



## **SURVEY RESULTS**



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## EXECUTIVE SUMMARY

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### Introduction

Over the past few years there have been a number of surveys examining current practices in Special Collections, as well as discussion about the need for further data gathering activities. Recent surveys of ARL member libraries have addressed topics such as security, preservation, digital projects, and hidden collections. None of these surveys has focused specifically on issues related to reference and patron services in Special Collections. However, the manner in which Special Collections provide access to their holdings is as important as the substance and extent of the holdings they collect. The purpose of this survey was to gather information pertaining to the provision of reference and related public services for both on- and off-site patrons.

The survey focused on public service staffing, reference and public services offered, methods of patron access, types of intellectual access tools used, patron registration, the reference interview process, and public service evaluation and promotion methods. In addition, respondents were asked to comment on significant changes in reference and public services in Special Collections in the last few years, particularly those related to outreach, instruction, and learning.

Special Collections have been defined as library materials that, in addition to supporting research, often are characterized by artifactual and monetary value, by uniqueness or rarity, and by a long-term commitment to preservation and access on the part

of the library. For the purposes of this survey, we also defined Special Collections as the department, unit, or library that collects and manages those materials.

### Background

This survey was distributed to the 123 ARL member libraries in March 2006. Seventy-nine libraries (64%) responded to the survey. Thirty-five of the responding libraries (44%) have a single Special Collections unit. Twenty-five of the libraries (32%) have one primary Special Collections unit and additional, smaller special collections in other libraries or branches. Eleven (14%) have multiple Special Collections units dispersed across a number of libraries or branches. Respondents who have dispersed units were asked to base all survey responses on services provided at one primary Special Collections unit.

The large majority of Special Collections in ARL libraries are open on a regular schedule; two are open by appointment only. Most of the libraries with a regular schedule are open 40 to 49 hours per week with an average of 44.6 hours. There is no real difference between the number of hours open to the public and the number of hours that public services are available, indicating that most libraries are not providing services during times when they are closed to the public. Of the respondents who indicated that they provide more hours of public service than hours open to the public, two provide

fifteen additional hours for public service, another provides five additional hours, and one provides 40 hours of public service while being open 20 hours per week. For the two respondents open by appointment only, one provides 37.5 hours of public service and the other provides 42.5 hours. Two libraries reported that they are open to the public longer hours than the number of hours that they offer reference services. One provides 72 hours of public services while being open 74 hours per week and the other provides 39 hours of public service while being open 44 hours per week.

The majority of the respondents (98%) have closed, on-site stacks for holdings storage, but a significant number (65%) have off-site stacks. Staff must provide almost all of the physical access to Special Collections materials by retrieving materials for patrons upon request. The comments indicate that this labor-intensive activity is alleviated somewhat by providing digital surrogates online and by the use of open shelves for reference or heavy-use materials, but not alleviated sufficiently enough to reduce the need for staff to handle physical access.

A majority of the processed materials in Special Collections are cataloged and most catalog records are available in both local and union catalogs. In addition to catalog records, the responses indicate that finding aids are used widely to provide access to materials. There is a significant gap, however, between the availability of print and online finding aids for archival materials in Special Collections. Only eleven institutions reported a higher percentage of processed collections findable through online rather than print finding aids. Traditional card catalogs, electronic databases, and other print tools such as shelf lists continue to be used, but these descriptive tools represent less than half of the processed materials in Special Collections.

### **Patron Registration**

Only three out of 79 respondents indicated that they do not require registration of any type for on-site patrons. Seventy-six require registration prior

to use of materials and 30 of those also require registration prior to receiving reference service. Of the 30 libraries that require registration prior to providing reference service, 25 have a single registration form that covers both reference and use of materials.

For off-site patrons, most respondents do not require any type of registration. Only 26 (40%) require registration prior to use of materials and only two require registration prior to receiving reference service. Despite this, the responses reveal that registration data for off-site patrons is collected routinely at numerous libraries, albeit in a less formal manner. One respondent wrote, "We do not require registration of off-site patrons. However, in answering questions we will gather contact info such as name, phone, and/or e-mail."

The comments indicate that many respondents equate registration primarily or solely with security, as opposed, for example, to using registration as a means to compile information on who is using materials and for what purposes. Many respondents addressed this directly, stating that off-site patrons do not have to register because they are not physically using the materials. Many comments, however, reveal that some libraries do track these transactions using other methods. It is interesting to note that some libraries require additional registration forms when using archival or manuscript materials, probably due to concerns related to security, privacy, or copyright.

A majority of the responding libraries collect typical patron registration information such as name, status and/or institutional affiliation, mailing address, telephone number, and e-mail address. Slightly more than half of the respondents record an identification number, such as a driver's license or student ID number. Several libraries also ask the patron to indicate the purpose of their visit to Special Collections. Only 17 of 74 libraries collect a photograph or reproduction of a photograph of the patron, which is interesting considering that numerous respondents so closely relate the registration process to collection security.

Clearly, there is no consensus among respondents regarding how frequently patrons are required to register. Almost an equal number of libraries fall into one of two extremes—requiring registration annually or requiring registration at each visit. Twenty-five respondents (33%) require on-site patrons using materials to register annually, while 23 respondents (36%) require the same registration to be completed at each visit. Another twelve libraries require registration for on-site patrons using materials to be completed one time only, at their initial visit to Special Collections. A smaller number of respondents require new registration each semester, term, quarter, month, or week. Approximately 88% of the libraries (65) store registration records primarily as paper only and 34% (25) store this information in a database.

### **Public Service Staffing**

Forty-three of the responding libraries (55%) have staff members employed primarily to provide reference services. Those staff members tend to be librarians (an average of 2.8 FTE) and support staff (an average of 2.3 FTE). Archivists have primary reference responsibility at only 15 institutions. Many of the respondents identified staff positions with titles such as Public Services Coordinator, Reading Room Coordinator, Reader's Liaison, and Research Services Archivist. The comments indicate that although libraries are hiring staff members primarily to provide public service, a large number of the libraries continue to divide reference duties among most or all of the staff. A typical comment read, "One librarian position, the Public Services Coordinator, exists primarily to do reference/public service. All other permanent staff assist with public services, however."

### **Reference/Public Services**

Respondents were asked to briefly describe the reference interview process in Special Collections. An analysis of respondents' comments reveals that there are two primary approaches to the typical reference interview. The triage approach involves

patrons interacting first with support staff, student assistants, or reading room coordinators. If the needs of the patrons cannot be satisfied at this initial point of contact, the patrons are directed to subject specialists or other professionals who can provide greater in-depth assistance. Approximately 46 of the 76 respondents (61%) use a triage reference interview process. Comments from multiple respondents indicate that this approach also frequently includes the use of a reception desk that is separated physically from the reference area.

The second major approach described by respondents is a less-formal random reference approach. Several staff members share the responsibility of serving at the reference desk, often in rotating shifts, and patrons simply interact with whomever happens to be at the desk at any given time. This approach doesn't preclude the possibility that a patron may be referred to another staff member for more in-depth reference assistance, but it is far less structured than the triage approach. The patron may interact initially with a student assistant, or they may encounter the head of the department, or the very subject specialist that may be of most help to them. Approximately 22 of the respondents (28%) use the random reference interview process. It is interesting to note that another six of the responding libraries (8%) have a reference interview process in which patrons interact solely with professional members of the staff.

All but a few of the libraries receive and respond to patron reference questions in person, by phone, via e-mail, by fax, or by regular mail. Other means of communication and delivery, such as online forms and express mail services, are used to a lesser degree. Nine pioneering respondents use online chat/instant messaging to interact with patrons.

With few exceptions, the responding libraries provide basic services such as helping patrons identify useful materials and reproducing materials by photocopy or digitization for both on- and off-site patrons. Sixty-five respondents will create a CD or DVD for either on- or off-site patrons and

25 of these, plus a few others, will microfilm materials for patrons. Seventy-five provide instruction or presentations either in Special Collections or in the classroom for on-site patrons; 30 of these report also providing instruction to off-site patrons. A high number (56 or 72%) provide materials to patrons of other libraries via ILL, but only 16 make ILL requests for their own patrons. Forty-eight respondents (62%) conduct research for off-site patrons, which is somewhat higher than expected, but only 26 of these conduct research for on-site patrons. Two others conduct research for on-site patrons but not off-site patrons. Slightly fewer than half of the respondents (37 or 47%) contact patrons to alert them about acquisitions that might satisfy their needs or interests. A few libraries also report that they provide other services, including in-house and online exhibits, referring patrons to other libraries and researchers who can assist with their research, and making presentations to community or school groups.

Fees for on- and off-site patrons are approximately the same for each type of service provided, indicating that most libraries typically do not distinguish between the two types of patrons. A majority of the service fees, such as fees for digital reproductions or microfilm, tend to be the same regardless of whether the patron is on-site or off-site. Fees for photocopying services do vary between on-site and off-site patrons, though, costing almost \$0.50 more per page for off-site patrons. Respondents' comments also reveal that multiple libraries charge a minimum fee in addition to the per-page cost for off-site photocopying requests. The difference in photocopying fees probably can be attributed to the difference between self-service copying for on-site patrons and copying completed by staff members for off-site patrons. It is interesting to note that 21 respondents charge for staff time in conducting research or creating reproductions for both on- and off-site patrons and three others charge for staff time only when assisting off-site patrons.

Reproductions of Special Collections holdings are delivered to patrons using a variety of meth-

ods. Traditional methods, such as having patrons pick up reproductions at the service desk or delivering to patrons via regular mail, are two of the most popular methods. Delivery via e-mail is comparable to delivery via regular mail, with 72 respondents using e-mail and 77 respondents using regular mail.

Sixty-five respondents (82%) have reference/public service policies for Special Collections. These documents include general policy and procedural manuals, registration policies, copyright statement and reprographics policies, retrieving/reshelving policies, and access policies. The other 14 respondents (18%) do not have these policies, though one states they generally follow the policies of the reference department.

### **Public Service Transaction Tracking**

Only four of the 75 respondents (5%) do not track the number of public service transactions. Over 90% of the libraries track the number of reference questions and instruction sessions/presentations given in Special Collections. Between 75% and 77% of the libraries track the number of items retrieved from the stacks and the number of instruction sessions/presentations given in the classroom. Over 60% of the respondents also track the number of items reproduced and the number of directional/information questions received.

Fewer than half of the respondents record public service transactions according to patron status or category (e.g., faculty, student, staff, etc.), but rather simply record the total number of transactions regardless of patron categories. For those libraries that do track transactions by patron category, most patrons are visiting researchers, graduate and undergraduate students (including both individual students and students visiting as part of classes), and members of the local community.

It is no surprise that of the twenty libraries with the highest service transaction statistics, twelve are among those libraries with the highest staffing levels. In particular, libraries with high transaction totals also have a higher number of FTEs for librar-

ians, archivists, student assistants, and support staff. For example, a library with one of the highest annual on-site patron counts (over 7,000) has 12 librarian FTEs (the second highest for that staff category), 8 archivist FTEs (third highest for that staff category), 8 other professional FTEs, 35 support staff FTEs (the second highest for that staff category), 8 graduate student assistant FTEs (the second highest for that staff category), 39 undergraduate student FTEs (the highest for that staff category), and 6 other staff member FTEs (the second highest for that staff category). Another respondent has one of the highest combined on- and off-site patron counts (over 8,000), and has 7.5 librarian FTEs, 5.6 archivist FTEs, and 7.25 support staff FTEs.

### **Public Service Evaluation**

The methods used to measure Special Collections public service quality and/or effectiveness are primarily informal. Informal feedback is used by 96% of the respondents and 66% rely on direct observation of service transactions. Only 36% collect data from comment/suggestion forms and only 30% conduct patron surveys. Although exit interviews are conducted by 19% of the libraries, more formal evaluation methods such as focus groups or advisory groups are used by only 3% of the institutions.

One respondent stated that additional research needs to be conducted to assess the impact of Special Collections services on educational outcomes, such as faculty and student conference presentations, publications, faculty lectures, etc. "Often the resulting use of our materials is not reported back to us," the respondent wrote, "[making it] difficult to get accurate measures."

