



---

## **REPRESENTATIVE DOCUMENTS**



## Marketing Plans



www.lib.ucdavis.edu

## Library Instruction Services Poster Series

### Portmanteau Poster Series:

We are attempting to attract the passerby by using a familiar format, the dictionary entry, with a twist. In some cases, the dictionary terms are portmanteau words, where we combine familiar academic terms and suffixes, and then take the opportunity to match the students' potential library outcomes with a specific library service.

We are also developing 20 second mini-commercials that could appear on the Turner University Network (TUN) plasma screen in the Memorial Union near the campus bookstore.

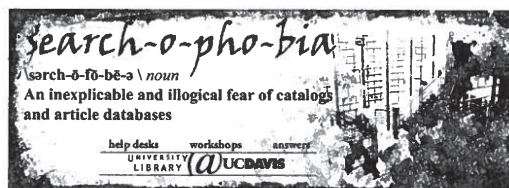
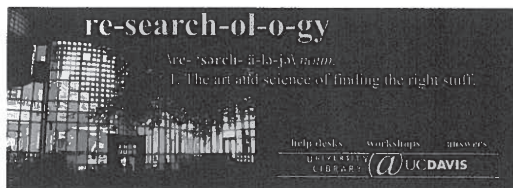
### Display Locations for Posters:

We have developed a series of posters for display in the following locations:

- ASUCD UniTrans buses
- Memorial Union display cases
- Memorial Union exterior patio kiosk
- Shields Library bulletin boards
- Shields Library lobby
- Library Instruction Lab, Shields Library

### Sample Posters:

Library masthead & library URL is used on all posters. Transparent versions of the masthead were used on most of the posters.



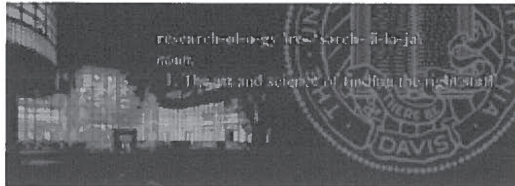
### Portmanteau word:

A word formed by merging the sounds and meanings of two different words, as *chortle*, from *chuckle* and *snort*. In Lewis Carroll's "Through the Looking Glass," portmanteau was used as a metaphor for "containing two words."

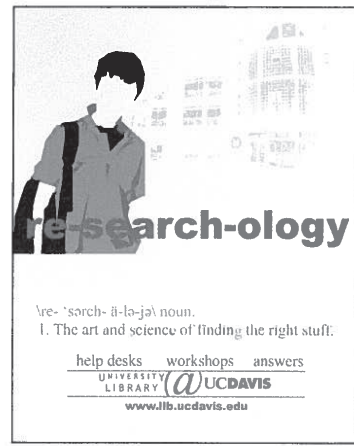
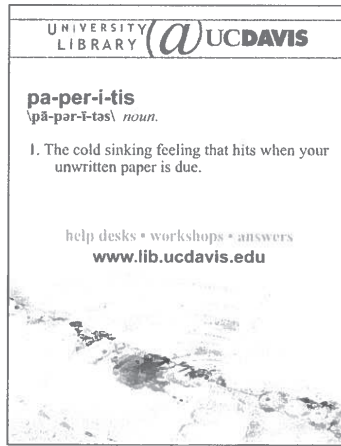
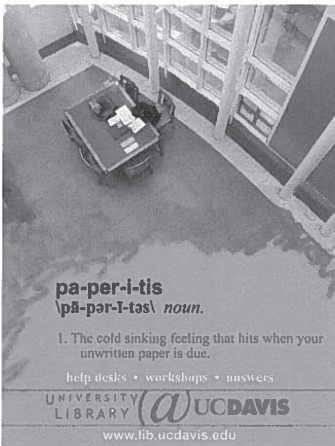
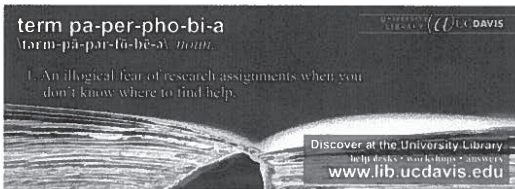
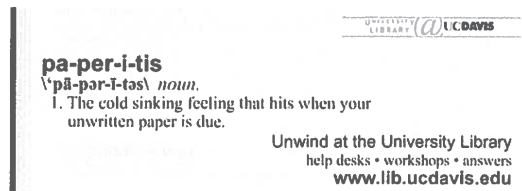
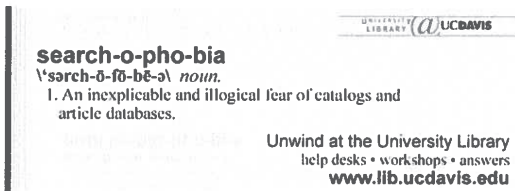


UNIVERSITY LIBRARY @ UC DAVIS

www.lib.ucdavis.edu



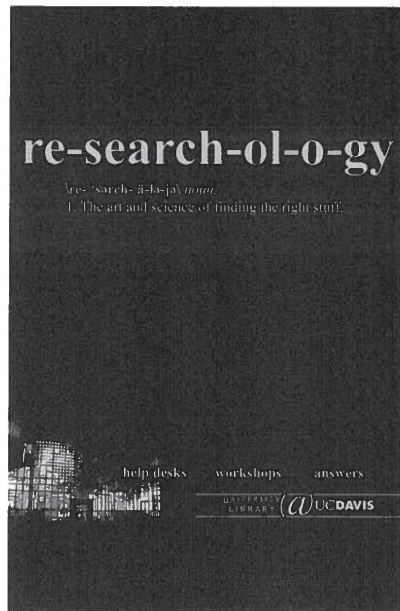
The black poster with the university seal is an earlier draft poster in the series. After reviewing the guidelines for using the seal it was decided that it was inappropriate to use it in such a way.



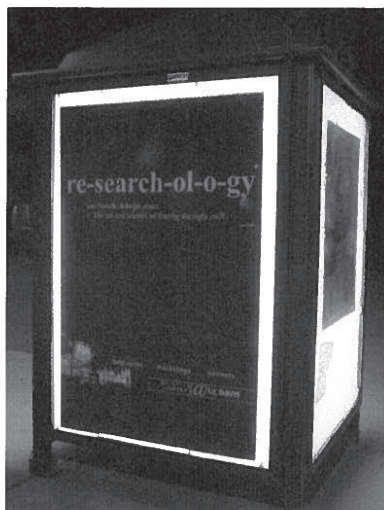
**Portmanteau word:**

A word formed by merging the sounds and meanings of two different words, as *chortle*, from *chuckle* and *snort*. In Lewis Carroll's "Through the Looking Glass," portmanteau was used as a metaphor for "containing two words."

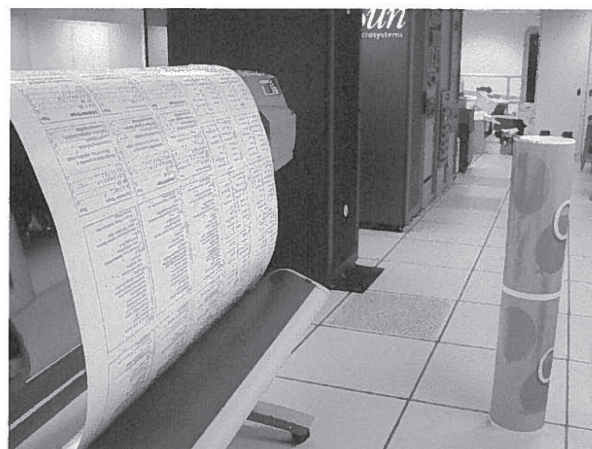
UNIVERSITY LIBRARY UCDAVIS



Memorial Union patio kiosk at night with backlighting.



Memorial Union patio kiosk at night with backlighting.



Posters printing on plotter (width 42 inches, any length)

**Portmanteau word:**

A word formed by merging the sounds and meanings of two different words, as *chortle*, from *chuckle* and *snort*. In Lewis Carroll's "Through the Looking Glass," portmanteau was used as a metaphor for "containing two words."

---

**MARKETING COMMUNICATONS PLAN**  
**2006 and Beyond**



**LIBRARIES**

**INDIANA UNIVERSITY**  
**Bloomington**

## **Preface**

**The mission of the IUB Libraries** is to support and strengthen teaching, learning, and research by providing the collections, services, and environments that lead to intellectual discovery.

Under the heading of Promotion and Partnerships, the **IUB Libraries Action Plan** (fall 2005) identifies the following priorities:

- 1) Communicate the value of the IUB Libraries;
- 2) Develop library advocacy groups;
- 3) Secure additional sources of library funding; and
- 4) Identify, develop, and expand library partnerships.

