.edu
Pediatrics | Lynn Setje, setje@yale.edu
Pharmacology | Judy Spak, spak@yale.edu
Physician Associate Program | Jan Glover, g Glover@yale.edu
Postgraduate and Continuing Medical Education | Mark Gentry, gentry@yale.edu
Psychiatry | Mark Gentry, gentry@yale.edu
Public Health, School of | Matthew Wilcox, wilcox@yale.edu
Pulmonary and Critical Care Medicine | Mark Gentry, gentry@yale.edu
Rheumatology | Mark Gentry, gentry@yale.edu
Surgery | Charles Greenberg, greenberg@yale.edu
Therapeutic Radiology | Judy Spak, spak@yale.edu
Women in Medicine | Toby Appel, appel@yale.edu
Yale-New Haven Hospital | Mark Gentry, gentry@yale.edu
Consult • Inform • Support

We would be happy to arrange one-on-one consultations with any faculty member, resident, postdoc, or staff member. For example, we can help you:

WORK MORE EFFICIENTLY
• Advanced techniques to search biomedical literature
• Save a search strategy and receive email updates
• Receive the Table of Contents of a selected journal via email
• Search resources for cited references
• Learn RefWorks or EndNote to organize articles and format manuscripts
• Use Quosa to manage your PDFs
• Use YaleLinks to link to the full online article
• Access journal articles from off campus

LEARN NEW SKILLS
• Services to help with specific tasks
• Resources for PDAs and other handheld devices
• Information and assistance as you publish
• Resources for evidence-based clinical practice
• How to use new resources — Scopus and Quosa

SUPPORT DEPARTMENTAL TEACHING AND PUBLISHING
• Information on NIH Public Access Policy
• Highlight appropriate library resources for grant applications
Partnership Agreement


Agreement Between  
University of Washington Libraries  
and  
UW Office of Learning Technologies

This agreement is between the UW Office of Learning Technologies (OLT) and UW Libraries for provision, management and client support of computing technologies available across multiple library units. This includes:

- 279 authenticated public workstations located in the following libraries: Architecture and Urban Planning, Drama, East Asia, Engineering, Foster, Fisheries-Oceanography, Odegaard Undergraduate, Social Work, and Suzzallo and Allen. OLT charges a fee to UW Libraries for support of these workstations. Budget and payment details are included in Attachment 1.

- Two computerized training facilities in the Odegaard Undergraduate Library (OUgl). They are located on the first floor of OUgl in rooms 142 (Collaboratory I) and 102 (Collaboratory II).

- Five technology studios, located in Suzzallo Library 1st floor corridor (Collaboration Studio 1), OUgl 2nd floor (Collaboration Studios 2 and 3), OUgl 216 (Digital Audio Workstation Studio), and OUgl 334 (Digital Presentation Studio).

- One videoconference facility located in OUgl 320.

- One learning commons with approximately 365 workstations, located on the second floor of OUgl.

Statement of Use

The Office of Learning Technologies, in collaboration with the UW Libraries, will provide and manage 279 UWNNetID-authenticated general-access workstations located in ten University Libraries facilities; maintain the two Odegaard collaboratories; five technology studios, one videoconference studio, and the large general-access learning commons in OUgl.

UW Libraries will provide space, furniture, building security, and library staff in support of these facilities. OLT will seek funding from the Student Tech Fee Committee and other appropriate funding sources for hardware and software purchases. OLT will provide staff to install and maintain computing equipment, and appropriate programs and services to support client use of these learning technologies and associated spaces.

Equipment Installation and Licensing

1. OLT will provide hardware, current operating system software, and current desktop application software for all workstations. In instances where special software is required (some specialized libraries), the purchase of said software will be negotiated between both parties. OLT will make every effort to secure software funding from outside sources (STFC, etc.), but in some cases the specific library or associated academic department may need to make the purchase.
2. The Libraries will provide space (and some furniture) in which the workstations will be installed and configured for client use and sufficient power and networking infrastructure to support normal usage of the workstations. Replacement of current furniture will be a joint responsibility to purchase or seek external funding.

3. Hardware and software will be imaged, tested, and available for use by the beginning of each quarter. Security patches, etc. will be added throughout the quarter as they become available.