### **Public Services Promotion**

Special Collections public services are promoted and advertised primarily by Web site, word of mouth, open houses, and flyers or brochures. Several libraries hold special events, offer lectures, and create exhibitions and displays to attract visitors. Respondents' comments also reveal the im-

portance of collaborating with faculty in the classroom. Multiple respondents make presentations to classes and/or prepare descriptions of holdings that can be used with class syllabi. Not surprisingly, those libraries employing the greatest variety of promotional methods tend to be the libraries with higher staff levels, particularly those libraries with more staff members who primarily provide public services.

### **Changes in Public Services**

The survey asked respondents to briefly describe any significant changes in reference/public services in the previous few years. Responses indicate an ongoing and increasing emphasis on curricular support, including teaching, working with faculty to incorporate Special Collections into course syllabi, building class assignments around Special Collections resources, and providing access to those resources physically and/or digitally. Several libraries reported the hiring of new staff members or the reassignment of existing staff members to handle these activities. Approximately 22 respondents pointed to a significant increase in teaching both BI sessions and for-credit courses. One respondent, for example, reported sixteen classes scheduled during just one week. A few libraries also have created new seminar/class rooms with full technological capabilities for teaching activities.

A significant number of the respondents, approximately 35 out of 67, discussed an increase in public programming and outreach activities, including exhibitions, tours, and open house events. Several libraries are concentrating on encouraging greater use of materials by undergraduate students and K-12 students, with the expectation that if they engage the students early on it will lead to repeat visits throughout their academic careers. For example, multiple libraries participate in annual history fairs such as those associated with National History Day. Multiple libraries also emphasized outreach to first-year students. Some of these libraries have witnessed an increase in usage as a result of increased outreach activities to undergraduate and



K-12 students, as well as to community groups. A few respondents, however, pointed out that the increase in public services and outreach has led to a decrease in other activities, such as the processing of materials. They expressed concern that staff members are becoming overworked and stretched thin as Special Collections units increasingly focus on labor-intensive, public services responsibilities.

Not surprisingly, numerous respondents discussed the impact of technology and digitization. The general consensus was that digitization efforts have been increasing steadily in recent years and will only continue to increase. Approximately 17 respondents mentioned an increase in the number of e-mail and online inquiries and several respondents described increased patron transactions as a result of improved intellectual access tools. One respondent proposed that the increase in online resources would lead to a decrease in on-site usage. Approximately ten respondents discussed how digital reproduction technologies are replacing photocopying and other reproduction methods; some libraries are providing digital reproduction equipment such as scanners and cameras to patrons. One respondent wrote, "As more... materials go online, the nature of the questions reference staff handle has changed and the visibility of the collections has grown." Reference questions can be more complex, with a higher level of specificity, and patrons have increased expectations regarding turnaround time for responses. Multiple respondents pointed to the need for flexibility in staff workloads, training to provide skills that have been lacking, as well as greater cross-training between Special Collections staff and staff in other library units.

## Conclusions

The data gathered by this survey are useful in that they provide a general overview of the current state of reference and public services in Special Collections, but the comments provided by respondents are particularly useful because they reveal future directions and trends. For example, one of the most interesting items revealed by the survey

is that several research libraries are attempting to reach out to younger students, specifically K-12 students and college and university freshmen. These libraries hope that by attracting young students early in their academic careers they may be able to instill in them an awareness of, and appreciation for, Special Collections holdings and services. This may be a significant change for those libraries that traditionally have tailored their services towards principal users such as faculty, visiting researchers, and graduate students.

Survey responses indicate that data collection practices vary widely among Special Collections units in ARL Libraries. Patron registration and transaction tracking, in particular, seem to be two areas where practices differ greatly. Libraries use different definitions and procedures to identify and track patrons, making it difficult to determine which patrons are registered and/or counted, how frequently registration occurs, and how the patrons are categorized, if they are categorized at all. It is clear that public services are being measured differently at various libraries and the lack of standardization makes it difficult to arrive at conclusions based on comparison of the responses. A collaborative, comprehensive approach towards the standardization of public services procedures and the manner in which libraries measure those services is needed.

Libraries are systematically gathering quantitative data to measure services, but relatively few libraries are actively assessing the quality and effectiveness of their public services. Fewer than half of the libraries collect evaluative data from comment/suggestion forms, patron surveys, exit interviews, focus groups, or advisory groups. Informal feedback and direct observation of service transactions are the primary means by which libraries collect information that can be used to assess quality of services. This is a source of concern given the passive nature of these evaluative techniques and the fact that Special Collections units are actively developing new strategies for providing services to patrons.



A majority of the responding libraries reported on the impact that technology has had on public services in Special Collections. The availability of descriptive information for large percentages of processed materials clearly impacts reference and public service activities. Information about holdings can be disseminated to a wider audience and researchers can discover this information more easily. As some respondents commented, the number of online reference requests has increased and the nature of the requests has changed. Patron expectations regarding how and when services should be provided electronically also have changed. Requests have become more specific because patrons have access to detailed descriptive information prior to interacting with reference staff. In addition, the availability of digital objects online makes it possible for users to gain access to holdings without visiting the library and without interacting with staff.

Technology also has affected how Special Collections staff conduct outreach, instruction, and other public programming. Libraries are working with faculty and scholars to create digital content for use in lectures and exhibits. Some libraries report that online exhibitions have enhanced visibility and led to increased requests for information.

The increase in the number of off-site patrons apparently has not affected the manner in which Special Collections provide public services. Survey responses reveal that libraries tend to serve off-site patrons in the same manner that they serve on-site patrons. The types of services offered and the fees charged for those services tend to be about the same for both types of users. Patron registration is the one area in which libraries significantly treat off-site researchers differently than on-site researchers. Comments indicate that libraries do track off-site public service transactions, but that a majority of the libraries do not require formal registration for off-site patrons.

It is understandable that libraries would not register every patron accessing digital surrogates online. However, for those patrons requesting reference services for holdings that are unavailable digitally, it is somewhat surprising that the libraries would not routinely collect information about the nature of their requests. If the registration form is intended solely as a security measure to track physical use of holdings, then there is plausible justification for this discrepancy. It is obvious, however, that many libraries intend for the registration process to be much more than a security measure. For example, some libraries require in-house patrons to sign the registration form stating that they have read and understand certain policies of the library, such as reproduction and use policies. It is clear that many libraries need to examine their registration procedures to determine if off-site patrons should be treated in the same manner as on-site patrons.

The results of this survey demonstrate an increasing emphasis on public services in Special Collections. Many respondents commented directly on this, stating that staff and other resources have been focused on public services. Several libraries commented on staffing, specifically pointing to the creation of new positions dedicated primarily to public services. Many also commented on the need for existing staff to be trained so that there is greater flexibility and adaptability to change. It remains to be seen whether this focus on public services will adversely affect other activities, such as collecting and processing, and some respondents are anxious that this may be the case. However, it is obvious that Special Collections staff are taking advantage of a variety of opportunities, or creating new opportunities, to deliver public services. For their part, researchers are thinking creatively about new ways to use Special Collections resources and this certainly will have an impact on the delivery of public services.



## SURVEY QUESTIONS AND RESPONSES

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The SPEC survey on Public Services in Special Collections was designed by Florence Turcotte, Research Services Archivist, and John Nemmers, Descriptive and Technical Services Archivist, Department of Special and Area Studies Collections, George A. Smathers Libraries, University of Florida. These results are based on data submitted by 79 of the 123 ARL member libraries (64%) by the deadline of March 27, 2006. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

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Over the past few years there have been a number of surveys examining current practices in Special Collections, as well as discussion about the need for further data gathering activities. Recent surveys of ARL member libraries have addressed topics such as security, preservation, digital projects, and hidden collections; proposed survey initiatives are directed at collecting data on the holdings of Special Collections (processed and unprocessed). None of these surveys has focused specifically on issues related to reference and patron services in Special Collections. However, the manner in which Special Collections provide access to their holdings is as important as the substance and extent of the holdings they collect. This survey is designed to gather information pertaining to the provision of reference and related public services for both on- and off-site patrons. Specifically, it investigates methods of patron access, types of intellectual access tools used, the collection of patron data, reference staffing, public services offered, the reference interview process, fees for services, and public service evaluation and promotion methods.

Special Collections have been defined as library materials that, in addition to supporting research, are often characterized by artifactual and monetary value, by uniqueness or rarity, and by a long-term preservation and access commitment on the part of the library. This normally excludes general collections characterized by format (e.g., nonprint or microforms departments) or by subject specialization. For the purposes of this survey, the phrase Special Collections also refers to the department, unit, or library that collects and manages those materials.

## BACKGROUND

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### 1. Are Special Collections at your institution consolidated into one department/unit/library or are they dispersed across a number of libraries? N=79

Special Collections are consolidated into one department/unit/library	35	44%
There is one primary Special Collections department/unit/library, plus other smaller Special Collections in other libraries	25	32%
There are several Special Collections departments/units dispersed across a number of libraries	11	14%
Other	8	10%

#### **Please explain other collection arrangement.**

"Books and historical manuscripts are consolidated in Special Collections in the library. However, university archives as well as 15,000 linear feet of non-university archival materials is located in the University Archives, which is entirely separate from the library system."

"Most university special collections are in the main research library which covers the rare books, historical manuscripts, and university archives. The medical institutions maintain their own archives and rare book units which are not covered by these answers."

"Multiple units with special collections, especially Rare Books and Manuscript Library, University Archives, Music Library, Sousa Archives, and Center for American Music, etc. Answers here are based on services of University Archives and Sousa Archives, which in terms of size of non-book special collections are the largest by a significant factor."

"Special Collections has as its primary focus the Hawaiian and the Pacific Collections. There is also a department called Archives & Manuscripts which contains the University Archives, Congressional Papers, Hawaii War Records, and other collections. I would assume that the term 'special collections' could apply to both departments. I will answer this survey in terms of the Special Collections Department (Hawaiian and Pacific)."

"The university library system does not have a Special Collections department. Each of the five libraries that make up the system has one or more special collections, usually under the supervision of an appropriate subject specialist or accessible through reference librarians or access personnel."

"There are many 'special collections' within the library that are housed and/or serviced through different departments. For the purpose of this survey, we will be examining the services and collections that fall under the responsibility of the Rare Books and Manuscripts Department."

"There is one primary Special Collections department/unit/library, plus one specialized archive under library management. \*Also of note—we share our Reading Room and a portion of our stacks with the University Archives (not under library administration.) Our Reading Room desk staff will register and orient the Archives

researchers to the Reading Room but will call upon the University Archive staff for reference question assistance.”

“There is one primary Special Collections Library with a separate, small unit (largely university archives) maintained at a branch library.”

***If Special Collections are dispersed, please answer the survey questions based on services at the primary Special Collections location.***

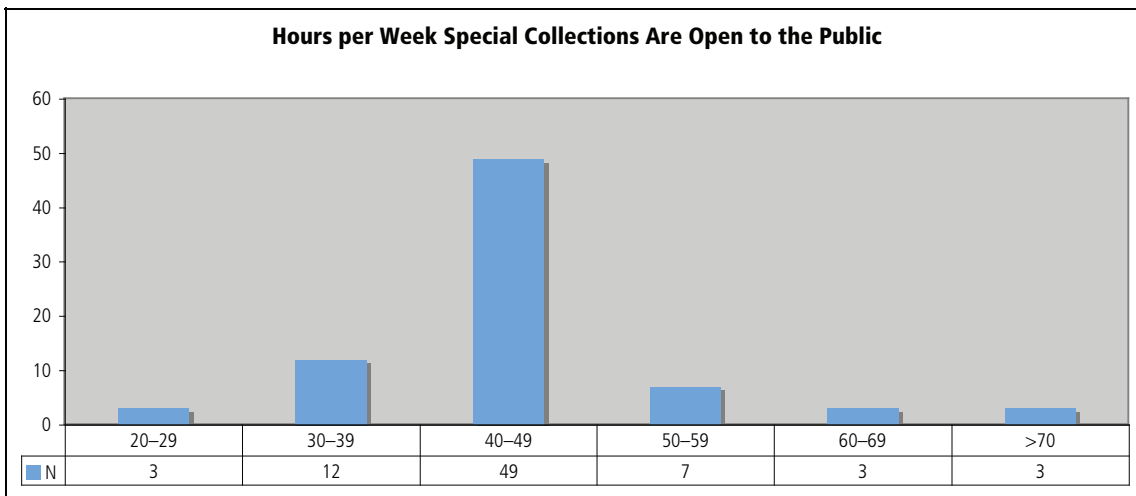
2. Is public access to Special Collections available on a regular schedule or only by appointment?  
N=79