## **Background**

This marketing communications plan focuses on the first charge listed above: to communicate the value of the IUB Libraries. Although the IUB Libraries have developed a targeted approach to communicate with donors, communications with library users have been unformed and fluid, dependent upon uncertain resources and unclear responsibilities.

Together with the goals and objectives of the Office of External Relations and Development, this plan provides the framework for integrating the IUB Libraries' marketing communications efforts within the existing organizational structure.

This plan is not intended to be a comprehensive marketing plan, which by definition is broader in scope and would address fundamental issues regarding how, when, and where we provide resources and services to our audiences. This plan addresses the ways in which we can better communicate the value of our current resources, services, and expertise and identifies strategies to enhance the image of the IUB Libraries.

Fundamental to this plan is the understanding that communication is two-way. By pushing beyond simple promotion to include broader strategies, we will work to ensure the IUB Libraries are not only responsive, but also proactive.

---

## **Organizational Climate**

Understanding the environment in which the IUB Libraries operate is essential to identifying appropriate strategies for effective marketing communications. The following characterizations guided the general direction of this report and acknowledge the factors that will influence its successful implementation.

### **Marketing Strengths and Weaknesses**

1. Strengths (internal qualities upon which we can capitalize)
  - We offer authoritative, high-quality information.
  - We preserve the tradition of intellectual inquiry.
  - We offer extraordinarily strong collections in vast subject areas that offer diverse perspectives.
2. Weaknesses (inherent flaws; obstacles that must be overcome)
  - We do not have enough money to accomplish all of our goals.
  - We are not perceived as a whole, and there's too much compartmentalization.
  - Lack of assessment.
  - We tend not to "own problems" as a staff ("let someone else fix it.")

### **Marketing Opportunities and Threats**

1. Opportunities (external factors that we can take advantage of)
  - Students are sponges: flexible and expandable.
  - Faculty view librarians as allies, and we participate in and support faculty teaching.
  - Administrators value effective use of resources, and we use limited resources well.
2. Threats (external factors that could cause us problems)
  - Perception that libraries are obsolete and irrelevant.
  - New programs and campus initiatives planned without the involvement of the IUB Libraries can create potential gaps between users' expectations and campus funding realities.
  - State funding is uncertain and apparently eroding.

### **Market Segmentation/Publics/Target Audiences**

This plan focuses principally on communications with library users, defined here as the primary audience, who are the chief consumers of IUB Libraries resources and services. Communicating effectively with this segment, however, coincides with consistent and complementary strategies aimed at the core audience.

For purposes of this plan, we define the core audience as high-level influencers: staff members and supporters whose advocacy is essential to realizing our goals.

#### **Core**

- IUB Libraries employees
- IU administrators and deans
- donors

#### **Primary**

- undergraduate students
- faculty
- graduate students

#### **Secondary**

- parents
- legislators
- Indiana citizens
- peer libraries (Committee on Institutional Cooperation, Association of Research Libraries)
- other libraries (Indiana Library Federation)
- alumni
- grantors
- media

### **Central Messages**

The following key messages describe how we wish to be perceived by our various audiences. These messages, while not intended to be reproduced verbatim, will guide our communications efforts and ensure we speak with a consistent voice.

Standard marketing practice suggests that effective marketing communications is built on the repeated delivery of simple messages over time through a variety of media.

1. The IUB Libraries provide the resources, services and environments that you need to succeed.
  - We can help you take full advantage of the vast resources we select, purchase, and manage for you.
2. We are information experts.
  - The IUB Libraries have a long and respected history of providing trustworthy, reliable, and diverse information.
3. The IUB Libraries share the teaching, learning, and research goals of the university.
  - We support all academic disciplines on campus and are essential to the academic mission.

### **Keywords/phrases**

- reliable
- trustworthy information
- longstanding
- expert
- partner
- helpful
- consistent
- essential
- leadership
- support
- destination

These messages reinforce our unique position as the university's premier provider of information and research assistance. Use of the keywords in communications with audiences will, over time, reinforce our messages.



## **Goals and Objectives**

### **Goal 1. Increase awareness of IUB Libraries resources and services.**

#### Objective 1

Build relationships that integrate library resources within the teaching and learning that occurs on this campus.

#### Objective 2

Identify key resources and services and promote their use.

#### Objective 3

Increase visibility of IUB Libraries within campus community.

### **Goal 2. Convince audiences of the value of the IUB Libraries as an information provider.**

#### Objective 1

Improve understanding that IUB Libraries select and pay for information.

#### Objective 2

Educate core and primary audiences about the relative values of different types of information.

#### Objective 3

Position IUB Libraries as the information experts.

### **Goal 3. Build support for institutional priorities.**

#### Objective 1

Develop partnerships that leverage support of IUB Libraries priorities.

#### Objective 2

Grow support for scholarly communications initiatives.

### **Goal 4. Develop marketing orientation within the IUB Libraries.**

#### Objective 1

Strengthen understanding of need for consistent messaging.



**Objective 2**

**Engage key internal groups in marketing activities and promote broad ownership.**

**Objective 3**

**Heighten awareness of the value of statistical measurement and assessment.**

## **Action Programs**

### **Strategy 1: Conduct market research on primary audiences.**

#### **Tactics:**

- 1.1 Analyze LibQual+ results as they relate to marketing communications.
- 1.2 Investigate other methods for audience research, such as focus group testing, online surveys. Analyze surveys already taken by Information Commons/ Undergraduate Library Services and other units.
- 1.3 Formalize input from faculty and library committees, such as BLFC, BFCLC, senior managers, and others.
- 1.4 Involve collection managers in data gathering by seeking faculty input on one- or two-question surveys presented at faculty or department meetings.

#### **Do this now:**

Identify characteristics of primary audience by collecting and analyzing demographic and psychographic information.

Create “profiles” to humanize broad audience groups (student, graduate student, faculty, and state citizens) for purposes of guiding creative strategies.

### **Strategy 2: Increase and standardize institutional branding efforts.**

#### **Tactics:**

- 2.1 Promote use of style guide for visual and textual consistency; encourage and enforce appropriate use of IUB Libraries logo.
- 2.2 Establish procedures to review external-related copy.
- 2.3 Explore advertising venues, such as bus cards, IDS ads, and WFIU sponsorship for institutional awareness and create institutional ads.
- 2.4 Exploit current IUB Libraries services to promote brand awareness.

#### **Do this now:**

Standardize e-mail notices from IUB Libraries to reinforce IUB Libraries brand, not specific services (e.g., [sirsi@libfs.iu.edu](mailto:sirsi@libfs.iu.edu), Document Delivery Services,

OneSearch@IU Emailed Records). Where feasible, create default IUB Libraries subject lines for databases.

Purchase magnetized IUB Libraries logos for ALF truck.

Imprint IUB Libraries logo on all e-reserve documents.

Link style guide more prominently to intranet and promote its wide and appropriate use.

Initiate institutional awareness advertising campaign.

Monitor introduction of university-wide integrated image to be unveiled to IU staff in spring 2006.

**Strategy 3: Leverage technologies in marketing communications.**

**Tactics:**

- 3.1 Ensure IUB Libraries Web site remains central to communications efforts.
- 3.2 Evaluate use of blogs, podcasts, FaceBook in reaching primary audiences.
- 3.3 Maximize use of listservs (e.g., graduate student organization newsletter, departmental listservs, dean of faculty listserv).

**Do this now:**

Explore creation of an IUB Libraries blog. Test its implementation with a campus library or department.

Compile directory of listservs and contact information for primary audiences.

**Strategy 4: Expand media relations activities.**

**Tactics:**

- 4.1 Continue ongoing cultivation of university-wide media relations staff. Work with the IU Office of Communications and Marketing media relations team to place national-level stories in national media and to place internal stories on university Web pages.

- 4.2 Develop media presence on IUB libraries Web pages, including list of expert sources, facts about the IUB Libraries, and contact information.
- 4.3 Encourage IUL staff to submit news items for IUB Libraries News and Events features. Assist with providing internal media placements in such areas as IDS, the IU Homepages, campus radio and television outlets, and Parents newsletter.
- 4.4 Develop procedures and shared ownership of campuswide IU News calendar to include all workshops, classes, and special events.

**Do this now:**

List all IUB Libraries seminars, workshops, and public events on IU events calendar.

Train and encourage IUB Libraries librarians and staff to use intranet content manager for News and Events submissions.

Promote librarians' honors in IU Home Pages to reinforce their position as information experts.