4. The overhead projectors and screens in the Collaboratories were acquired through joint purchase of UW Libraries and OLT and will remain in the OUGL collaboratories until they can be replaced. (Funding has been provided by ATAC to replace the projectors in the 06/07 academic year. OLT will provide funding to cover installation and new mounting/security cages.)

5. All hardware and software covered under this agreement will be purchased, installed, maintained, and inventoried by OLT. The equipment will remain in the named University Libraries facilities until upgraded or until the termination of this agreement, whichever comes first. Replaced and/or upgraded machines will be repurposed or sent to surplus by OLT.

**Maintenance, Support, and Software Installation and Upgrades**

6. Maintenance of the workstations by OLT will include:
   a. Ensuring the proper functioning of the network and all peripherals.
   b. Ensuring that software specified in this agreement and approved in the future is installed and running correctly.
   c. Maintenance of all workstations, so that, in any location, 90% of the machines will be functional. Exceptions will include planned outages for maintenance, which will typically occur during quarter breaks and equipment failure beyond our control.
   d. Ensuring that the Associate Dean of Libraries for Research and Instructional Services and the Director of OUGL or their designees are notified immediately of any broad equipment or software failures that impact service such that less than 90% of the workstations are out of service. They will not be notified of machine problems that occur within or less than the 10% margin, or of outages outside the control and responsibility of OLT (such as network outages). Both parties will be notified in advance of any planned outages, such as maintenance during quarter breaks.
   e. Infrastructure and machine support via phone as well as in person, as warranted, between 8:00 A.M. and 5:00 P.M Monday-Friday.
   f. Monitoring of machines for service levels and security will be accomplished by physical monitoring by the OLT team on a routine schedule, including regular walkthroughs of all spaces and by electronic monitoring through the OLT LabTracker software (or some equivalent). All problems recorded and tracked with the OLT LabTracker software (or some equivalent).
   g. Image configuration frozen at the beginning of every quarter to ensure stability and consistency.
   h. Support during all scheduled activities in the Odegaard collaboratories and Videoconference Studio. Support will be available via phone as well as in person, between 8:00 A.M. and 5:00 P.M, or by pre-arranged appointment.

7. All requests to install or remove software from the image must go through OLT for approval. Any additional software installation requests must be accompanied by software licenses and must be compatible and consistent with the OLT image paradigm. Any changes that substantially impact the user experience or the capabilities of the workstations must also be approved by the Libraries (e.g., changing O/S versions, application software versions, etc.). OLT staff will approve and install
software. Should disagreements about the software image and workstation configuration arise, OLT and the Libraries will discuss the situation and arrive at a mutually agreeable solution.

8. Standard OS and applications software upgrades will be conducted during quarter breaks in conjunction with lab upgrades. OLT makes every effort to have workstations running the most current software; however, on occasion upgrades may not be done if OLT determines such upgrades could adversely affect the workstations.

9. All software installed on the workstations must be legally licensed. OLT will maintain software licenses for all software purchased and installed by OLT. Clients must provide OLT with licenses for all requested software installations.

Policies

10. Neither OLT nor the Libraries will be solely responsible for hardware or software costs outside those provided for by the STF grant. If extraordinary, unanticipated expenses arise; the parties will discuss the situation and arrive at a mutually agreeable solution.

11. Individual faculty, instructors, or students may not install software on any of the machines in the Odegaard Collaboratories or reconfigure any of the equipment. All changes must be requested through OLT. Instructor’s software approved for installation by OLT will be the responsibility of each instructor. OLT will not support software use beyond installation.

12. All users of the workstations agree to abide by the OLT and Libraries usage policies. OLT and the Libraries will make written copies of these policies available to each other.

13. OLT and the UW Libraries reserve the right to prohibit use of a workstation by any individual who violates the usage policies, in accordance with the Policy on Libraries Disruptions (Libraries’ Operations Manual, Vol. 1, Section B, No. 4), the University Libraries Code of Conduct (Libraries’ Operations Manual, Vol. 1, Section B, No 4, Appendix A.) and the UW Libraries Computer Use Policy

Scheduling, Access, and Room Use

14. The OLT Ed-Tech Manager is responsible for scheduling the OUCL collaboratories and the Video Conference Studio.

UW Libraries receives priority use of Collaboratory II, Mon-Fri., 9:30 a.m.-2:30 p.m. This time will be blocked out exclusively for UW Libraries use until two weeks prior to the booking event. Within two weeks of booking date, if the space is not reserved by the UW Libraries, the OLT Ed-Tech Manager may make the room available for other use....