Regular schedule	77	98%
By appointment only	2	2%

If on a regular schedule, how many hours a week, on average, is Special Collections open to the public? N=77

**Average number of hours per week open:**

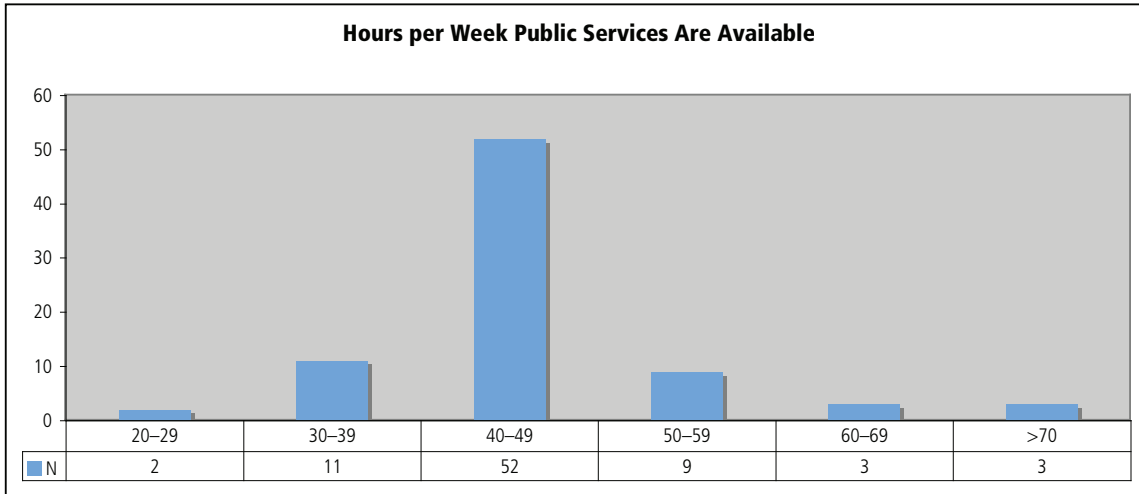
Minimum	Maximum	Mean	Median	Std Dev
20.0	83.0	44.6	44.0	10.4



How many hours per week are Special Collections reference and other public services available to patrons? N=79

**Average number of hours per week reference/public services are available:**

Minimum	Maximum	Mean	Median	Std Dev
27.5	83.0	45.1	44.0	9.7



3. Please indicate how Special Collections materials are stored. Check all that apply. N=79

In on-site closed stacks that are accessible by staff only	77	98%
In off-site closed stacks that are accessible by staff only	51	65%
In digital formats that are accessible online	51	65%
In stacks that are open to the public	11	14%
Other	6	8%

**Please explain other storage arrangement.**

"Both on- and off-site closed stacks."

"Microform."

"Most are stored in closed stacks, but a small portion are in open stacks (reference materials, heavily used materials)."

"Open stack reference collection."

"Reference collection in reading room accessible by patrons."

"We have a few collections that are stored offsite, but we are in the process of bringing them back."

4. Please estimate the percentage of processed Special Collections materials that are findable through the following types of intellectual access tools. N=76

Percentage	N	Min	Max	Mean	Median	Std Dev
Catalog record in local OPAC	74	2.0	100	73.2	82.5	27.2
Finding aid or descriptive guide (online)	72	1.0	100	50.0	50.0	31.5
Catalog record in WorldCat or other union catalog	71	1.0	100	68.1	80.0	29.0
Finding aid or descriptive guide (print)	70	1.0	100	60.7	70.0	32.5
General description of collection on a Web site	62	1.0	100	67.4	77.5	33.7
Card catalog or other print tool	44	1.0	100	40.9	31.5	33.4
Publicly-accessible database other than the library catalog	34	1.0	100	28.4	12.5	32.0
Other	8	0.1	85	27.5	16.0	33.3

**Please describe other access tool.**

- .10% CD/ROMs
- 3% Online exhibits and digitization projects
- 5% Folklore
- 15% University Archives databases that are not yet publicly accessible
- 20% Local indexes to photos and vertical files and some manuscripts
- 85% Shelf list
- Accession list
- Printed bibliographies



## PATRON REGISTRATION

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5. Special Collections patrons are typically required to register before using items from the collection. Are patrons of your Special Collections department/unit/library required to complete a registration form **prior to receiving reference service** or only prior to using materials in the collection? N=79

Registration required:	N	On-site Patrons N=76		Off-site Patrons N=65	
		Yes	No	Yes	No
Prior to receiving reference service	71	30	41	2	58
Prior to using materials	76	76	—	26	36
Do not require registration	9	3		9	

### Selected Comments from Respondents

"Although we tend to have our on-site researchers register as soon as they enter the research room, it is not required that they register prior to receiving reference service. We try to register our off-site patrons, but we are not consistent in this."

"Depends on the type of 'reference service,' of course. Registration may be required or may not for on-site patrons. I'm not sure how an off-site patron can meaningfully register."

"Except for digital collections our collections are never used off-site."

"For off-site patrons, patrons don't fill out a form, but staff do ask for the information and record it in an Access database."

"For telephone and e-mail reference and access requests, staff complete the form. If a patron is a walk-in, he/she completes the form."

"Interview patrons first to determine whether they need Special Collections materials before troubling them to register."

"Many visitors receive preliminary reference service before full registration to determine whether they need to use departmental holdings or whether they will need to use other library resources."

"Not a formal registration form but more of a sign-in registry log."

"Off-site patrons are e-mail, phone, fax. Do not register but sent indemnification form with materials."

"Off-site patrons are required to complete a 'Request for Duplication' form."

"Off-site patrons are required to sign a 'Notification to Publish' form and fill out a 'Service Request' form but not register."

"Off-site patrons have access to our catalog and most of our finding aids. They can request reference service and, as appropriate, they can request copies or scans of material."

"On-site registration is primarily for security purposes with patrons handling materials. We gather some data on off-site patrons, but don't require proof of identification, for example."

"Our procedures require researcher registration before we provide service. Occasionally, we provide service without registration to someone who is clearly not going to benefit from our holdings and services."

"Patrons affiliated with either the university or [another local school] are not required to complete the library's registrations form. They do need to present their university ID. For patrons using manuscript collections, there is a second registration form. As off-site patrons don't handle the materials, they are not required to register."

"Patrons are not required to register prior to receiving reference service. Before using mss collections, patrons are required to fill out a mss use request form—this is for both on and off-site patrons. For those onsite, prior to using any materials, they are asked to provide identification."

"Registration if provision of identification and statement of research purpose and topic constitutes registration, but not a signed agreement to conditions."

"Registration is through an in-house database."

"Registrations consist of holding suitable identification during use of materials."

"University students, faculty and staff are not required to register. We create a special collections 'borrower record' based on their university ID card. Thus my reply relates only to non-university users. I have taken 'off-site patrons' to mean those who submit reference inquiries by mail, fax and email. These are answered without a registration but if copies of original materials are sent, the researcher must fill out and return the application form for use of original materials."

"Using materials is interpreted to mean use of the originals, which must be done on site."

"We collect information when patrons order duplication services. We found the registration form to be cumbersome (lots of complaints), and have never had to defend our reading room policies on the basis of a registration agreement."

"We currently do not require off-site researchers to complete an official registration form. The need for one has been identified and a new form and policy are currently being drafted. Ideally, we would like to use the same form for both on-site and off-site research performed at each visit."

"We do not have a specific registration form. On-site patrons sign in; off-site patrons do not have any paperwork to complete UNTIL they request material."

"We do not require registration in the formal sense, but we require a photo ID for any in-house use of materials and a valid library card for any borrowing (we do have circulating materials). No ID is required for reference help. We do use a type of registration form for our archival and manuscript holdings—a 'manuscript request form' that includes personal information as well as the topic and the items being requested (folders, boxes, etc.)"

"We do not require registration of off-site patrons. However, in answering questions we will gather contact info such as name, phone, and/or e-mail. Many off-site requests involve numerous back and forth instances of communication."

"We have some book collections that do not require registration."

"We know the identity of off-site researchers, the materials they request by photocopy or other means of duplication, and their contact information, but we do not routinely require them to complete a registration form."

"We only require non-university visitors to register. University faculty, staff, and students do not need to register."

6. If patrons are required to register prior to receiving reference service, is this the same registration that is required before they can use materials in the collection? N=30

	N	On-site Patrons	Off-site Patrons
Yes	25	25	3
No	5	5	—

### Selected Comments from Respondents

"All researchers register to use Special Collections. In addition, patrons using manuscript materials are required to fill out a Project Description form on their first visit before they can use manuscript collections."

"Full registration is required annually. Sign-in only is required on subsequent visits during that year, with confirmation of ID. against the registration form. Off-site patrons are not required to register before receiving reference service."

"If they do not need to use departmental holdings they are still asked to sign the daily visitors log."

"On-site initial registration for reading room entry requires sign in with valid photo ID. Use of manuscript or archival materials requires additional filling out of patron registration form. Off-site patrons: filling out of patron registration form automatically (for use of archival or manuscript materials)."

"Patrons are asked to fill out a registration form as soon as they enter Special Collections."

"Patrons register and then receive service. We sometimes provide reference service and referrals to other libraries units without requiring registration."

"Some divisions also require that patrons complete a separate form to use rare materials."

"There is a general registration form that every patron completes and a special registration form subsequently completed when rare books, manuscripts, and university archives collections are requested."

"We currently require all incoming researchers who use our Reading Room to register with basic information and signature. Those who wish to use our manuscript material fill out an additional informational request form. Those who wish to just use our rare book and reference collections do not."

"We don't distinguish between reference service and use of materials because reference service/questions lead to material use."

7. Please indicate which categories of patron data are collected on the registration form. Check all that apply. N=74

	N	Reference Service N=42		Using Materials N=69	
		On-site Patrons N=39	Off-site Patrons N=16	On-site Patrons N=69	Off-site Patrons N=33
Name	74	39	15	69	32
Address	73	36	10	67	30
Institutional/Corporate affiliation	65	32	9	60	23
Telephone number	63	31	9	61	24
Classification/position (e.g., faculty, student)	59	29	8	53	19
E-mail address	55	29	11	51	23
Identification type	42	19	3	36	12
Identification number	38	15	1	33	11
Photograph of patron	20	7	—	17	3
Other	20	12	—	19	5

**Please describe other data category.**

**Reference Service On-site**

ID required (2 responses)

Photocopy of ID

Purpose of visit (e.g., article, paper, genealogy)

Area of study

Research interest

Subject area

Topic of research

Subject of research, purpose of research, course/instructor, publication plans

Categories of materials to be used

Material consulted

Type of materials needed

### **Using Materials On-site**

Current photo ID

Photocopy of ID

Purpose of visit (e.g., article, paper, genealogy)

Description of research, faculty member supervising research, if applicable

Research interest

Research topic

Subject area

Topic of research

Topic of research & photocopy of ID

Subject of research, purpose of research, course/instructor, publication plans

Material consulted

Specific materials to be used

Type of materials needed

Second address (work, family member, etc.)

Project, type of materials, whether other patrons may be informed of research

Will research result in commercial product?

We ask if we can share information with other researchers.

Research interests; allow their information to be shared?

### **Using Materials Off-site**

Description of research

Topic of research

Project, type of materials, whether other patrons may be informed of research

Will research result in commercial product?

Verbal agreements or e-mail agreements must be made.

8. How frequently are patrons required to register? N=74

	N	Reference Service N=36		Using Materials N=70	
		On-site Patrons N=36	Off-site Patrons N=8	On-site Patrons N=68	Off-site Patrons N=27
Annually	27	12	—	25	6
At each visit	26	13	4	23	9
One time only	17	5	3	12	7
Once per semester/term/quarter	3	2	1	3	1
Other	8	4	—	5	4

**Please describe other time period.**

**On-site**

Monthly

Once as long as they are active researchers, otherwise once/year.

Once per week

One registration form, but daily sign-in [for reference]. Registration form done annually, but each collection requested and date of request performed at each visit [for use].

Two years

Sign-in at each visit

If patron is using the same materials on multiple visits, they register only once.

**Off-site**

Only once per request

Two years

When they come on site

9. How is this patron information stored? Check all that apply. N=74

Paper file	65	88%
Database	25	34%
E-mail folder	8	11%
Spreadsheet	2	3%
Other	6	8%

**Please describe other storage method.**

Box

Correspondence file

Online circulation system (part of integrated library system)

Secure library database

Special Collections patron information is stored as part of the library's circulation system.