**Strategy 5: Target faculty influencers.**

**Tactics:**

- 5.1 Exploit the influence faculty have over undergraduates and graduate students.
- 5.2 Provide subject librarians marketing tools for library services and resources.

**Do this now:**

Identify and cultivate liaisons in research centers.

Integrate librarians and subject specialists in departments and campus units by scheduling office hours in their departments.

**Strategy 6: Relate research successes attributable to IUB Libraries to faculty and students.**

- 6.1 Host annual event for faculty who have published books in the academic year.
- 6.2 Publicize and promote the new student research award.

**Do this now:**

Plan “customer appreciation” event for faculty or a subset of faculty. Identify a few faculty members who will relate research successes to their peers. Explore possibility of the event being underwritten by database vendors.

**Strategy 7: Host or participate in special events targeted to key audiences.**

**Tactics:**

- 7.1 Update special events mailing lists to include current administrators, committee chairs, VIPs, and student leaders.
- 7.2 Host yearly welcome reception for new faculty and graduate students.
- 7.3 Host events for the university community to heighten awareness and value of libraries among primary audiences.
- 7.4 Participate in university and campus events where key constituencies are present: for example, Mini University. Student Orientation Resource Fair, New Member Faculty Picnic, Mini University, GIS Day, Making IT Happen.
- 7.5 Encourage student participation as lectures, exhibitions, and film series are planned.

**Do this now:**

Create master timeline of library-related events and exhibitions. Unify these events with coordinated message or annual theme.

Update portable display used at fairs and events.

Encourage use of Wells Library lobby for university-sponsored campuswide events/fairs.

**Strategy 8: Educate core and primary audiences about library issues.**

**Tactics:**

- 8.1 Recruit, cultivate, and educate Board of Advisors so they can be advocates for the IU Libraries.

- 8.2 Provide staff development to prepare staff to be advocates for the IU Libraries.
- 8.3 Educate IU government liaisons and state leaders about library issues.

**Do this now:**

Identify key issues and challenges facing the IUB Libraries.

Recruit Board of Advisors.

**Strategy 9: Assess marketing communications plan yearly.**

**Tactics:**

- 9.1 Review and clarify central messages; identify upcoming services and resources to promote.
- 9.2 Assess efficacy of previous year's marketing efforts.

**Do this now:**

Form oversight committee to evaluate annual efforts.

Recognize employees' outreach efforts at annual Retirement and Recognition reception or at staff meetings.

**University of Kansas Libraries  
STRATEGIC COMMUNICATONS TASK FORCE CHARGE**

1. Create a strategic communications plan for KU Libraries by:
  - a. Determining key stakeholders through consideration of internal and external audiences and noting defining characteristics.
  - b. Setting clear and measurable communications goals for each stakeholder group.
  - c. Determining communications objectives and identifying key messages for each stakeholder group.
  - d. Identifying new and/or existing communications vehicles (tactics) to deliver messages.
2. Create a timeline for implementation of the communications plan.
3. Provide a method for evaluating the plan's success.
4. Propose a plan for creating a standing strategic communications committee.  
Determine committee:
  - a. Appointment terms and length
  - b. Membership recommendations
5. Present results to the Dean of Libraries no later than June 15, 2007.

**TASK FORCE MEMBERSHIP**

NAME	TITLE
Tami Albin	Outreach librarian
Jeff Bullington	Data Services & Government Information Librarian
Rick Clement	Special collections librarian
Deborah Dandridge	Field archivist
Bayliss Harsh	Undergraduate Initiatives Coordinator
Sarah Goodwin-Thiel	Digital initiatives
Sarah Kanning	Instructional Outreach Coordinator
Jana Krentz	Head of International Programs
Holly Mercer	Coordinator of Digital Content
Rebecca Smith, Chair	Public relations and advancement director
John Stratton	Librarian for business & public administration
Julie Waters	Coordinator of Science and Technology Council

### STRATEGIC COMMUNICATIONS COMMITTEE RECOMMENDATIONS

As part of its charge, the strategic communications task force provided the following recommendations for a standing communications committee:

#### **Committee charge:**

- Advise the public relations director in communications, marketing and public relations activities
- Play an editorial advisory role for publications development
- Share insight into stakeholders
- Share information, news and events pertinent to the communications plan and the public relations director's role
- Work closely with the University Library Committee when appropriate

#### **Committee structure:**

- Public relations director will serve as committee chair
- Committee will be comprised of approximately 10-12 members
- Members serve staggered two year terms
- First meeting planned for early August 2007

#### **Membership**

- Committee will be comprised of individual library faculty and staff who regularly interact with stakeholders and/or engage in outreach or communications activities.
- Ex officio members will include IS assessment/external relations coordinator, a library student employee and a friend or current donor.
- The committee should ideally contain representation from:
  - Spencer and branch Libraries
  - Reference
  - Instruction
  - Liaisons
  - Digital initiatives
- Potential members will be recommended by the public relations director and approved by the Dean of Libraries.



## Job Descriptions

## The University of Chicago Job Description

Department Title: Director of Communications

Title/Rank: MARKETING MANAGER

Requisition No.: 076743

Department: 454770000-Library Office

Division: Library

Reports to: Judith Nadler, Director

Job Code: 8631-34

**General Summary:**

Direct the Library's efforts with regard to overall communications strategies. Develop and implement a comprehensive communications plan that creates maximum visibility and recognition of the Library as a national leader among academic libraries and a partner in the University's research and teaching programs. Position reports to the Director of the Library.

This is a three year appointment.

**40% Communications:**

Create and maintain a strategic communication plan and program for the Library which conveys a consistent and appropriate content-based image to various audiences and allows for sufficient flexibility to accommodate the diverse needs and activities of the Library.

Develop a communications plan for the Library that supports identified goals; consult with stakeholders to identify needs, objectives and design approaches; develop and implement branding strategies and design standards; ensure quality and appropriateness of institutional marketing/communications activities.

Provide strategic communications counsel to the senior leadership of the Library and provide guidance to and coordination with other organizational units in the implementation of institutional communications and marketing strategies.

Coordinate surveys, evaluations and assessment of the Library's external communications activities.

Develop strategies to attract external funding.

Coordinate with The University of Chicago Communications Office for the development of story ideas, the preparation of press releases, the arrangement of press coverage, and the management of external media relations.

**Essential Functions:**

**35% Programming:**

Develop, coordinate and execute events in consultation with Library staff and in collaboration with the Library Development Office, with the goal of publicizing the Library's collections locally and nationally and/or encouraging a sense of community and the exchange of ideas on the Chicago Campus. Develop and promote an image of the Library as the place all members of the University have in common.

Actively seek, coordinate, and implement programming opportunities with other departments, programs and groups on campus and beyond, with the goal of increasing the Library's visibility and involvement in the life of the University. Coordinate programmatic efforts with Library Development to stimulate donor cultivation and to ensure that appropriate donor recognition objectives are achieved.

**25% Publications:**

Direct and coordinate the Library's external publication program, print and electronic, which encompasses Libra (a bi-annual newsletter for the faculty and University community), the Library annual report, and entries in various University publications, national directories, and occasional publications. Oversee the creation and revision of Library publications, print and electronic, ensuring that all materials produced for public use reflect a uniform standard of visual representation and the Library's graphic identity. Conceive, develop, and oversee projects to market the Library through note cards, posters, and other promotional items drawing on materials from the collection.

**Other Functions:**

**Qualifications:**

Bachelor's degree required; MLS degree from an ALA-accredited program and/or a relevant graduate degree preferred; at least seven years of progressively responsible communications experience required; experience working effectively with staff to achieve multiple strategic objectives required; experience working in an institution of higher education and/or an academic research library preferred; proficiency with computers required; ability to organize, establish objectives and priorities and achieve goals in an organizational environment committed to outreach required; quantifiable management, motivational and pragmatic consensus-building skills required; strong interpersonal skills and the temperament to work effectively with a wide variety of constituencies, both inside and outside the organization required; effective written and verbal communication skills required; comfortable working in a decentralized organizational environment required; good knowledge of graphic design and marketing strategies and knowledge of current trends in information technology and their applications to communication strategies required; knowledge of current and emerging communications and marketing issues and trends applicable to educational institutions preferred. A cover letter, resume and reference contact information are required to be considered for this position.

**Mental Demands:**

Ability to organize, establish objectives and priorities and achieve goals in an organizational environment committed to outreach; management, motivational and pragmatic consensus-building skills; strong interpersonal skills and the temperament to work effectively with a wide variety of constituencies, both inside and outside the organization; effective written and verbal communication skills; comfortable working in a decentralized organizational environment; good knowledge of graphic design and marketing strategies and knowledge of current trends in information technology and their applications to communication strategies.