The OVCS partners (UW Libraries, OLT, and C&C) will receive priority and free use of the Videoconference Studio. Specific logistics are outlined in the OVCS partners MOU.

15. Clients may reserve the Technology Studios via the UW Libraries booking system. Clients may reserve the Videoconference Studio, Collaboratory 1, and Collaboratory 2 via the Catalyst website reservation form. Requests will be processed and responded to within 48 hours.
16. The Collaboratories and Video Conference Studio will not be available for unscheduled or unattended client access. This clause does not apply to the UW Libraries.

17. Consulting and staffing by the OLT Ed-Tech Manager will include a brief (10 – 15 minute) orientation for each instructor scheduled to teach in a collaboratory, arranged in advance of the first day of class. The orientation will include the equipment, services provided, and usage policies.

18. Consulting and staffing by the OLT Videoconference Consultant will include an orientation for each primary client scheduling a video conference, arranged in advance of the videoconference. The orientation will include the equipment, services provided, and usage policies. The VCC will also coordinate and test with the distant end prior to the scheduled videoconference.

19. OLT will provide consulting regarding the hardware, software, and services in the facilities, at no cost to UW Libraries. The UW Libraries will not be charged for use of the facilities. If extraordinary, unanticipated expenses arise, the parties will discuss the situation and arrive at a mutually agreeable solution.

20. All users of the collaboratories (students and instructors) agree to abide by the OLT usage policies. OLT will make written copies of these policies available to UW Libraries staff. The OLT Ed-Tech Manager will also forward a copy of these policies to every instructor scheduled to teach.

21. All persons, including maintenance personnel, will gain access to the Odegaard Collaboratories, Videoconference Studio, and Technology Studios via the Information/Circulation desk. Each time they are finished using the room, instructors will be responsible for securing the Odegaard Collaboratories and returning the keys to the Information Desk.

**Terms of Agreement**

22. This agreement will be in effect for three years, beginning July 1, 2006. The conditions of the agreement will be reviewed annually, prior to, or no later than June 30, 2007, 2008 and 2009 by all parties for additions or revisions.

23. If either party wishes to terminate this agreement prior to the end of the three-year period, termination conditions will be mutually agreed upon, with at least three months notification required.

[Name], Vice Provost, Educational Partnerships and Learning Technologies       Date