Stored for brief period only to ensure patron confidentiality.

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**PUBLIC SERVICE STAFFING**

10. Are any staff in Special Collections hired primarily to provide reference/public services? N=78

<b>Yes</b>	43	55%
<b>No</b>	35	45%

**Selected Comments from Respondents**

**Yes**

"'Primarily' is defined as 20-30% (minimum) of full-time status."

"One librarian position, the Public Services Coordinator, exists primarily to do reference/public service. All other permanent staff assist with public services, however."

"Our Administrative Assistant/Reader's Liaison spends 65–75% of time coordinating public services; proportion of other staff members' time varies."

"Reference staff consists of 1 FTE librarian, 1 3/4 FTE librarian, and 10 part-time student assistants."

"The Assistant Curator's primary responsibility is to provide public service. Curator also provides reference and



public service, particularly if it is highly complex or involves donor restrictions.”

“There is one staff member (paid by general operating support grant funding) who handles the information desk where patrons are registered. There is also one professional staff member who handles nearly all reference inquiries via Internet, phone, mail, and fax. There is also an archivist/librarian on duty at all times in the reading room, but it is not a primary responsibility. Nearly all professional staff participate.”

“To indicate the importance of public service, we have one professional and one staff member who have public service as their principal responsibility.”

“We have a Coordinator of Public Services and a Research Services Archivist position.”

“We have a permanent staff of 12. Of these, two are for public service and one of them is primarily reference.”

“We have a Public Services Department.”

“We have a reading room coordinator and library specialist on staff full time specifically for the reading room/reference services.”

“We have one full-time librarian and one full-time library assistant with primary responsibilities being reference/public service related. We do use other staff as needed to assist with the increasingly busy reference operation and to cover the Reading Room desk shifts.”

“We have one full-time reference librarian but 13 other staff members provide primary levels of reference and public service.”

## **No**

“All four faculty members do reference.”

“All full-time staff work regular reference shifts. So do some part-timers.”

“All full-time staff and part-time student assistants have aspects of reference service in their job descriptions, but no position is primarily designated to this function.”

“All our people are cross-trained for technical and reference services and we want knowledge derived from processing available from reading room staff.”

“All permanent staff (2 librarians, 2 archivists, 3 staff) provide reference service, as well as 3 graduate students.”

“All staff perform both public and technical services, although certain staff members are designated as the front line public service staff. These front line staff also understand that public service is their top priority, but their job descriptions are fairly balanced on public service vs. technical service.”

“All staff providing public service have other assigned duties, usually processing/cataloging.”

“Everyone handles reference service/public service at some level.”

“I’m not fond of designating a person exclusively to reference work in a S.C. environment, though some have heavier reference loads.”

“Only one full-time staff member in Special Collections.”

"Our librarians are area specialists who handle reference, collection development & management, and instruction. Each of us was hired to work in all these aspects of librarianship."

"Reference/public services is a major part of all our staffs' duties, but there is not one designated reference librarian or archivist."

"The archivists and librarian handle reference service."

"We have had a designated public services librarian in the past and hope to have one in the near future."

11. Please indicate the total number of staff (FTE) who work in Special Collections at each staff level. Indicate how many of these staff have **primary** responsibility for providing reference/public service and how many have **some** responsibility for providing reference/public service.  
N=77

**Special Collections FTE N=77**

	N	Minimum	Maximum	Mean	Median	Std Dev
Head of department/ unit/ library	76	0.50	9.0	1.3	1.0	1.2
Support staff	69	1.00	51.0	5.9	3.8	7.5
Librarian	65	0.75	32.0	3.5	2.0	4.3
Archivist	55	1.00	12.0	2.9	2.0	2.7
Undergraduate student assistant	47	0.25	39.0	5.4	2.5	8.4
Graduate student assistant	37	0.25	12.0	2.3	1.0	2.5
Other professional	33	1.00	28.0	3.5	1.0	5.5
Other	16	0.40	23.0	3.2	1.6	5.4

**Please describe other staff category.**

Category	FTE
Volunteer	0.4
Digital dedicated	1.0
Visiting Scholar	1.0
0.5 as other student assistant, 0.5 as intern	1
Volunteer	1
Interns	1.5
Conservator	1.5
Project staff and volunteers	1.75
Paraprofessional	2
Temporary	2

Conservators	2
Digital programs	2.5
Temporary	3
Curators	6
Catalogers and Processing Technicians	23

**Primary Reference FTE N=50**

	N	Minimum	Maximum	Mean	Median	Std Dev
Support staff	31	0.50	12.0	2.3	2.0	2.3
Librarian	30	0.50	45.0	2.8	1.0	8.0
Archivist	15	0.50	3.5	1.3	1.0	0.7
Graduate student assistant	8	0.25	6.0	1.7	0.5	2.1
Head of department/ unit/ library	7	0.50	1.0	0.9	1.0	0.2
Other professional	6	1.00	2.0	1.3	1.0	0.6
Undergraduate student assistant	5	0.75	6.0	2.8	3.0	2.1
Other	1	0.30	—	—	—	—

Interns .30 FTE

**Some Reference FTE N=70**

	N	Minimum	Maximum	Mean	Median	Std Dev
Support staff	54	0.20	10.0	3.1	2.0	2.5
Librarian	51	0.15	15.0	2.2	2.0	2.3
Head of department/ unit/ library	50	0.10	5.0	1.1	1.0	0.9
Archivist	45	0.10	10.0	2.3	1.5	2.0
Other professional	21	0.10	12.0	2.3	1.0	3.1
Undergraduate student assistant	17	0.25	6.0	1.9	1.5	1.5
Graduate student assistant	15	0.10	4.0	1.3	1.0	1.3
Other	3	0.40	6.0	2.8	2.0	2.9

Volunteer 0.4 FTE

Temporary 2.0 FTE

Curators 6.0 FTE

## REFERENCE/PUBLIC SERVICES

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12. Are there written reference/public service policies specifically for Special Collections? N=79

Yes	65	82%
No	14	18%

### Selected Comments from Respondents

"Documents include policies and procedures for reader registration, retrieving and reshelving material, quick tips for reference services, and reprographics."

"Our paper registration forms provide some guidelines on using our special collections."

"Policy manual with periodic (at least annual) reference instructional refresher sessions."

"Public documents are on the Web. Internal procedures manuals are under revision."

"There have been some major changes in our Special Collections department over the past couple of years, mainly the head of public services retiring last year after 33 years of services. The new reference/public services librarian has identified the great need to review the existing policies—new and up-to-date policies and procedures have recently been or are currently being drafted for public services."

"These primarily relate to usage and handling of collections by patrons."

"They take the form of 'help' sheets for patrons; e.g., information sheets and pathfinders."

"We are in the final stages of preparing an online public services manual."

"We do have a departmental reference manual, frequently updated."

"When registering, patrons must read the 'rules of use' and sign an agreement that they have read those rules and that they agree to abide by these public service policies."

"Yes, we have an access policy and duplication policies."

"No, in general the policies of the reference department are followed."

13. Which methods do the Special Collections department/unit/library staff use to receive and respond to patrons' reference questions? Check all that apply. N=79

	N	Receive	Respond
E-mail	79	79	79
Telephone	79	79	77
In-person at a reference desk	79	78	79
Mail	79	78	76
In-person by appointment	75	73	75
Fax	74	71	69
Web form	49	47	32
Express mail service	46	39	40
Online chat	8	8	4
VoIP	4	4	3
Instant Messaging	1	1	1
Other	1	1	1

**Please describe other method.**

Via ILL department

14. Please briefly describe the reference interview process in Special Collections. For example, describe with whom patrons typically interact when they first enter Special Collections, with whom they initially discuss their research questions, when a librarian becomes involved in the reference interview, the level of assistance given, etc. N=76

## Selected Comments from Respondents

### Triage Reference Approach

- " 1. Greeted by foyer desk student.
2. Referred to staff member on reference desk. If person on duty is not a librarian or archivist and that level of assistance needed/desired.
3. Librarian or archivist called to desk.
4. Librarian or archivist research or supervise research queries coming from offsite."

"Contact is with support staff at least 95% of the time. Librarian acts as liaison and back up for some questions."

"First contact is usually with paraprofessional or support staff, who can answer basic questions, get patron started on their research. Archivists or librarians become involved with more in-depth research."

"First the client contacts General Reference. If the question can't be answered, then it is transferred to the specialists. It could be a telephone conversation or the Reference Specialist and recommend or arranged an appointment. For the written request, they may go directly to a specialist or the query may be transferred to them by the Triage team in Reference Services area."

"For on-site queries, the reader sees the support staff/reception staff for basic service and is then referred to the reference librarian on duty, as needed (most issues beyond known item request), and may be further referred (by appointment) to a specialist, if the person on reference duty is not that specialist."

"From reading Room Supervisor to available staff to Specialist Curator for special and complex questions."

"In-person researchers are first greeted by a member of the support staff who makes sure they are in the correct reading room, checks their ID, and introduces them to the guidelines for using the collections. The researcher is then interviewed, either by the support staff (up until it is clear that the individual needs specialized assistance, at which point they are referred to a curator/reference specialist) or a reference librarian. The researcher is guided to the use of online resources, card catalogs, and original collections. The process is generally highly interactive and iterative as researchers progress through their research. Either librarians or support staff assist in handling objects, screening materials for photocopying and preparing photoduplication requests. E-mail and Web form requests from off-site researchers are initially sorted by support staff and then answered by librarians or support staff, depending upon the level of complexity of the request. Both librarians and support staff provide telephone guidance in understanding the scope of the collections, use of online resources available remotely, and responding to photoduplication and rights questions."

"Initial contact is often made by a graduate student assistant (GSA) at the front reading room desk. The GSA also often handles registration. The Assistant Curator is physically located in the reading room and will become involved in many reference questions, if they are beyond the very basic level. The Curator's office is located right off of the reading room and the Curator provides assistance in complex, involved reference requests particularly if there are donor or copyright restrictions involved. When reading room traffic is high (very common during regular semesters), all three levels of staff are involved in all aspects of reference services. So, there would be no distinction made in terms of complexity. We simply handle whichever person has not yet been served. The level of assistance provided to our patrons is intensive as everything is staff-mediated."

"Initial contact: reading room monitor, who refers people to appropriate curator as needed. Most people beginning a research project (as opposed to coming in to use one or a few specific items they had already identified) will be referred to a curator."

"On-site patrons interact with a staff person at the front desk, complete their registration and request material. If they request more detailed information on our holdings a professional (librarian or staff curator) is called out. Some patrons make appointments before arriving and see a professional immediately on arrival. Professionals can spend from 10 minutes up to several hours with a patron depending on what they need."

"Our patrons first interact with our secretary/receptionist, who is responsible for registration procedures and filtering inquiries. Then the librarians/professionals become directly involved with the reference interview."

"Patron speaks with library assistant and signs in user log. After defining what he/she is looking for the patron signs the registration form and locks away his/her belongings. Requests for items are written by patron on call slips, which are presented to the library assistant along with the patron's photo ID. If the library assistant

can help the patron, she will pull the materials requested; if not, she will refer the request to the Special Collections Librarian or the Archivist/Acting Head of the department.”

“Patrons are generally greeted by student reference assistants. If the questions presented are beyond the training of the students, a librarian is close at hand to take over the negotiations and answer the question. If the librarian is unsure of the answer he or she will contact the curator of the collection for an answer.”

“Patrons are greeted by a support staffer who contacts an archivist who provides forms, conducts registration, etc. Off-site requests are handled by a support staffer in consultation with the appropriate professional staff.”

“Patrons are greeted by the front desk attendant and are required to register. The front desk attendant then calls for a subject specialist who comes to the public area to talk with the patron. All librarians have front desk duties.”

“Patrons are served by staff at the reference desk in the main lobby. We have veteran staff in the library who are very familiar with the twists and turns of the collections. Very capable but do not hesitate to call on librarians when required.”

“Patrons are usually greeted by an undergraduate student assistant upon arrival. If the visit involves mediation of inquiries that require the use of archival documents, the student will ask one of the full-time staff to meet with the researcher in the reading room.”

“Patrons come to reference desk and usually contact a student assistant, who helps with routine questions, like paging a book if given a call number. For more complicated questions, the patron is referred to staff with appropriate subject/format expertise.”