**Physical Demands:**

Ability to sit for long periods of time.

**Posting Date:**

07-27-2007

**Disclaimer:**

The above statements are intended to describe the general nature and level of the work being performed by people assigned to this job. They are not an exhaustive list of all duties and responsibilities associated with it.

**Signatures:**

Employee's Signature

Date

Supervisor's Signature

Date



## COLORADO STATE UNIVERSITY LIBRARIES

### Position Description

#### Assistant Director of Development and Communications

**Responsibilities:** The Assistant Director of Development and Communications will work with the Dean, the Director of Development, and libraries personnel to develop, execute, and continually monitor the effectiveness of University Libraries' public relations and marketing strategies, serve as the marketing coordinator, oversee library publications, and participate significantly in Web site development and integration of marketing messages.

The Assistant Director will also work with the Director of Development in planning and implementing a comprehensive program to build relationships and generate support from alumni, friends, foundations, and corporations in addition to other assignments delegated by the Director and/or Dean. This position reports to the Dean of the Libraries.

#### **Marketing Duties**

- Develop a marketing plan for the Libraries that aligns with the organization's strategic plan to increase public profile, use, and support of the organization and manage associated budget.
- Coordinate, lead implementation, and continuously monitor the organization's brand identity.
- Direct periodic marketing research to assess constituent needs and organizational effectiveness.
- Devise and implement specific communication strategies and marketing communication materials to support various programs and services of the organization.

#### **Publications Duties**

- Serve as editor of major library publications including *Stay Connected* (published quarterly) and *Library Connection* (published biannually).
- Working with appropriate library personnel, develop publicity materials for programs, exhibits, events, and services including Ram Welcome, home coming, and others.

**Web Communication Duties**

- Working with the Web Developer, participate in the development of the Libraries' Web site and integrating consistency and marketing messages as appropriate.
- Develop and manage organization's giving, news, mission and goals sub sites.
- Working closely with appropriate libraries personnel, develop and serve as editor of online library publications.

**Development Duties**

- Develop promotional strategies and printed materials for major library development events.
- Oversees and directs annual giving activities for the college. Responsible for creating and designing mass mailings, tracking responses, researching biographical data of participants, and filling requests of participants.
  - Liaison to Call-A-Ram Program: Responsibilities include coordinating tours for the callers and preparing college related material for the drive.
- Writes development proposals for foundations and corporations and identifies grant opportunities as assigned by the Development Director.
- Coordinates the Writers on the Plains program.
- Assists in stewardship activities and cultivating relationships with donors, potential donors, foundations, and corporations.
- Researches, compiles, and analyzes information pertaining to the major giving potential of foundations, corporations and individuals by organizing data from electronic databases and communication with department personnel.

**Qualifications:** Required: Bachelor's Degree preferably in marketing, journalism, English, communications or related field. Minimum 3 years experience in publications and copy writing. Minimum 1 year of fundraising experience. Experience with publishing software (InDesign, Illustrator, Photoshop, Acrobat) and HTML. Excellent interpersonal and communications skills, ability to set priorities, coordinate multiple projects, and work effectively with diverse groups.

**Rank and Salary:** Full time, administrative professional with an annual salary of \$47,000. Insurance benefits are provided through a "cafeteria" allocation; administrative professionals may select from several options for medical, life, dental, and personal disability insurance, as well as retirement plans; 24 days of vacation and 15 days of sick leave annually; optional deferred compensation.

THE UNIVERSITY OF IOWA LIBRARIES  
IOWA CITY, IA

**POSITION DESCRIPTION**

**Name of Incumbent:**  
**Position/Department:** Coordinator, Public Relations  
**Position Status:** 70% Time/ 28 hours per week  
**Current Rank:** Program Associate I

General Responsibilities

Designing, initiating, and implementing communications strategies, projects and events to inform the UI campus and the public of the collections, services, activities, and accomplishments of the University of Iowa Libraries and its staff. These responsibilities are conducted in consultation with the University Librarian, the Director of Development for the Libraries, and other Libraries' staff as appropriate.

Specific Responsibilities

1. Write, edit and issue announcements, press releases, articles and other communications regarding the Libraries of a public relations nature, serving as liaison to the University News Services.
2. Supervise production of special promotions for current and prospective donors as defined by the University Librarian in consultation with the Development Director. This includes, but is not limited to, the writing, and editing of Bindings, the donor newsletter; other articles as needed; mailings and marketing projects that target specific donors or alumni groups.
3. Work with Development Advisory Board members on advancement projects and events. Cultivate Board member input, viewpoints and participation as appropriate.
4. Develop event themes/focus, budgets, schedules and marketing plan; oversee event implementation.
5. Serve as ex-officio member of the Main Library Exhibition Committee, working with committee members to encourage the creation of high quality exhibits.
6. Serve as Chair of the Public Relations Advisory Committee. Work with members to develop PR ideas, prioritize, PR-relevant activities and collect feedback about the public relations program.
7. Serve as advisor to Libraries' Webmaster by providing leadership in enhancing the quality of the Libraries web presence and coordinate the development and enforcement of policies regarding websites that offer information about the UI Libraries and its services.
8. Develop a public relations activities plan, adapting it over time to evolving needs and public expectations.
9. Provide professional advice and consultation services to library staff concerning public relations issues.
10. Serve as liaison to University Relations and Collegiate External Relations Group.
11. **Civil and Respectful Interactions:** Demonstrates respect for all members of the University community in the course of performing one's duties and in response to administrators, supervisors, coworkers, and customers.
12. **Diversity and Inclusion:** Welcomes the richness of talent from a diverse workforce and recognizes that diversity brings stimulation, challenge, and energy that contribute to a productive and effective workplace.
13. **Leadership Accountability:** Represents the interests of the University and of unit leadership in the use of resources to meet service and productivity demands within unit goals and budgets; strives to promote continual process and quality improvement.
14. **Learning and Professional Development:** Seeks opportunities to enhance one's own professional knowledge, skills, and abilities as they relate to one's current position and/or to prepare for potential future roles and overall career development.

## Promotional Materials



UBC LIBRARY

# LIBRARY FRIENDS

Library

SPRING 2007



*Koerner Library:  
A hub of activity  
at UBC.*

## KOERNER'S BIRTHDAY

### Ten Years Young

It's been quite a journey for Koerner Library – one that's included wretched weather, earthly tremors, an avian birth, sleepovers and a Royal Visit. And throughout it all, the Library has been defined by excellent resources and services for users across the spectrum.

**A decade ago – on March 10, 1997, to be exact** – the Walter C. Koerner Library opened its doors to thousands of faculty, staff, students and community users. At the time, then UBC President David Strangway noted that “the services and resources available to students and the community have dramatically expanded.”

As the Library has adapted to changing times, this sentiment remains intact. “Ten years ago, Koerner opened with a mission to serve as a cutting-edge library for its users,” says Peter Ward, University Librarian

*pro tem.* “That remains our mission today, and it is one that we are carrying out thanks to our talented staff and an exceptional facility.”

The building was named in honour of Walter Koerner, a long-time supporter of UBC and its Library. His many contributions included serving as a founding member of Friends of the University Library, and providing funds for the development of Koerner Library and the Main Library's south wing expansion.

*continued on page two...*



---

**3** Message from the University Librarian

---

**4** Interview: Stephen Toope – Part 2

---

**6** The Big Picture

---

**7** Community Support

---

**8** Profile: Janice Kreider

---



SPRING 2007 FRIENDS  
UBC LIBRARY



### Ten Years Young

*continued from page one*

*A majestic view from the seventh floor of Koerner Library.*

Koerner Library, also known as the green jewel, has become one of the most recognizable and renowned sites on the UBC campus (indeed, it's the University's most photographed building).

With a façade that resembles an open book, the Library is a stirring visual site. It was designed by Architectura in collaboration with Arthur Erickson, the renowned Canadian architect.

When it opened, the \$24-million building totalled 17,200 square metres, including 7,000 square metres of new construction and 10,200 square metres of renovated space from Sedgewick Library, its predecessor.

The contents are equally impressive. Koerner houses material in more than 45 subject areas for the Humanities and Social Sciences.

Its resources include more than 1.2 million volumes, more than five million microforms and an exceptional collection of more than 200,000 maps.

About 80 employees work at Koerner, which is the busiest library on the Point Grey campus. It currently serves about 11,000 undergraduate students, more than 1,500 graduate students and about 470 faculty members in the Humanities and Social Sciences. However, its reach extends further; Koerner serves the entire campus and its full range of disciplines. The Library receives about 33,000 visits a week, and staff answer 54,000 questions annually.