[Name], Dean, University Libraries                                     Date


Note: All URLs accessed November 17, 2008.
SPEC Kit Title List

- SP252 Supprt Staff Classifictn Studies
- SP251 Electronic Reference Service
- SP250 TL10: Educating Faculty
- SP249 Cataloging of Resrces Digitized
- SP248 Licensing of Electronic Products
- SP247 Management of Lib Security
- SP246 Web Page Devel & Managmnt
- SP245 Electronic Reserves Operations
- SP244 TL 9: Renovation & Reconfigur
- SP243 TL 8: Users with Disabilities
- SP242 Library Storage Facilities
- SP241 Gifts and Exchange Function
- SP240 Marketing and PR Activities
- SP239 Mentoring Programs in ARL
- SP238 ARL GIS Literacy Project
- SP237 Managing Food and Drink
- SP236 TL 7: E-Theses/Dissertations
- SP235 Collaborative Coll Management
- SP234 TL 6: Distance Learning
- SP233 ARL in Extension/Outreach
- SP232 Use of Teams in ARL
- SP231 Cust Service Programs in ARL
- SP230 Affirmative Action in ARL
- SP229 Evaluating Acad Libr Dirs
- SP228 TL 5: Preserving Digital Info
- SP227 Org of Doc Coll & Svcs
- SP226 TL 4: After the User Survey
- SP225 Partnerships Program
- SP224 Staff Training & Development
- SP223 TL 3: Electronic Scholarly Pubn
- SP222 Electronic Resource Sharing
- SP221 Evol & Status of Approval Plans
- SP220 Internet Training
- SP219 TL 2: Geographic Info Systems
- SP218 Info Technology Policies
- SP217 TL 1: Electronic Reserves
- SP216 Role of Libs in Distance Ed
- SP215 Reorg & Restructuring
- SP214 Digit Tech for Preservation
- SP213 Tech Svcs Workstations
- SP212 Non-Librarian Professionals
- SP211 Library Systems Office Org
- SP210 Strategic Planning
- SP209 Library Photocopy Operations
- SP208 Effective Library Signage
- SP207 Org of Collection Develop
- SP206 Faculty Organizations
- SP205 User Surveys in ARL Libs
- SP204 Uses of Doc Delivery Svcs
- SP203 Reference Svc Policies
- SP202 E-journals/Issues & Trends
- SP201 E-journals/Pal & Proced
- SP200 2001: A Space Reality
- SP199 Video Collect & Multimedia
- SP198 Automating Preserv Mgt
- SP197 Benefits/Professional Staff
- SP196 Quality Improve Programs
- SP195 Co-op Strategies in Foreign Acqs
- SP194 Librarian Job Descriptions
- SP193 Lib Develop & Fundraising
- SP192 Unpub Mats/Libs, Fair Use
- SP191 Prov Pub Svcs Remote User
- SP190 Chang Role of Book Repair
- SP189 Liaison Svcs in ARL Libs
- SP188 Intern, Residency & Fellow
- SP187 ILL Trends/Staf & Organ
- SP186 Virtual Library
- SP185 System Migration
- SP184 ILL Trends/Access
- SP183 Provision of Comp Print Cap
- SP182 Academic Status for Libns
- SP181 Perf Appr of Collect Dev Libn
- SP180 Flexible Work Arrangements
- SP179 Access Services Org & Mgt
- SP178 Insuring Lib Colls & Bldgs
- SP177 Salary Setting Policies
- SP176 Svcs for Persons w/Disabilities
- SP175 Scholarly Info Centrs
- SP174 Expert Systems
- SP173 Staff Recognition Awards
- SP172 Information Desks
- SP171 Training of Tech Svc Staff
- SP170 Organization Charts
- SP169 Mgt of CD-ROM
- SP168 Student Employment
- SP167 Minority Recruitment
- SP166 Materials Budgets
- SP165 Cultural Diversity
- SP164 Remote Storage
- SP163 Affirmative Action
- SP162 Audiovisual Policies
- SP161 Travel Policies
- SP160 Preservation Org & Staff
- SP159 Admin of Lib Computer Files
- SP158 Strategic Plans
- SP157 Fee-based Services
- SP156 Automating Authority Control
- SP155 Visiting Scholars/Access
- SP154 Online Biblio Search
- SP153 Use of Mgt Statistics
- SP152 Brittle Books Program
- SP151 Qualitative Collect Analysis
- SP150 Bldg Security & Personal Safety
- SP149 Electronic Mail
- SP148 User Surveys
- SP147 Serials Control/Deselection
- SP146 Lib Dev Fund Raising Capabilt
- SP145 Lib Publications Programs
- SP144 Building Use Policies
- SP143 Search Proc Dr LibAdmin
- SP142 Remote Access Online Cats
- SP141 Approval Plans
- SP140 Performance Appraisal
- SP139 Performance Eval: Ref Svcs
- SP138 University Copyright
- SP137 Preservation Guidelines
- SP136 Managing Copy Cataloging
- SP135 Job Analysis
- SP134 See also above
- SP133 Evaluation of Lib Educ Programs
- SP132 Calculating Lib Staff Hours
- SP131 Library Libr Prof
- SP130 Planning for Lib Services
- SP129 Lib Planning for Dist Libs
- SP128 Librarian Job Descriptions
- SP127 Library Librarian Job Descriptions
SPEC Kit Price Information

Individual Kits: $35 ARL members/$45 nonmembers, plus shipping and handling.

Individual issues of the Transforming Libraries (TL) subseries: $28, plus shipping and handling.

Shipping & Handling

U.S.: UPS Ground delivery, $10 per publication. Canada: UPS Ground delivery, $15 per publication

International and rush orders: Call or e-mail for quote.

Payment Information

Make check or money order payable in U.S. funds to the Association of Research Libraries, Federal ID #52-0784198-N. MasterCard and Visa accepted.

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