“Patrons first encounter a Library Assistant IV at the reference desk. In-depth queries are referred to the Research Services and Cataloging Librarian.”

“Patrons first interact with student assistants at department’s information desk. Simple requests for books are often handled here. Most reference requests, however, are handled by a reference staff member in the reading room. Patrons receive varying levels of assistance depending on the nature of their research. Some in-depth reference assistance is initiated outside of the reading room via e-mail, phone, or in person appointments with reference staff or collection archivists.”

“Patrons initially sign in and leave personal belongings in lockers at the entrance of the building. For those who have never visited Special Collections, a brief overview is offered. Once they reach the reading room, they interact with the staff member at the reference desk, who may or may not be a librarian. They are greeted and asked how they may be helped. If it is their first visit, they will be asked to complete a registration form, and will be introduced to the finding aids and catalog tools which will assist them in identifying materials that will allow them to satisfy their research needs. If the staff member on duty feels unable to assist the patron, a librarian may be asked to give additional advice regarding available sources.”

“Patrons most often contact the Special Collections office staff by phone, e-mail, or in person. The office staff then refers the patron to the librarian most closely involved with the materials requested (e.g., manuscripts, or rare books). The librarian then assists the patron. Depending on the patron’s mode of entry to Special Collections (e.g., in person, e-mail, etc.), the reference interview may be one session or multiple sessions.”

“Patrons’ first contact is the front desk, which is manned by student workers, who will then send patrons to



the reading room; contact with a librarian varies. If the reading room staff needs to make a referral, then an e-mail is sent to a librarian."

"Professional staff do not staff the reference desk, but are on call and a schedule is provided to support staff at the reference desk. On-site: patrons usually receive all the help they need by their first interaction with the support staff. If they need additional assistance, professional staff are readily available. The level of assistance given is depends on the patron's needs."

"Reception desk/reading room staff greets visitor and provides departmental orientation and registration assistance. If reference assistance is required, a professional librarian provides it."

"Receptionist checks patron in and answers routine reference questions. Manuscripts patrons are interviewed and oriented. All patrons may be referred to appropriate curator(s) and a reference desk is staffed continuously."

"Researchers are greeted by a support staff member at an information/circulation desk. If they are returning to use materials on reserve or have a call number for a specific book, they fill out requests for the materials. All first-time users of archives and manuscripts receive a reference interview before they consult finding aids or fill out an application to use original materials. Librarians perform all reference interviews."

"Researchers interact first with the reception desk, where they register, submit belongings for storage in a locker, and let the reception desk staff know what work they will be doing in Special Collections. Any user not requesting printed materials is sent to the reference desk for assistance. All inquiries/questions regarding manuscript materials, visual materials, and rare books are referred to the reference desk. Reference staff deal with questions ranging from the need for a specific manuscript collection to in-depth research consultations."

"Student assistant at reception desk directs patron to lockers and to reading room. Person on duty (faculty or staff) in reading room discusses research request with patron. If necessary, the staff member most knowledgeable in a given area is called in. Researchers are expected to do their own research, but we try to provide a high level of service based on our knowledge of the collections."

"The patron interacts first with the Special Collections and University Archives Information Assistant who signs them in, instructs them on the use of the lockers, rules and regulations, etc. The patron then is interviewed by the professional staffing the reference desk, and if more specialized reference assistance is subsequently needed, with the appropriate curator."

"The patrons interact first with the support's staff who direct them to the librarian if the level of reference is too specialized."

"The Public Services Specialist greets researchers at the door, registers them, and handles informational questions. He/she will call a back-up reference librarian or subject specialist if necessary."

"The Reader Services desk serves as the main switching station for the library. It is staffed by 1.75 FTE support staff, a manager, and one librarian. Reserves and basic reference are handled at the front desk. Unusual or in-depth requests are handed off to a curator."

"The reference desk fields most in-person questions. If the project is large or complicated, one of the librarians will be brought in to discuss with the patron."

"The user first meets a receptionist who asks them to leave coats, packages, etc., in a locker/closet and shows

them the reading room. The person at the reference desks then assists the user. A librarian may or may not be called in, depending who is at the desk and the nature of the question.”

“This depends on whether the patron contacts us in person or by mail or e-mail. Initial in-person contact is at the reference desk which is manned by both professional and para-professional staff. These staff do ‘triage’ and refer patrons to professional staff as needed. We also receive queries via mail/e-mail which can lead to an in-person interview, but the ‘triage’ part does not happen in person.”

“This varies depending on the special collections department. In some, the patron first encounters a student employee and is then referred to a professional. In others, the patron encounters a professional immediately. All patrons wishing to use archival or manuscript collections must consult a librarian or archivist.”

“Typically, greeted by support or student assistant staff who respond if they can; if they can’t they pass patron along as appropriate—apparently straight-forward questions go to support staff, clearly complex ones to librarians.”

“Upon entering the department patrons are greeted by support staff or student assistants. After completing registration cards patrons are assisted by the reference librarian or other staff, such as curators, as appropriate.”

“We have two people on duty at all times, a reference librarian and a desk staffer, who are both physically present in reference area at opposite desks. Patron most often goes to desk staff first (large desk with REGISTRATION sign) and either registers (usually) or is introduced to reference staff (small desk with REFERENCE sign) to determine if we have what they need. Some know a single item they want and so don’t participate in ref interview. Depth of interview depends on needs of patron.”

“When patrons come in they are initially greeted by support staff in that Special Collections unit. They discuss their reference needs with that staff member, who determines whether they can answer it or whether they want to bring in the librarian/archivist for that unit to provide further assistance. We provide reasonable levels of reference assistance, but for anyone needing actual research done (more than an hour or two of work) we will try to arrange for them to hire an onsite research assistant (usually graduate students).”

“When patrons enter the special collections area, they encounter a receptionist who is either a library assistant or a part-time employee. The receptionist notifies the librarian on duty that a patron has entered and the librarian conducts a preliminary reference interview to determine that the patron actually needs to use special collections. If it is determined that the patron does need to use the collections, the patron registers and continues a more in-depth reference interview with the librarian in the reading room. The librarian provides an orientation to the catalogs and finding aids and suggests other appropriate materials to support the patron’s research.”

“When patrons enter, they are interviewed at the service desk by a clerical employee who determines the amount of assistance necessary. If any patron indicates they need more help or special assistance, the clerical staff member will contact the reference librarian, the head of public services, the appropriate curator or relevant archivist. The staff also keeps track of patrons at the work stations and inquires if they need assistance.”

“When patrons first enter the library, they are greeted by a public services graduate assistant who briefly explains reading room rules and gives them a pass into the reading room. When they enter the reading room

they are registered by a full-time P.S. staff member or librarian who conducts an initial reference interview at that time. At all times during the week a librarian is available for additional reference assistance.”

“When patrons first enter the reading room, they usually encounter the circulation desk and are directed to the reference desk. The patron discusses the research question with the librarian on duty at the reference desk. The queries received at the desk vary from simple informational queries (e.g., how to do an online request for paging of materials) to complex research matters (e.g., tracing the changes in the historiography of Hawaii).”

“When they first enter Special Collection, patrons typically interact with support staff or technicians. Then, they usually discuss their research questions with technicians. Librarians become involved when the research topics require working with databases and are highly specialized.”

### **Random Reference Approach**

“All staff (and student assistants) rotate at the reception desk and field questions which are then referred to the appropriate librarian/curator/archivist.”

“Departmental faculty and staff rotate public desk duty, and conduct initial interviews. Depending upon complexity of topic and subject areas, faculty and staff on duty will refer to colleagues in the department with expertise in that area.”

“First contact, for procedures and registration, is with the person serving at the reference desk. For ‘known item’ requests, service follows. Librarians become involved for complex questions, for queries regarding instruction, for in-depth research assistance, and for all ‘extraordinary’ requests.”

“For on-site, patrons enter the main research room and interact first with the librarian or support staff working at the reference desk. That staff member proceeds with a reference interview. If that staff member cannot assist them (e.g., if additional expertise is required, or if the patron requests a specific staff member), then the appropriate staff member, usually a collection curator, is asked to work with the patron. If that curator or subject specialist is not available, then staff consult to determine who best is able to satisfy the needs of the patron. It can be a real team approach. If a patron is conducting in-depth research over several hours/days they typically interact with several librarians/archivists and support staff.”

“For walk-ins, user makes initial contact with staff at front desk. For e-mail, phone, etc., we encourage contacting the department in advance, so we can assist in selecting/locating the right collection. Many times, we start with the department head who refers to staff person with the most relevant expertise.”

“Initial contact is with whoever is on duty on reference desk. Special collections inquiries are normally directed to either the Head of Special Collections or one of two assistants. Detailed reference inquiries are almost always dealt with by the Head of Special Collections (librarian).”

“Interact w/person at reference desk, either student or full-time employee. If student can’t answer question, referred to full-time employee or librarian as available or as needed.”

“Most questions are handled directly at our reference desk. We all staff the desk. We have a great support staff that can handle nearly all questions. So, one of the librarians is only pulled in when there are difficulties.”

“One staff member monitors the main reference e-mail box and distributes as needed, but all staff members do some reference. On-site patrons typically refer to the staff member on desk duty at the time, but may

request assistance of anyone with whom they have previously worked.”

“On-site users begin the process at the reference desk, at this point the staffer (librarian/archivist/ division director/ support staff) will ascertain the collections required by the patron, this may involve searching to find appropriate material. The registration process is started, this requires current photo ID. The patron is also required to read the rules for use of special collections. Staff at the reference desk also complete the call slips required to page the collection including the location on the vault. The patron is then directed to the security desk which has oversight for the use and handling of records in the reading room. At this service point the patron is advised of the use of secure lockers to store their personal items, given instructions on the procedures for handling special collections, including handling items such as photographs and reproduction procedures and costs. Phone inquiries to the division are directed to the reference desk; e-mail inquiries are handled through a centralized address box and dispersed to the appropriate curator or research assistant.”

“Patron talks with the person stationed at the reference desk and discusses her/his reference needs. Reference person suggests the best method on how to answer their question and also which collections to use.”

“Patrons typically walk directly to the reference desk, which may be occupied by professional or classified staff. Specialized reference inquires are referred to professional staff with subject expertise—when available they’ll come out to greet the patron, or available by appointment.”

“Researchers first encounter the staff member at the reference desk. Some know exactly what they want; others don’t. The nature of the reference interview and who’s involved varies as needed.”

“The reading room desk is staffed during open hours and the individual staff member on duty (2–3 hour shifts) handles all reference questions. Other staff members may be called to assist if necessary.”

“The reference/registration desk is usually staffed by a professional or para-professional who can provide a full range of reference assistance. Occasionally, a question will require consultation with a colleague with specialized knowledge. Sometimes, students staff the desk during low-traffic periods. Students are encouraged to offer reference service to patrons and will refer patrons with research questions (as opposed to simple material retrieval requests) to full-time staff.”

“The service desk is usually staffed by a member of the staff. This person either completes the reference transaction or refers the customer to another member of the department for assistance.”

“There is one service desk in Special Collections. Patrons register, sign-in, receive reference assistance, and request materials at the reference desk in the reading room. One staff member is on duty at the reference desk all service hours. Staff who work at that desk include librarians and library assistants. When more assistance is needed, the Public Services Coordinator is paged or the question is referred to that librarian.”

“Unless a specific person in department is requested, interviews are begun at front desk by whichever staff member is available and on the desk. Support staff: one with a PhD, another with a Masters. Sometimes librarians not involved at all.”

“Upon entrance patrons are greeted by the staff, librarian, or student who is sitting at the front desk. Most patrons ask for a specific item, the person at the desk is then able to register the patron and retrieve the item. If the patron has a reference question a librarian is consulted. Many patrons contact the department ahead of their arrival. In these cases, a librarian will handle the request, or assign it to a staff member with knowledge

in a specific collection relating to the request. All patrons receive one-on-one attention until their request is satisfied.”

“Users are requested to complete an identification form, indicate nature of topic, and staff (whichever category is available at the time), post follow-up questions to narrow in on topic of inquiry. Librarians never become involved. We do not employ librarians, but we hire archivists.”

“We have three staff members (all have been here for at least 10–15 years each), one librarian who sits regularly at the reading room desk. If the researcher is new, the staff at the desk will ask them briefly about their research topic, register, and orient them to the reading room policies and procedures. Once these steps are complete, staff will provide more in-depth information regarding the collection(s) the researcher is here to view. Many researchers have been in contact with the librarian prior to their arrival. In these cases, the librarian will be called out after the registration process to welcome them and discuss their research further, if needed. The librarian, if not at the desk already, will also become involved with the reference interview if the researcher is beginning an extensive research project and/or whose project will result in publication. The librarian and curators will become involved when a faculty member/student will be using materials for a class project.”