Koerner was, and remains, a pioneering branch. For example, during the past decade, it was the first library in the UBC system to offer self-checkout machines; the first to provide wireless access; the first to feature group study rooms; and the first to offer extended studying hours to 1 a.m. during exam periods.

As with any long-standing institution, Koerner has experienced its share of intriguing incidents.

For example, the move into the building in December 1996 – which involved the transfer of more than 600,000 volumes from the Main Library, to be integrated with the Sedgewick collections – was beset by a legendary snowstorm, and the Library also endured an earthquake in the late '90s.

A baby seagull was born on the outside balcony on the 7th floor, where it remained until it could fly on its own. And last semester, two girls with sleeping bags were found in Koerner at 6 a.m. – apparently the result of a sorority dare!

But perhaps the most special events took place during the Royal Visit to UBC in October 2002, made as part of a Canadian tour in celebration of Her Majesty Queen Elizabeth II's Golden Jubilee. One of the highlights included a ceremony on the plaza outside Koerner featuring the Queen, Premier Gordon Campbell and then UBC President Martha Piper. In addition, His Royal Highness Prince Philip, the Duke of Edinburgh and the Queen's husband, visited Koerner and spoke with UBC students.

Doubtless, many more memories will take shape as Koerner enters its next decade, and many more innovations will be featured within its walls to support the learning and research needs of users.

### Happy birthday, Koerner!

UBC Library will celebrate the 10th anniversary of Koerner Library on May 2, 2007 at Cecil Green House. For more information, please contact Shakeela Begum, UBC Library's Director of Development, at 604-822-8926 or [shakeela.begum@ubc.ca](mailto:shakeela.begum@ubc.ca).

*For more information about Koerner Library, please visit <http://www.library.ubc.ca/koerner>*

FROM THE UNIVERSITY LIBRARIAN

## A home to many talents



**Peter Ward**  
University Librarian  
pro tem

Welcome to *Friends*, UBC Library's newsletter. Along with the latest updates, this edition provides an in-depth view of the people and processes that make the Library a world-class, research-intensive organization.

**It's also an organization** that needs to deal with change – in all sorts of ways – on a regular basis. Change in the Library's leadership is no exception, and I'd like to share some of the recent developments that have occurred in this area.

Near the end of January, University Librarian Catherine Quinlan announced that she intended to step down in mid-March, having accomplished many goals. On behalf of all UBC Library staff, I would like to thank Catherine for her unstinting work since she was appointed as University Librarian in 1997.

My role, too, has changed. Since December 2005, I have served as the Interim Deputy University Librarian. After Catherine announced her resignation, I agreed at the Provost's request to serve as the University Librarian *pro tem*.

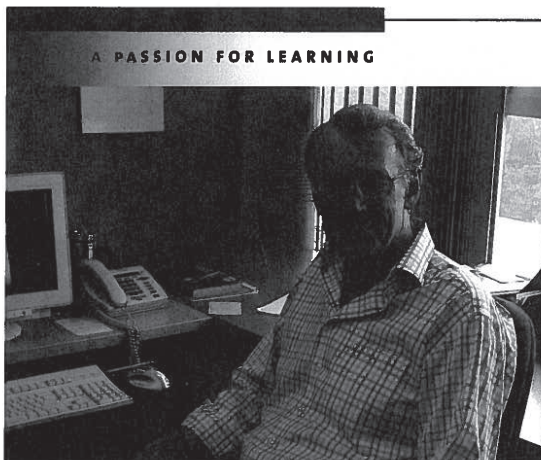
I first joined the Library in December 2005 in a temporary role on a secondment from the Faculty of Arts. With this latest appointment, I will remain with the Library's administration for a lengthier period, although my position remains an interim one. In the longer term, the University plans to hire a permanent University Librarian.

That said, I'm delighted to have this opportunity, and at the moment I'm deeply preoccupied with the Library's affairs. During my many years at UBC in the Department of History (see sidebar for details), the Library has always stood at the centre of my professional life. Since joining the Library I've had the pleasure of discovering it from the inside.

As a result, I've gained a better understanding of the Library's work and a deeper appreciation of the many contributions made by staff. Above all, I've learned about the deep commitment that people bring to their work in the Library every day.

Having worked here for well over a year, my strongest impression is that the Library is home to many talents, talents that have supported our past accomplishments, talents that will be invaluable to us as we move ahead. We have every reason to be optimistic about our ability to attain our future goals, among them the opening of phase two of the Irving K. Barber Learning Centre, enhanced cooperation with other academic libraries in B.C., and the definition of shared objectives through broad discussion across the Library community.

I look forward to building on our past successes as we work together to deal with the rapidly changing research library environment. I am confident that the energy, talent and vision of our staff will help UBC Library meet the challenges and grasp the opportunities that lie ahead. ■



A PASSION FOR LEARNING

**Peter Ward, recently appointed as the University Librarian *pro tem*, brings a lifetime of learning to his role. He obtained his Bachelor of Arts and Master's degrees from the University of Alberta and his PhD from Queen's University.**

Professor Ward joined UBC's Department of History in 1973. In 1991, he was appointed as Head of the Department, and in 2003 he was appointed as Associate Dean, Strategic Initiatives in the Faculty of Arts.

His scholarly interests include Canadian social history and the history of health in the modern West.

Professor Ward has authored and edited numerous books, articles and proceedings. His major works in Canadian history include books on the history of the anti-Asian movement in B.C., the history of courtship and marriage in 19th-century Canada, and the history of domestic space in the Canadian home. He has also published a comparative study of newborn size, women's reproductive health, and economic change in Western Europe and North America between the mid-19th century and the 1930s.

SPRING 2007

UBC LIBRARY

FRIENDS

INTERVIEW: STEPHEN TOOPE - PART 2

## “Libraries have a real future”

Given that Stephen Toope is a reading buff, it's not too surprising that he speaks with passion about libraries, learning and research.



“I think libraries are still inspiring”

— Stephen Toope, UBC President

**His enthusiasm comes across** in the following conversation, which is the second part of an edited interview with the UBC President shortly after his installation last September (for part one of the interview, please see the Fall 2006 issue).

Here, Toope discusses the roles of UBC Library and the Irving K. Barber Learning Centre, talks about his earlier experiences at McGill and offers some thoughts on the future of the academic library.

**Q Do the Library and Learning Centre have a role to play in terms of the recruitment of new students and faculty?**

**A** Certainly, for faculty, there's no question. Because faculty will come to a place where they think that they can get the materials to work on. A person who works in a lab wants his or her lab to be fully equipped. Someone who works primarily in the Library needs the Library to be fully equipped. Some of that is just the collections that are physically held here. But increasingly, that is also: what are the areas of online access that we have, what subscriptions do we have, what electronic databases do we have access to. All of those things are fundamental for the success of a researcher. So I think that that does matter for recruitment. And it is noted that UBC is one of the strongest libraries in the country, and that matters.

I had a wonderful conversation

with a student at UBC Okanagan. She was a student who had been at Okanagan University College, then moved to UBCO with the transition. She said the single greatest difference for her was that all of a sudden she had access to UBC Library. And she said that it just completely changed her educational experience – because all of a sudden, researching papers, etc., was so much more rewarding for her. She'd been frustrated before – she knew there was stuff out there, and she just couldn't get it. And now she can get it, and that was great.

So I would think that that's highly relevant for a student. Again, not just the materials, but whether or not we're doing a good job in mentoring students, helping them to understand how they gain access and process materials – that is fundamental as well. So I do see that as relevant to recruitment. Because I know that when you don't have it, you've got a problem. In a sense, for a great university, it's a bottom line – you just are expected as a recruitment vehicle to have strong library resources, both in terms of staffing and in terms of collections.

**Q You were the youngest dean at McGill University's Faculty of Law, and you led what was then the largest capital campaign in Canadian law faculty history. That resulted in the rebuilding of the McGill Law Library – how was that experience?**

**A** It was fabulous. We had been talking about building a library for about 15 years. We knew it was desperately needed. So I really do see the difference it makes when you have good facilities and when you don't.

We had to obviously go through the whole planning process, all the user committees, etc., which you've all been going through with the Barber Learning Centre. But I actually found it tremendously inspiring. Because one had to try to think



through what the library should look like 25 years from now, not what it was going to look like on the day that it opened. And so there were some obvious things, such as an expansion for collections.

But then the less obvious things were to think through the extent to which, in that case, legal periodicals and legal publications would continue to be in printed form, and how much would go online, did you need to collect cases in the same way that we'd done historically. We had loads of really interesting intellectual discussions about the nature of collecting, and archival materials. How do you treat archival materials? And also rare book collections. We had a very good rare book collection. How do you properly treat that – do you want to continue collecting in the rare book area, and why do you do that? Plus the actual architectural questions. We knew, for example, that more and more students worked in teams for projects, etc., so the library had to be designed so there was more access to spaces where students could work together without disturbing other students.

Then of course there's the whole fundraising challenge. And we raised every penny from private resources – there wasn't a penny of government money in that building. And that was really interesting as well, to connect with our own graduates, people who had been very successful.

I found it an absolutely fascinating process, and I enjoyed it. Not to say there weren't some frustrations – there were (laughs).

**Q Did that experience at McGill inform how you view the prospects here for the Library or the Learning Centre?**

**A** Yes, in the sense that it made me realize that there's been a lot of,

I think, rather loose rhetoric about how libraries probably weren't going to be as important in the future, because we were all going to sit at home and get everything on our computer terminals. That just isn't true. We still need libraries fundamentally, I think. Partly because libraries are also places to be. They're not just repositories of collections. When they're well-designed, libraries are also places where students want to spend time and professors want to spend time. There's an ambience. If well-designed, there's a possibility of working together, you're not sitting in your own dorm room or what-not, but you're working with other people if you have access to those kinds of facilities.

And there are still, as I said, many disciplines where you've got to be able to go and pick a book off a shelf, or have a robot find it for you. We're still going to be reading and interpreting novels, we're still going to be reading monographs in political science and sociology, and we're not going to read it all online. I don't think that's going to change for a long time. Short articles presenting scientific information from highly ranked journals, sure, that's changing. A lot of that may now be subscriptions online or database access rather than hard copy collections. But I became convinced in that whole process around building the new library that libraries have a real future.

**Q Any other thoughts on the role of academic research libraries in the 21st century?**

**A** Only to emphasize three things: One, libraries not just as collections, but as places where you gain access to services and mentoring around information.

Secondly, libraries as places to be. And so the physical environ-

ment is, I think, fundamentally important. We can all, I'm sure, think back – especially people who have had the privilege to go to older universities, which I have – to those moments when you're sitting in one of these beautiful rooms and you're surrounded by centuries of accumulated knowledge and wisdom. It's inspiring, and I think libraries are still inspiring.

But we have to move on, and so the old reading room concept may no longer be the principal focus for the library, it may be that we need small study rooms, so that two or three people can be talking about things, working on projects, etc. So we have to think about space differently.

And then lastly, I still think that despite the proliferation of new technologies, there are many disciplines in which traditional hard copy library holdings will remain relevant. So we shouldn't be afraid of collecting those things.

**Q Lastly, aside from briefing notes, what are you reading at the moment?**

**A** I'm going through a José Saramago phase, he won the Nobel Prize a few years ago. I read *Blindness* a while ago, and I just finished reading *Seeing*. It was wonderful, I really enjoyed it very much. And I've also just read Myriam Toews's *A Complicated Kindness*.

I never stop reading. I have to say that even when I'm extraordinarily busy, for me, at least a small part of every day I want to be reading some novels or history or poetry or something like that. That's important to me. It may only be 15 minutes before I fall asleep – if I'm lucky it's half an hour or even an hour. But that's something that's always been part of my life. ■

PROFILE: JANICE KREIDER

### A Life in Libraries

It's been quite the career for Janice Kreider, one that has led her to both coasts of North America as well as stints in England and France.



Janice Kreider, Assistant University Librarian at UBC Library, predicts an exciting future for libraries.

**Now, after decades with UBC Library,** Kreider – the Assistant University Librarian for Collections & Technical Services – is preparing to bid farewell to her professional life and embark on new journeys.

Although Kreider, 64, has worked at UBC Library for nearly 25 years, the time has passed swiftly. "When you're challenged, it's interesting – time goes very fast," she says. "Unfortunately so, in some ways, because it's been great."

**An accidental occupation**

That said, librarianship wasn't a chosen calling for Kreider, who grew up in northwestern Ohio.

After receiving her undergraduate and Master's degrees in math from Goshen College and Indiana University, respectively, Kreider arrived at a turning point. She didn't want to keep pursuing math studies; at the same time, a friend recommended that she take a few library science courses.

She did so, and ended up obtaining her Master's in Library Science

from Indiana University in 1968. "When I look back, I realize I always had this great urge to read everything that was in front of me," she says.

Kreider began her career as a Physics and Astronomy Librarian at New York's Columbia University. She spent ensuing years accompanying her husband J. Evan Kreider (currently UBC's Associate Dean of Arts) to various academic postings, and came to B.C. in 1975.

Seven years later, Kreider arrived at UBC Library, where she remained for the rest of her career. Her positions included Science/Engineering Bibliographer and Coordinator of Collections, and she took on the role of Assistant University Librarian in 1999.

During her time at UBC, Kreider also spent three years overseas in London, Oxford and Paris.

Not bad for an accidental occupation – even though Kreider recalls getting a bit bored with librarianship shortly after she entered the profession. "But I haven't been bored since," she adds. "And that's not only because I've had more responsibility;

it's because it's simply more interesting with all the online content and new ways of doing things."

**The next juncture**

Indeed, technologies such as CD-ROMs, online catalogues and resources, integrated library systems and e-journals have redefined the role of librarians.

Although the vocation has changed and adapted, Kreider feels more big shifts lie ahead – especially in the burgeoning area of search technologies and their influence on young users.

"I think we're at another juncture, and in a way I'm sorry to leave the profession at this time because it's going to be very exciting," she says. "The challenge for libraries now is to get their search interfaces into really good shape and out there where the users are. As well, librarians will be getting more involved in selecting materials for preservation, likely in a digital format, materials that could otherwise be lost in the future." ■



## FRIENDS

is published by UBC Library

**EDITOR:**  
Glenn Drexhage  
T 604-827-3434  
E glenn.drexhage@ubc.ca

**DESIGN:**  
KÜBE Communication  
Design Inc.

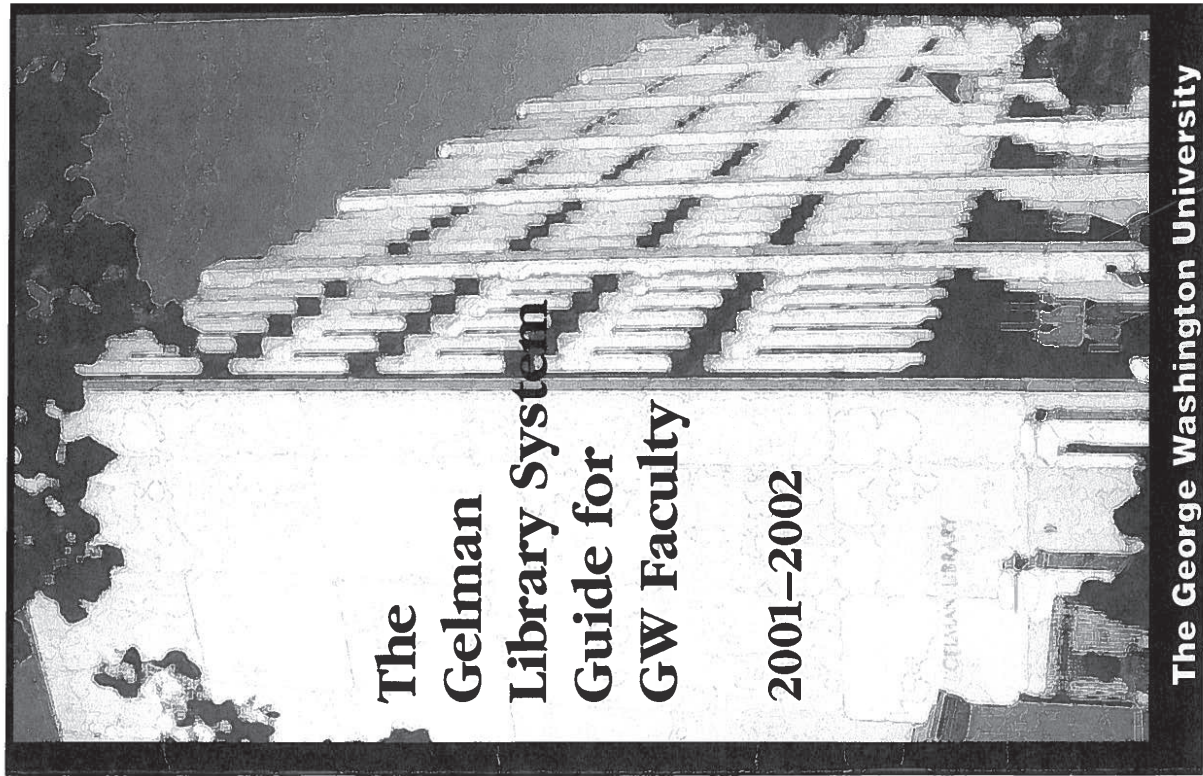
**PRINTING:**  
Benwell Atkins

Office of the University Librarian *pro tem*  
Walter C. Koerner Library  
7th Floor  
1958 Main Mall  
Vancouver, BC  
V6T 1Z2