“With the exception of one professional and one staff dedicated to public service, all staff take shifts on the reference desk. Once the registration form is filled out, all staff work with researchers of all levels to assist them in finding what they need.”

### **Other Reference Approaches**

“Interact w/faculty at all stages. Graduate students page materials & ready reference collections.”

“Meet initially with senior reference librarian or archivist. The senior reference librarian and/or archivists are available for consultations as needed. Assistance varies, but generally reference and archives staff provide a high level of service.”

“Patron interacts with the Head of Special Collections librarian for all of the above.”

“Patrons first interact with librarians and archivists, although sometimes we do employ students. So, the initial reference interview is conducted by a professional. The level of assistance is high, because we also point patrons to additional sources within our special collections and to other collections in the area.”

“Patrons interact with an archivist/librarian when they first enter Special Collections. Their initial questions are discussed with an archivist/librarian. Archivist/librarians are always involved in the reference interview. Basic identification of resources and checking of information is provided to patrons. Extensive research is not provided to patrons.”

“Referral/intro to librarian/archivist”

“Typically, a researcher comes into the reading room and is greeted by an archivist or the librarian. The reference interview can be short or quite involved, depending on what is required by the researcher. Finding aids, reference tools, online catalogs, Web sites, etc. may be suggested as forms of assistance.”

“We do not have a special collections area. Patrons rely on regular reference librarians, graduate student assistants, and subject specialists to discuss research questions.”

15. Please indicate which of the following services are provided to patrons by Special Collections staff. Check all that apply. N=78

	N	On-site Patrons	Off-site Patrons
Help patrons identify materials in the collections	78	78	74
Photocopy materials for patrons	76	70	72
Conduct instruction sessions/presentations in the library related to access and use of Special Collections	75	75	27
Digitize materials for patrons	74	72	72
Create CDs/DVDs for patrons	66	62	65
Conduct instruction sessions/presentations in the classroom related to access and use of Special Collections	63	62	23
Provide materials to patrons of other libraries via ILL	58	33	56
Photograph materials for patrons	56	53	52
Conduct research for patrons	50	28	48
Contact patrons to alert them to acquisitions that might satisfy their research needs (similar to "reader alerts" used in public libraries)	39	37	27
Microfilm materials for patrons	28	27	26
Request materials for own patrons from other libraries via ILL	16	15	10
Other	9	7	7

**Please describe other service.**

"Alerts' done informally for faculty. Some preliminary research done for remote patrons to answer basic questions."

"Exhibits (tangible and digital)."

"May refer patrons to other libraries known to have resources which might be helpful to patron."

"Online exhibits, digitization projects, and online digital video productions."

"Online lists of frequently answered research questions."

"Provide list of independent 'researchers for hire' that can assist them with research beyond the level of reference service we provide."

"Presentations to community groups or school groups not affiliated with [the university]."

16. Please indicate how reproductions of Special Collections materials are delivered to patrons. Check all that apply. N=79

	N	On-site Patrons	Off-site Patrons
Mail	78	64	77
Patron picks up material at Special Collections service desk	76	76	41
E-mail	72	54	72
Fax	64	42	64
Express delivery service	50	24	50
FTP site	24	16	24
Other	10	10	10

Please describe other method.

	On-site Patrons	Off-site Patrons
CDs	✓	✓
Download from server	✓	✓
On-campus file sharing service	✓	
Pick up at general library circulation desk	✓	
Pick up at reference desks and access desks	✓	✓
Self-service photocopiers in RR	✓	
Copies provided via photoduplication service		✓

17. Please indicate if fees are charged to either on-site or off-site patrons for any of the following direct costs. Check all that apply. If a fee is charged, please enter the amount of the charge (e.g., \$.25, \$1, \$5) and the unit of charge (e.g., hour, page, exposure, etc.). N=77

Fee Charged N=77	N	On-site Patrons		Off-site Patrons	
		Yes	No	Yes	No
Photocopies	77	74	2	71	4
Digital reproductions	74	63	10	68	6
Digital media (CDs, DVDs, etc.)	67	51	15	53	13
Delivery costs (e.g., postage)	66	42	14	56	9
Photographs	62	56	5	56	4
Staff time (e.g., conducting research, creating reproductions)	57	21	33	24	32
Microfilm	43	27	15	27	14
Other	15	14	—	13	—

**Please describe other category.**

	On-site Patrons	Off-site Patrons
Additional fee for special handling	✓	
Analog media	✓	✓
Audio production	✓	
Audio/video reproduction	✓	✓
Combined flat postal/service fee		✓
Commercial use fees	✓	✓
Copy negative	✓	
Handling	✓	✓
Image service fee		✓
Oversize historic maps	✓	✓
Publication exhibit fees	✓	
Use fees, special handling, minimum research time	✓	✓
Use of space (film crews on the premises)	✓	✓
VHS videos	✓	
Videotaping	✓	✓

**Amount of Charge N=75**

On-site Patrons N=75	N	Minimum	Maximum	Mean	Median	Std Dev
Photocopies	71	0.07	0.50	0.20	0.20	0.1
Digital reproductions	58	0.25	50.00	10.99	9.00	10.8
Digital media (CDs, DVDs, etc.)	43	0.50	100.00	10.46	5.00	16.6
Photographs	37	2.00	179.00	21.14	12.00	30.0
Delivery costs (e.g., postage)	18	1.50	12.00	5.67	5.00	3.0
Staff time (e.g., conducting research, creating reproductions)	17	3.00	75.00	25.53	20.00	20.1
Microfilm	15	0.10	125.00	36.80	27.00	41.4



Off-site Patrons N=74	N	Minimum	Maximum	Mean	Median	Std Dev
Photocopies	71	0.10	25.00	0.67	0.25	3.0
Digital reproductions	60	0.25	50.00	11.07	9.50	10.6
Digital media (CDs, DVDs, etc.)	44	0.50	100.00	10.07	5.00	16.3
Photographs	37	2.00	60.00	16.92	12.00	14.1
Delivery costs (e.g., postage)	27	1.50	12.00	5.63	5.00	2.9
Staff time (e.g., conducting research, creating reproductions)	19	3.00	75.00	25.47	20.00	19.0
Microfilm	14	0.10	125.00	39.41	31.00	41.6

Additional fee for special handling	—
Analog media	varies
Audio production	\$109/hour for audio engineer's time
Audio/video reproduction	varies
Combined flat postal/service fee	—
Commercial use fees	varies
Copy negative	\$18.30/image
Handling	\$4/transaction
Image service fee	\$20
Oversize historic maps	\$50/image
Publication exhibit fees	\$25 for nonprofit, \$50 for commercial
Use fees, special handling, minimum research time	varies
Use of space (film crews on the premises)	\$200/production, \$500/day
VHS videos	\$10/video
Videotaping	\$10/hour for on-site, \$50/hour for off-site

### Unit of Charge N=76

Photocopies	page (66 responses), exposure (6), item (2)
Digital reproductions	scan (22), image (20), page (2), photo (2), exposure (2), hour (2), item, reproduction, disk
Digital media	disc (26), hour (4), scan (4), image (2), file, copy, item, 30 minutes of music
Microfilm	reel (6), copy (3), frame (3), 50 pages, 120 frames
Photographs	print (27), image (4), exposure
Delivery costs	package (14), order (9), 50 sheets, 100 pages
Staff time	hour (13), service fee (4), order (1), 100 copies

## Selected Comments from Respondents

"Charges vary by item, intended use (e.g., photo on cover vs. inside page of book/journal) and type of user, e.g., student, non-profit, commercial institution."

"Currently working on policy/procedure to charge for most of these services."

"Delivery charges are charged for on-site patrons only if their order is mailed after their visit."

"Base photocopy charge is 25 cents, but added amounts for foreign orders, larger than letter size orders, and fragile materials."

"For digital reproductions, the cost depends on size and format."

"If over 250 copies are made, flat \$50 charge, then 10 cents for each copy thereafter; copies up to through 250 are free."

"Members of the university community are given five free scans, after that they are charged \$5 per scan."

"Duplicate reels of existing microfilm may be purchased for \$40 per reel."

"Photographs and microfilm are contracted out. No fee schedule has been put in place for digitizing or CDs."

"Photographs are rarely supplied now, this has been replaced by scanning. Colour photographs are more expensive than the b&w indicated above. There are also use fees."

"Prices for some of these services may vary depending on supplier (e.g., photographs) or requester status (commercial vs. non-profit)."

"Scanning may involve a \$5.00 set-up fee."

"All photoduplication orders require curator's approval; photography of oversize historic maps is a new, trial service."

"Service fee, if applicable, is a one-time flat fee of \$25 for most materials; \$50 for architectural drawings."

"We have also recently implemented a policy regarding pre-payment of photoduplication orders along with accepting Mastercard/Visa for payment. Both of these changes have helped us greatly with collecting balances and with the general ease of workflow and overall transaction."

"The costs of digital reproductions are applied according to the condition and medium of the items, e.g., an oversize map will require an overhead camera and is more costly to reproduce than a letter which may be photocopied. All requests and the reproduction methods are subject to curatorial approval. Files on CD are available at \$5.00 per CD, other formats would proceed according to staff time and the availability of equipment on site. Research is provided at no cost for 2 hours, after that the fee charged would be charged according to type of question, use of research, and their extenuating circumstances. University departments are generally not charged additional fees but if the inquiry appears to be complex would be encouraged to send staff to undertake this. Notable exceptions include the President's office. Copyright and permission are handled through the Reproduction Services e-mail account. Charges vary according to the type of publication and use, i.e., commercial."

"The Photoduplication Service charges for staff time to conduct research, reproduction, and delivery."

"These figures reflect either costs charged through the library's fee-for-service unit, other campus units that provide the services, or off-campus vendor of services. Digitization more or less eliminated microfilm requests."

"Users needing research assistance are referred to a list of researchers for hire."

"We *assist* on-site patrons with many of these services (and provide equipment they may use). Photographic, microfilm, sound and video recording replication, etc. are sent to an off-site unit that invoices patron for work done and materials used. We do not charge for our intermediary work. We limit both research and the number of photocopies we do for off-site patrons, recommending they hire a research assistant for more extensive work if they cannot visit themselves."

"We charge students the lower prices; commercial uses get the highest price."

"We do not charge for the CD or DVD but only for the scans on it. If it is an audio or video, \$15.00 per disk."

"We do not charge staff time for copying, but we do charge for conducting research."

"We do not presently charge an hourly research fee for off-site reference requests. We charge a flat \$10 combined postal/service fee to off-site requests that result in duplications (of any kind) being provided to the patron. We do not charge anything for basic information communicated over the phone, for example. On-site users are charged at cost for duplication services and no additional service fee is assessed. Charges for CD/DVD, photographic, and other media duplication are dependent on the extent of the material duplicated. We charge at cost if the material is sent to an outside vendor for duplication (such as our Teleproductions unit)."

"We'll likely be decreasing our media charge and increasing our scanning charges soon."