For further information:  
T 604-827-3486  
F 604-822-3893  
E peterward@ubc.ca  
www.library.ubc.ca

**PHOTO CREDITS:**  
PG 1: UBC Public Affairs  
PG 2: Stantec Architecture  
PG 3: Jill Pittendrigh  
PGs 4, 8: Martin Dee  
PG 6: UBC Archives  
PG 7: Kallberg Darch Studios Ltd.; Glenn Drexhage





G50405 (8/01)



table of contents

**Table of Contents**

Message from Jack Siggins .....6

Quick Directory .....7

Gelman Library Web Site and Electronic Resources ... 8

Building Hours .....9

Faculty Borrowing Privileges .....10

Borrowing Materials Not Held by Gelman Library ...13

Course Reserves .....15

Media Resources .....16

Closed Study Rooms/Facilities .....17

Periodical Services .....18

Reference and Instruction Services .....19

Special Collections/University Archives .....21

Slavic, East European  
and Asian Reading Room .....22

Photocopy Services .....23

INTQUERY: A Faculty E-list .....24

Gelman Library Student Liaison .....24

Eckles Library at the Mount Vernon Campus .....25

Virginia Campus Library .....27

Contact List .....29

Materials Requests for Collections .....31

Notes .....33

**Notes**







### Periodical Services

The Gelman Library acquires periodicals (magazines, journals, and newspapers) to support the University curriculum and research subject areas. Many of the periodicals in the Library collection, *The New York Times* for instance, have been preserved since the 19th century or earlier. The WRLC Libraries Catalog lists the titles of the periodicals in our collection. ALADIN databases include many **periodical indexes**, which can expedite your periodicals research.

Periodicals are published in several different formats (hard copy current and bound older issues, microfiche or microfilm, or electronic) and are located in several places (Periodicals Room, Microforms Room, WRLC Center). Check the WRLC Libraries Catalog to find where the issues of a particular periodical are located.

The Gelman Library has some **full-text newspaper and journal articles** in electronic format from as early as the 1980's; full-text printing is supported.

#### **Faculty Borrowing Policy for Gelman Library Periodicals**

Faculty may borrow periodicals for 24 hours (until Periodical Services closes the next day). Borrowed periodicals **MUST** be returned to the third floor Periodicals Services Department; otherwise fines will be assessed. (Students may not borrow or remove periodicals from the Library; however, they may use periodicals within the Library in any of the study areas.)

Teaching Assistants and Student Assistants may have **Faculty Authorized Borrowing (FAB) Cards** for proxy faculty borrowing at the Library. Please contact the **Circulation Desk at (202) 994-6840** regarding obtaining the Faculty Authorized Borrowing Cards.

Please call the **Periodicals Services Department at (202) 994-0575** if you have any questions or concerns.



### Reference and Instruction Services

#### REFERENCE

**The Reference and Information Desk** staff, on the first floor of the library, provide assistance for in-building use. Here you can find answers to your questions about collections and services, as well as assistance with use of the computers and databases. Please refer students to this desk for help with library research. Reference staff will make special arrangements to accommodate class assignments if we have advance notice. Please contact Judy Solberg at (202) 994-1374 or at [judy@gu.edu](mailto:judy@gu.edu) to make special arrangements for library research assignments.

**Ask a Librarian** is a service that provides reference assistance via e-mail to users who are doing research from their office or home. If you have a question about using the library, need a specific piece of information or are not sure how to begin a research project, click on the **Ask a Librarian** link on the Gelman web site or go directly to the form at [www.gu.edu/gelman/ref/askus.cfm](http://www.gu.edu/gelman/ref/askus.cfm). Questions received during the week are answered within 24 hours. Questions received on Friday through Sunday are answered by 5:00 p.m. on Monday.

**Research Appointments** offer a one-on-one session with a librarian. Librarians will demonstrate new databases and interfaces, as well as provide advanced research assistance. To make an appointment, please call the Reference Office at (202) 994-6049. Research appointments are also available for students. Faculty are encouraged to refer students having problems with research to the Reference Desk to request a Research Assistance appointment.

**The Reference Collection** includes materials in print, microfiche and electronic formats. Faculty recommendations for the reference collection are welcome. Please contact Samuel Ben-Gad at (202) 994-1353 or at [samuelb@gu.edu](mailto:samuelb@gu.edu) with your suggestions for additions to the reference collection.





**INSTRUCTION**

**Classroom Instruction** sessions offer students the opportunity to learn how to effectively use the library and its resources. Faculty may schedule an instruction session with a reference librarian throughout the year. Sessions can be held in the library or a librarian can come to your classroom. Instruction sessions can be tailored to specific assignments or provide an overview of the on-line databases, web and other resources associated with a subject area.

Some of the research skills we teach include:

- How to use ALADIN to locate books and articles.
- How to search the Web for factual information and statistical data.
- How to evaluate electronic, Web and print documents.
- How to distinguish between scholarly and popular materials, and when to include them in a research paper.
- How to find primary documents located in archives, museums, and other repositories in the Washington, DC area.
- How to find specialized materials within broad disciplines, such as English, Sociology, Political Science and others.

To schedule an instruction session, please call (202) 994-6049 or send an e-mail to [train@gu.edu](mailto:train@gu.edu). Please contact the library at least two weeks prior to the date you would like to have the session.

**Customized Research Assistance** appointments with Gelman Librarians are available for faculty. Individual, small group and department-wide research appointments can be scheduled. Research appointments can take place in either your office or the library. Possible topics for a research assistance appointment may include:

- Faculty orientation to the Gelman Library resources and services
- How to evaluate and cite Web resources
- Cybercheating
- Locating grant resources on the Web
- Locating primary documents
- Locating print and electronic government information
- Locating economic and demographic information

To schedule a customized research appointment, please call (202) 994-6049 or send an e-mail to [train@gu.edu](mailto:train@gu.edu).



**Special Collections/University Archives**

Rare, archival and certain materials with a particular connection to The George Washington University or Washington, DC are housed in the Special Collections Department and University Archives. All materials designated "SPEC" in the WRLC Libraries Catalog must be requested and used in the reading rooms of the Special Collections Department.

**Special Collections** is located on the second floor of Gelman Library in Suite 207. A major focus of the collections is the social, economic, political and cultural history of metropolitan Washington, DC as reflected in manuscripts, books, maps, photographs and other materials. The records of the Freedmen's Bureau, Lusk real estate publications and maps, archives of the neighborhood associations, the Greater Washington Board of Trade records, papers of several DC Council members (present and past), the Jim Graham/Whitman Walker collection, The Dance Archives of the Greater Washington Region, and the Jewish Community Council of Greater Washington's records give some idea of the scope of our Washingtoniana.

Examples of non-Washingtoniana in the collections include publications of the current faculty; the political cartoons of Clifford Barryman, who worked for the Washington Star and Post from the 1880's to the 1940's; a collection on the history of printing and the book arts; and the archives of the American Association of University Professors.

Special Collections bibliographies are available in the reading room, as are finding aids to manuscript collections. Check the Gelman Special Collections web site for a list of finding tools: [www.gwu.edu/gelman/spec](http://www.gwu.edu/gelman/spec).

**The University Archives** is located on the seventh floor of Gelman in suite 702. In addition to housing The George Washington University archival collections, it also has historical documents and memorabilia of the Foggy Bottom neighborhood. University Archives includes a distinctive museum collection, including the Memorabilia Room on the first floor of Gelman and the Kiev Judaica collection and reading room on the seventh floor. A series of informative publications regarding archival

Reference and Instruction Services



Georgia Tech Library, the intellectual center of campus, is much more than just a quiet place to study and access books. Our goal is to make you feel welcome while meeting your needs for state-of-the-art technology, expert research assistance, collaborative study spaces, exhibit space, a café and much more...

**Georgia**  **Library and**  
**Tech** **Information Center**

## The Circulation Department offers many services for the students of Georgia Tech.

### Come to Circulation if you need to:

Checkout materials such as books, reserve items, videos and DVDs, wireless cards, digital cameras, digital camcorders, and tripods.

Check your library account.

Watch a course video.

Get help finding a book.

Order a GIL Express Item.

Pickup a Recalled or Requested Item.

Pickup an Interlibrary Loan Item.

Print in large format.