## **PUBLIC SERVICE TRANSACTION TRACKING**

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18. If Special Collections tracks the number of public service transactions, please indicate what transaction data are normally recorded. Check all that apply. N=75

Do not track the number of public service transactions	4	5%
Number of instruction sessions/presentations in the library	71	95%
Number of reference questions	69	92%
Number of instruction sessions/presentations in the classroom	58	77%
Number of items retrieved from stacks	56	75%
Number of items reproduced (digital, photocopy, film, etc.)	50	67%
Number of directional/informational questions	45	60%
Number of ILL requests	37	49%
Number of items retrieved from storage	34	45%

Number of research consultations	33	44%
Number of items reshelved	28	37%
Other	13	17%

**Please describe other data category.**

Number of new/return visitors

Number of permissions to publish

Number of record series/collections used

Number of reproduction requests

Number of researchers using manuscript collections

Number of tours; number of consultations

Numbers of reference transactions with remote users; reference and directional transactions with in-house users are tracked twice a year for a week; number of items circulated is normally tracked but we're in database transition

Only during library designated times

Permission requests

Reference requests by e-mail, telephone, or fax

Registrations/day

Several times a year, reference and directional queries are sampled over the course of a week

Sound recordings played for patrons

19. If you record public service transactions by patron category (e.g., faculty, student, staff, etc.), please indicate how many patrons in each category were served by Special Collections staff during 2005. N=65

	N	On-site Patrons	Off-site Patrons
Do record patron category	27	27	6
Do not record patron category	50	38	43

### Number of Patrons Served by Patron Category

On-site Patrons N=27	N	Minimum	Maximum	Mean	Median	Std Dev
Faculty	22	16	545	198.1	179.5	144.8
Graduate students	21	78	1,417	514.8	381.0	399.9
Undergraduate students	23	52	2,000	617.1	564.0	461.5
Staff	18	6	319	114.6	76.5	94.3
Local community	15	24	1,907	380.1	201.0	471.7
Visiting researchers	19	17	3,121	780.5	263.0	978.5
Alumni	11	6	675	143.4	60.0	195.1
Other	15	34	5,579	1,169.1	581.0	1640.9

### Please identify other patron category.

Anyone other than the categories above

Classes

Extension

Faculty and staff combined (2 responses)

Genealogists

General public, students/faculty/staff from other institutions

Graduate and undergraduate students combined

ILL

Members of Congress

Miscellaneous

Private, institutional

Public

The university community

Off-site Patrons N=6	N	Minimum	Maximum	Mean	Median	Std Dev
Faculty	5	6	271	83.6	60.0	109.3
Graduate students	3	38	80	63.7	73.0	22.5
Undergraduate students	4	4	69	37.5	38.5	29.4
Staff	3	32	58	48.7	56.0	14.5
Local community	1	112	—	—	—	—
Visiting researchers	3	13	317	199.3	268.0	163.2
Alumni	3	9	83	44.0	40.0	37.2
Other	4	202	332	281.5	296.0	55.7

**Please identify other patron category.**

General public, students/faculty/staff from other institutions

ILL

Reference transactions by e-mail, phone, etc.

The public

**Total Number of Patrons Served**

**All Respondents N=49**

	N	Minimum	Maximum	Mean	Median	Std Dev
On-site patrons	49	157	11,696	3,002.0	2,526.0	2,327.7
Off-site patrons	25	6	5,146	1,477.7	750.0	1,454.8

**Respondents Who Track Patron Category N=27**

	N	Minimum	Maximum	Mean	Median	Std Dev
On-site patrons	27	157	7,688	2,632.2	1,730.0	2,147.1
Off-site patrons	6	6	688	429.7	451.0	256.4

**Respondents Who Don't Track Patron Category N=28**

	N	Minimum	Maximum	Mean	Median	Std Dev
On-site patrons	22	592	11,696	3,455.8	2,856.0	2,507.1
Off-site patrons	19	55	5,146	1,808.5	1,210.0	1,523.8

## **PUBLIC SERVICE EVALUATION**

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20. What methods are used to measure Special Collections public service quality and/or effectiveness? Check all that apply. N=77

Informal feedback	74	96%
Observation of service transactions	51	66%
Comments/suggestions forms	28	36%
Patron surveys	23	30%
Exit interviews	15	19%
Focus groups	2	3%
Formal advisory group	2	3%
Other	4	5%

**Please describe other evaluation method.**

Annual citation compilations for scholarly articles and news items

Public Service staff meetings

Read surveys, reports, etc. on issue

Thank you letters

## **PUBLIC SERVICE PROMOTION**

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21. How do you advertise/promote Special Collections public services? Check all that apply. N=79

Web site	79	100%
Word of mouth	71	90%
Orientations/Open house events	68	86%
Flyers/brochures	61	77%
Direct e-mail	31	39%
Telephone calls	19	24%
Published advertisements	12	15%
Other	25	32%

**Please describe other promotion methods.**

Class presentations (8 responses)

Exhibits/displays (8)

Lectures (5)

Tours (3)

Attending and speaking at conferences (2)

Articles in Friends of the Library newsletter

Collaboration with library bibliographers and reference staff

Description of accessibility and materials perhaps of use at outset of classes

Archives film festival, online digital videos of university history

Presenting sample rare book bibliographies to faculty that complement class syllabi

Hosting book talks and other events, often in conjunction with other units on campus

Program of outreach implemented by staff

Public outreach to local groups and public libraries

Publicity releases

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## **CHANGES IN PUBLIC SERVICES**

22. Please briefly describe any significant changes in reference/public services in Special Collections in the last few years, particularly those that relate to the use of Special Collections for teaching and learning (for example, increasing outreach to undergraduate students or other specific patron groups, taking materials from Special Collections into the classroom for class use and research, etc.) Please describe the impact of these changes on Special Collections staff. N=67

### **Selected Comments from Respondents**

"As mentioned earlier, the libraries have recently re-organized. Staff, who had been responsible for general collections, now have some responsibility for special collections. In addition, staff previously assigned to special collections now work with general collections as well. There have been several new initiatives to encourage undergraduates to use the collections of the [special collections] library. During first year orientation, there are tours of special collections. In addition, last year at the start of the semester, we held an open house for first years to show the wealth of materials available to them. We also worked with the Admissions Office, to provide campus tour guides with anecdotes about the library and its collections. The library has recently begun working with the presidents of the senior class to sponsor an open house during senior week."



"As more collections materials go online, the nature of the questions reference staff handle has changed and the visibility of the collections has grown. Some divisions note the challenge of adapting to the changes and directions in certain fields while striving to maintain the exceptional level of reference service patrons have come to expect. Divisions also note that they have increased their public programming and outreach. For example, the Prints and Photographs Division offers a Web form for the public to request tours and orientation sessions which are proving increasingly popular, and also post a quarterly 'What's New' Web page to describe recently acquired and cataloged collections. Remote researchers can more readily answer some questions for themselves, but staff now receive a greater quantity of complex queries that require more research. Questions about copyright and restrictions on the use of images have increased with the greater availability of digital images. P&P's solution has been to provide as much rights information as possible through catalog records, Web documents, and general guidelines about the processing of assessing rights."

"Doing more teaching; have more finding aids online; have more open houses."

"Dramatically increased participation in RLG SHARES program and have loaned more rare books to researchers in other Special Collections repositories."

"E-mail/digital access—increase in digital access has given more flexibility in sharing and reproducing rare materials. Impacts are: 1) new workloads; 2) expectations in regard to response time is much higher; 3) increased time with undergraduates and K-12 (e.g., History Day)."

"Faculty requests for orientations are increasing, both at archives and in classrooms. E-mail and Web form inquiries increasing. Door counts decreasing."

"Greater emphasis on services and outreach to undergraduates and graduate students, K-12 students and teachers. Explosion in e-mail inquiries. Complexity of reference transactions is increasing, along with demand for quick turnaround, and expectation for full online access to collections."

"Hire of new director [in January, 2003] who saw the need for outreach/instruction/greater presence locally and nationally. This director recently left for a new position and we are currently in the search process for a new director. Our instruction program had grown during this time and continues to grow. We have worked hard to re-establish a solid relationship with the university faculty/staff through this program and continue to reach out and have our materials and content of our materials used in a classroom setting and/or for class projects. We primarily conduct our instruction sessions inside the library and will tailor our instruction to the individual class curriculum and strengths of the collections. On occasion, we will go outside the library to talk with classes about our collections."

"Improved facilities including an electronic seminar room makes it possible for more scholars to use the collections for teaching and research thus increasing visibility and use."

"In 2003, Special Collections was consolidated with the University Archives and Local History Collection in the new Archives and Research Collections Centre. This heightened the profile of the collection and allows for more effective integration of patron research projects and instruction."

"In fall 2005, the library's Department of Rare Books and Special Collections hosted 80 classes with attendance of 843 faculty and students. Of the 843 present, 696 were undergraduates. The increased popularity and use of Rare Books and Special Collections has been a positive impact. A great number of faculty are repeat visitors with their classes each semester. The results of which have been on 'over-extension'

of the public services librarians who conduct the primary outreach activities and proctor the majority of the classes. However, curators are now seeing the benefits of outreach and beginning to proctor more classes each semester. Support staff have also been trained by the public services staff so that they too may be available to proctor classes. This week alone there are 16 classes scheduled. It is a very exciting and intense time in the department."

"In recent years we have taken the following measures to increase the quality and quantity of our public services:

1. Hired a full-time public services coordinator with one full time and two part-time assistants;
2. Hired a Research Services Archivist to coordinate research services for manuscripts and archives;
3. Encouraged professional and curatorial staff to increase outreach and bibliographic instruction activities;
4. Made the research room available whenever needed to support these activities."

"Increase in number of presentations by curators to both undergraduate and graduate classes, as well as participation in information fairs for incoming students and presentations at residence halls by a number of staff members has resulted in increased patron usage and preparation time in pulling together material specific items for display; presentations by the director of the Oral History Center to classes and community groups have led to an increased level of donations and usage of oral histories."

"Increase in team teaching with general instruction librarians. Steady rise in off-site e-mail queries directly coming to Special Collections and forwarded through general reference. Increased graduate student interest in Special Collections. Increased use of manuscript collections as result of improved access through online catalog and TARO."

"Increased access to the public; increased outreach, exhibits, lectures."

"Increased campus outreach; increased classroom presentations; increased presentations to interested community groups."

"Increased instruction sessions offered to faculty and students which has resulted in increased use in the collections. Added evening and Saturday hours which allows for working people and students from other institutions to visit which increases patron use."

"Increased outreach to undergraduate students; initiated partnership and collaboration with teaching departments; strengthened liaison activities. Result: a significant increase in on-site use."

"Increases in instruction sessions taught. Collaboration with outside departments for exhibits requires heavy involvement from staff and departmental faculty."

"Increasing numbers of classes are using Special Collections so that undergraduate students are in touch with authentic materials and using primary sources for their research. It's keeping us hopping! The percentage of undergraduate users in our reading room continues to go up."

"Increasing outreach to undergraduates, grad students, and the public; targeting specific classes which we can support; book talks and other events; sponsoring showings of movies with tie-ins to our collections."

"Large increase in e-mail contact as a result of online finding aids and exhibitions. Increase in requests for digital reproductions."

"Library renovation project has resulted in Special Collections moving out of the main library building to off-

site facilities. This has led to fewer walk-in patrons and an increase in e-mail and telephone reference.”

“More undergraduate use of primary sources, including class assignments, which can present logistical challenges in the reading room. More e-mail requests; very few mail requests.”

“No change. We have been making classroom presentations for over 30 years. The activity is a standard feature of our work every quarter. It takes time and preparation but since it is expected and accepted and routine, the impact is minimal.”

“Not really changes. We have been doing above for a number of years, adding only laptop presentations.”

“Not related to teaching and learning necessarily, but we added an ‘askspecialcollections’ Web form so that off-site patrons can communicate with us without having to guess which staff to send their questions to. This was added within the last year and 1/2.”

“Now routinely making digitized copies of items not easily reproducible with other methods, such as tightly-bound mss. Opening of new reading room facility and classrooms has led to expansion of teaching and (especially) informal classroom exhibitions.”

“Our library underwent a major renovation that moved Special Collections to the main floor in a prominent location, with increased visibility for exhibitions. This was done in part to increase awareness/use. Our use statistics have gone up, but it is hard to know if this is due to newer faculty who bring in classes more, an increase in finding aids online, or the new location. It has made service taxing at times, because all of our staff have multiple responsibilities (public and technical services) but we all keep user needs as our top priority. We have added support positions in the past 5 to 6 years to help provide additional assistance.”

“Our library’s new OPAC and Web site had repercussions on the preparation of our instruction sessions. We offer more of these. Our documentary resources are made available more fully. Patrons are more familiar with the use of computers. We emphasize instructions on catalog research. Patrons ask more questions by phone or e-mail. We do less on-site consultations.”

“Our reference and public services are undergoing noticeable changes as we digitize finding aids, digitize some collections, and make a concerted effort to reach out to local community groups and improve our Web presence. The primary impact is that new archivists/librarians need to have knowledge of digital software such as XML, TEI, Dublin Core, and other forms of metadata as well as skills at digitizing using imaging hardware and software.”

“Over the last few years there has been a concerted effort to expand the participation of Special Collections & Archives in the instruction program. We have had success in providing instruction in classes in the departments of History, Dance, Art, Spanish, English, as well as other disciplines. We often work closely with the research bibliographers in these disciplines in presenting class sessions on primary sources. We have also had significant success in reaching out to undergraduate students by developing a teaching component of the Humanities Core Program, a class in which many students enroll. The impact has been significant, primarily in increasing our statistics and in increasing the demand for assistance in our Reading Room.”

“Over the last few years, special collections staff has made a concerted effort to increase outreach to educational groups—from grade school to graduate school. This emphasis on outreach has not limited reference services, but has limited support services, e.g., materials processing, developing Web content, etc.”

"Public service has remained relatively stable with undergraduates researching the same topics year after year. Questions concerning gender, sexuality, and comic art are rising. Use is down slightly overall as a result, we presume, of the Internet."

"Request for photo ID has affected the registration process. Curators on campus are able to check items out from the collection because of similar training and expertise. Occasional check-out of materials to other faculty for classroom use on a case by case basis—increased awareness of accessibility of materials is one result."

"Shift from paper-based duplication services to digital; expectations from patrons that anything can be digitized and immediately delivered. Yes, we try to expand our outreach to classes each year. We do this by involving more staff members whose jobs are not primarily public services but who have an interest in and aptitude for making presentations."

"Significantly increased number of classroom presentations/instruction in past two years, along with on-site tours by classes and other groups. This takes time away from other staff duties, but is a significant means of encouraging use and awareness of our collections."

"Staff interactions with patrons on-site, off-site, and with students, informally and in the classroom, has increased by more than 50% within the past 5 years due to more dynamic Web presence, an increase in the number of e-mail exchanges with faculty and students, a more aggressive public relations campaign, as well as a 50% increase in the number of exhibits and lectures each year."

"Technology has had the greatest impact on our public services in recent years. The start of an EAD-based Online Archive has greatly increased our off-site reference requests (e-mail especially). We have opened up to digital reproductions (use of digital cameras) in the reading room, and scanning (by staff) has suddenly replaced photoduplication of our photoarchive collections. And there are growing numbers of electronic resources provided by the university library for which much training is needed for special collections reference staff to stay current."

"The availability of our collections through a Google search has increased our inquiries by perhaps 30%. This has had major implications for our resources as many of these remote researchers have little experience with the descriptive conventions employed by Special Collections and often end up at our site through a random search often for genealogical inquiries or personal research. This has raised the issues of the servicing of off-site researchers not associated with the community or focusing resources on the needs of the university constituency."

"The availability of special collections materials and information regarding them online has facilitated access, reduced handling of original items, increased e-mail inquiries, and placed new demands on staff time."

"The changes have involved increasing the number of public services staff and hiring a professional reference librarian. These changes have resulted in better public services and better staff morale."

"The increase use of Special Collections in the last few years created difficulties for the librarian and the technicians who are already swamped with work."

"There has been a steady increase in the use of e-mail to submit inquiries, to the almost total exclusion of postal mail. There is also a growing demand for digitals scans of documents, which has almost eliminated the number of requests for photoreproductions. Faculty in new disciplines, such as sociology and psychology, are

bringing their classes to the classroom of Archives & Special Collections for orientation to potential use of holdings.”

“Through History Day, we have increased our contact with the junior high and high school level students in the community. With the Reference Division we are now offering an annual all day workshop in the library for teachers working with History Day students. A number of factors have significantly raised the number of questions we receive on e-mail: the libraries shifting to Question Point; the increased number of finding aids online; and the large amount of material, particularly photographs, available digitally. This increase means that all staff do more reference work than before. We have shifted one position from 100% indexing to 50% reference, 50% indexing. A new classroom, resulting from a 2004 renovation, has increased the number of classes coming into Special Collections and the number of meetings that off campus/community organizations, such as the Book Arts Guild, hold in Special Collections.”

“Two major changes in the past few years have been an increasing emphasis on outreach to the student population (both graduate and undergraduate) through class presentations and our information-rich Web site. Both have increased demands on staff time for the presentations and, even more dramatically, the amount of e-mail reference.”

“Use of all special collections by undergraduates has increased dramatically, as use of primary source materials is built into the curriculum. Reference transactions have become more varied, as skill levels vary, and they are more extensive, as patrons need significant help.”

“Use of digital media and reproductions is increasing, e.g., use of electronic rare books and Web site materials. Requires staffing.”

“We continue to try to do more outreach, often through the academic departments. We’ve also digitized, and are digitizing, more materials for greater access. We’ve always taken materials from Special Collections to the classroom, and we try to do more of that for larger classes.”

“We do outreach to faculty, particularly new faculty. The result has been an increase in class tours and classes in our reading room for special presentations.”

“We have added a digital camera. This has increased our ability to provide reproductions and taken staff time from other duties. Many faculty are requesting digitized images for use in classes. We have long had a very active teaching program, so that is not new to us.”

“We have attempted to increase our on-campus presence by encouraging faculty to incorporate assignment using primary resource material into their curriculum. Special Collections staff conduct more instruction sessions and use of the reading room has increased.”

“We have been trying to integrate the disparate pieces of the department (University archives, Judaica collection, manuscript collections, book collection) more, which has meant cross-training in providing public service procedures. This has meant that the same services can be provided by more staff, rather than patrons always needing to talk to collection specialists to find materials. We are in the final stages of preparing a specialized OPAC for manuscript and archival collections that will make searching for materials easier and more transparent.”

“We have been very aggressively promoting class use of the collections and we are reconceiving the department so its primary focus is curricular support. This has created many more class assignments. The result

has been a far busier reference desk during times when assignments are due.”

“We have dramatically increased class use through increased outreach primarily focused on collaboration with library bibliographers and reference staff, integrating presentations and class visits. Last year we held over 200 class sessions. A key element in this success was the renovation of a classroom in SCRC to a technology-friendly space that faculty love. It includes a document camera that is changing the way faculty teach with collections. We have also had increasing success with encouraging faculty to design courses around Special Collections resources, not just visit once for a show-and-tell. Faculty are also developing assignments that require students to move into our Reading Room as researchers. This is exactly what we hoped would happen but it is a very staff-intensive activity. Another trend is the request for digital surrogates of Special Collections materials for use on faculty course management sites. When the former Head of Public Services resigned we hired two Reference and Instruction Librarians to lead our reference and public service efforts.”

“We have expanded instructional efforts and have some very unique offerings. For example, the Curator of the Hawaiian Collection (part of Special Collections) offers courses for Hawaiian Studies that are taught by her in the Hawaiian language. Both the Hawaiian Collection and Pacific Collection librarians teach regular courses through the UH Library and Information Studies program (LIS 687 Hawaiian Resources and LIS 688 Pacific Resources). These are graduate courses, for full credit that last a semester or summer session in duration. Along with our regular course instruction for a variety of disciplines, such as anthropology, art, botany, geography, history, music, political science, and others, our instructional activities have increased the use of both our book collections and our archival and manuscript holdings.”

“We have made an aggressive push to work directly with instructors and classes, graduate and undergraduate, in house and in classroom, and in particular, have been conspiring with three or four persons teaching oral history to frame cooperative projects. We have also been developing digital resources to fit classroom instructional needs.”

“We hired a Curator for Outreach, who does tours, visits, and lectures, off-site, on-site, and around campus to undergrads and various groups detailing not only our collections but exhibits and art. I think it has increased the visibility of the library, as has the increased amount of brochures and specialization on staff.”

“We opened a new building in August 2004 which made Special Collections much easier to find and use.”

“We provide orientation to and instruction in special collections resources, through both credit courses and course-related teaching sessions. We have added early evening reference hours from 5:00 to 6:30 to supplement our availability. Also, we participate in an annual Open House during which over 4000 students visit our facility and look about our exhibition room for answers to questions to win a prize and familiarize themselves with our holdings and services.”

“We’ve increased the number of classes to which we present—both because we have been successfully building relationships with ‘repeater’ faculty and because we have been more aggressive in offering to do so. We have also provided patron-used equipment in the reading room (and of course readers routinely bring laptops and sometimes other peripheral equipment, e.g., digital cameras). Within the limits of our expertise, we provide advice and support to patrons who wish to make use of electronic equipment. This has required cross-training nearly all members of the staff (including student assistants) to provide at least basic assistance in this area.”

“What had been three service points (one each for University Archives, Special Collections [rare books, mss],

and regional history) with a total of four reading rooms, were collapsed in 2000/2001 to one service point and one reading room, with staff platooned to provide on-demand service to walk-ins. Overall, staffing was reduced by 2.0 FTE and remaining staff has been redeployed to provide some general collections bibliographer roles for the University Libraries (e.g., for American Studies, English/American Lit., US History), to increase outreach (teaching), and to give more attention to processing.”

## **ADDITIONAL COMMENTS**

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23. Please provide any additional information regarding reference/public services in your Special Collections department/unit/library that may assist us in accurately analyzing the results of this survey. N=31

### **Selected Comments from Respondents**

“All librarians are now doing presentations in the classroom. We are now (since 2001) open three extra hours on Wednesday evenings and four hours on Saturday allowing for 47 hr/week for patron access.”

“Fees charge vary significantly according to format and labor involved. [We] work on a cost recovery model, but not directly charging for labor. Larger commercial use fees are negotiated by contract.”

“Materials used by off-site patrons are photocopies or other facsimiles, not original materials. Materials sent off-site are photocopies or other facsimiles, not original materials.”

“Our on-site users sign in on a sign-in sheet, but do not ‘register.’ For off-site users, there is no information requested from them until they request materials. For all users, requests for paged materials or for reproductions requires the completion of forms.”

“The rotation of permanent staff in the Reading Room provides access to detailed information on collections for readers.”

“The University Library System does not have a special collections department. All public service activities related to special collections are integrated into normal library system public service activities.”

“This department is responsible for research collections that include university records, archival documents from private sources, illuminated manuscripts, and rare publications that include books, serials and pamphlets. Please note that the total number of patrons given in section 19 represents the number of research visits, which includes repeat visits by several individuals.”

“We are in a rather unique situation as both Hawaiian and Pacific Collections see heavy use, unlike many Special Collections elsewhere, where periodic intensive use by a relatively small number of researchers is usually the case. To illustrate our heavy use, our Special Collections department has the 4th highest circulation count in the entire University of Hawaii System (includes the Manoa campus and our sister campuses here and on the other islands in the state).”

“We do sample our users in a month-long survey each fall, but we don’t cut the stats the way you’ve presented them in terms of students, faculty, etc. User community profile categories need to be standardized.”

More work needs to be done on assessment criteria linked to educational outcomes (e.g., faculty and student conference presentations, publications, use in faculty lectures, number of student employees.) Often the resulting use of our materials is not reported back to us, so difficult to get accurate measures. Off-site patron counts are problematic: we can provide number of e-mail requests served but hit counts are deceiving and we have one FTP site where patrons can grab photos at will, we don't have download stats available for that site."

"We record patron category but do not generate any statistics based on these statistics."

"We talk, we listen, we ask questions of almost all users. We suggest, point out, instruct in using the online system and try to be gently intrusive."



## RESPONDING INSTITUTIONS

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University of Alabama	Library of Congress
University at Albany, SUNY	Louisiana State University
University of Alberta	University of Louisville
University of Arizona	McGill University
Arizona State University	McMaster University
Auburn University	University of Massachusetts Amherst
Boston College	University of Miami
Boston Public Library	University of Michigan
Brigham Young University	Michigan State University
University of British Columbia	University of Minnesota
Brown University	Université de Montréal
University of California, Davis	University of Nebraska–Lincoln
University of California, Irvine	University of New Mexico
University of California, San Diego	New York University
University of California, Santa Barbara	North Carolina State University
Case Western Reserve University	Northwestern University
University of Chicago	University of Notre Dame
University of Connecticut	Ohio University
Cornell University	Pennsylvania State University
Dartmouth College	Princeton University
University of Delaware	Purdue University
Duke University	Rice University
University of Florida	University of Rochester
Florida State University	Rutgers University
George Washington University	Southern Illinois University Carbondale
University of Georgia	Syracuse University
University of Guelph	Temple University
University of Hawaii at Manoa	University of Tennessee
University of Houston	University of Texas at Austin
University of Illinois at Chicago	Texas A&M University
University of Illinois at Urbana-Champaign	University of Virginia
Indiana University Bloomington	Virginia Tech
University of Iowa	University of Washington
Iowa State University	Washington State University
Johns Hopkins University	Washington University in St. Louis
University of Kansas	Wayne State University
Kent State University	University of Western Ontario
University of Kentucky	Yale University
Université Laval	York University
Library and Archives Canada	