And much more.

### Policies for Students:

As a GT Student, you may checkout books for a period of one semester. You may also renew those items for two additional semesters unless the items have pending recalls on them.

A recall is when someone else needs the item and asks that it be returned.

Students are guaranteed 21 days from the original checkout date. After that time, any item is subject to recall.

If an item is recalled, a new due date is issued and an email is sent to your GT email account.

Failure to return a recall item by the new due date will result in fines of \$2.50 per day, per item.

As a student, you have the right to recall any item in the General Collection that has a status of "charged" in the Library GIL Catalog. You may either recall online or you can call or stop by the Circulation Desk and we will do it for you. Patrons are guaranteed 21 days with an item. Items that have been checked out for more than 14 days should be returned in about a week. Items that have been out less than 14 days should be returned by day 21. An email is issued to your GT email account when an item is available for pickup. You may also check your account online.

If you have any questions, you may contact us at (404) 894-4500 or [circrep@library.gatech.edu](mailto:circrep@library.gatech.edu).

## GIL Express

GIL Express is a service offered at all libraries within the University System of Georgia (USG). The service allows students, faculty and staff access to all eligible circulating material at all 34 USG libraries. GIL Express is available to all eligible USG patrons through both an on-site (walk up) service and an online requesting service via the Universal Catalog. The GIL Universal Catalog is a single database of information that is created from the individual library collections of the University System of Georgia's 34 member institutions, the Gwinnett University Center and the Georgia Archives (State of Georgia). This catalog contains over six million volumes, of which approximately 60% are held only by a single library.

## ILLiad Interlibrary Loan

To obtain materials that we do not own, an InterLibrary Loan service is also available to currently enrolled students and currently employed faculty and staff.

- Most loans and photocopies are free. However, you are responsible for any charges in excess of \$25.00 per item.
- Delivery can range from a few days to several weeks, so allow enough time when requesting material. If you need something in a hurry, indicate a specific deadline. You are still be responsible for charges in excess of the \$25 per item limit, even if the material is received after your deadline.

You can use this service to obtain:

- Photocopies and loans of books, theses, articles, conference papers, etc. from other libraries or commercial vendors.
- Dissertations from other schools.
- Audio-visual materials. We will do our best to borrow these for you, but many libraries will not lend them or will lend them with restrictions.

If you have any questions contact Information Delivery at (404) 894-4511.



# THE COMMONS

**The West Commons** is a learning environment that combines cutting-edge technology, research tools, and expert assistance from OIT staff and Library faculty and staff.

The West Commons includes:

- 80 productivity workstations
- 22 multimedia workstations
- Scanners
- Printing stations (black-and-white or color)
- Presentation Rehearsal Studio
- Information Services Desk

**The Resource Center** on the ground floor of the Library provides many services under one roof.

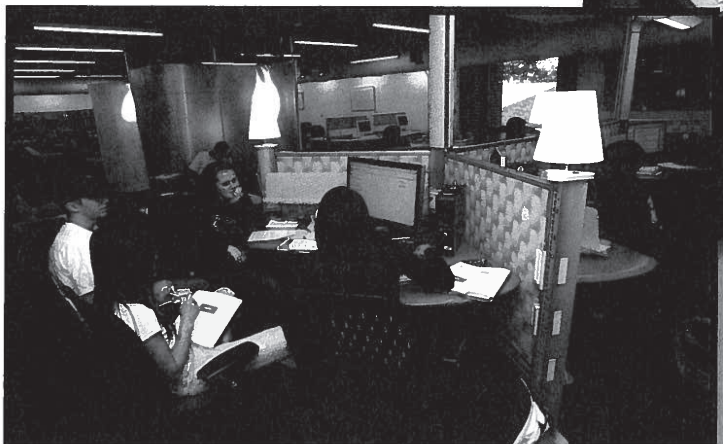
The Resource center includes:

- Walk-in computer support provided by OIT
- Media Conference Room (video conferencing, recording and meeting space)
- Success Program's 1-To-1 Tutoring
- Undergraduate Academic Advising
- Graduate Fellowship Assistance

**The East Commons** is a mixed-use, dynamic space designed on the advice of students, faculty and staff.

The East Commons includes:

- Theater and exhibits that showcase exceptional research and creativity from the Georgia Tech community
- 30 group workstations with 24 " monitors
- 6 walk-up workstations
- Printing stations (black-and-white or color)
- Jazzman's Café offering coffee, sandwiches, frozen drinks, baked goods and more
- Social areas for students, faculty and staff to meet, mingle and collaborate
- Flexibility study and leisure spaces
- Circulation and Reserves



# Georgia Tech LIBRARY and INFORMATION CENTER

<http://www.library.gatech.edu>

## SERVICES & RESOURCES

- ◆ Information Services/Reference Desk and Circulation open during all library hours
- ◆ Presentation Rehearsal Studio available (reservable at Information Services Desk or online)
- ◆ Library Research Classes offered each semester
- ◆ Librarians available for in-depth research assistance
- ◆ Course materials available through Reserves, primarily in electronic form
- ◆ Over 5 million books, technical reports, government documents and maps
- ◆ Over 20,000 e-journals, 250 databases and 30,000 electronic books provided by the Library
- ◆ Self-service access to other Georgia library resources using "Gil Express"
- ◆ Access to books and articles from other libraries using the Interlibrary Loan Service
- ◆ Access to library resources on and off campus
- ◆ Fax service, lockers, and vending machines
- ◆ Generous checkout periods
- ◆ Security provided during all library hours
- ◆ Camcorders, digital cameras, digital voice recorders and laptops available for checkout

## STUDYING

The Library offers both dynamic engagement spaces (1st & 2nd floors) and quiet study areas (all other floors). A newly renovated 1st floor East—loaded with individual and group workstations, comfortable seating and study spaces, a small café, casual reading materials, and GT students' works.

## COMPUTING

- ◆ Library West Commons (1st floor West)  
Over 100 workstations plus a Multimedia Center  
Software & hardware support; PRISM account activation and resets
- ◆ Library East Commons— group workstations in 2 mini-clusters
- ◆ OIT Walk-in Support: Resource Center (Library ground floor)
- ◆ Walk up ports & wireless access throughout the Library
- ◆ Wireless cards, USB drives, DVD burners, calculators, webcams and headphones available for check-out
- ◆ B&W and color printing available
- ◆ Public print bins- for files sent to the central printers at Printing and Copying Services (Library ground floor)





### Hours

The Main Library opens at noon on Sundays and remains open until 6pm on Fridays; Saturday hours are 9am - 6pm. Holiday and intersession hours vary.

### Important Numbers

Information Services/Reference  
404-894-4530  
Circulation/Reserves  
404-894-4500  
Architecture Library  
404-894-4877

## Have a question? JustAsk!

- Ask! in person  Visit the Information Services Desk on 1<sup>st</sup> floor West
- Ask! email  Check the Library's website for email icon
- Ask! phone  Call the Information Services Desk at 404-894-4530
- Ask! chat  gtlibref (AOL, Yahoo), gtlibref@hotmail.com(MSN)

Research Librarians are available by appointment for in-depth research assistance

July 2007  
Georgia Tech Library and Information Center

## Table of Contents

Foreword

<b>chapter one</b>	<b>GLITCHES, CRASHES, AND NATURAL DISASTERS</b>
7	What to do if you lose your flash drive
9	What to do if you can't print
10	What to do if you spill a drink on your keyboard
12	What to do if you break your arm and still need to type a paper
13	What to do if your car gets towed or won't start
14	What to do if there's a foot of snow on the ground and the Wells Library is a mile away
15	What to do if your textbook gets wet
<b>chapter two</b>	<b>NECESSARY EVILS</b>
18	How to ask for help
19	How to find books in the Wells Library
21	How to get started on an assignment
22	How to find a visual aid for a presentation or paper
23	How to finish your research paper so you still have time to have fun

<b>chapter three</b>	<b>AT THE LIBRARY AGAIN; BE BACK LATER</b>	<b>chapter five</b>	<b>WHAT REALLY MATTERS</b>
26	What to do if you can't find a group workstation in the IC	42	How to impress weekend visitors
27	What to do if you're stuck in the elevator	44	How to stretch a dollar
28	What to do if you need to return a book and can't find a parking spot	45	How to choose your major
29	How to find a good place to study	46	How to save the planet
31	What to do when you need to walk home alone late at night	47	How to find your way around campus without looking lost
<b>chapter four</b>	<b>OH, CRAP! CRISIS MANAGEMENT</b>	48	How to make friends in a class of 200 people
33	What to do if you flunked your first test	48	How to clone yourself
34	What to do if your paper's due tomorrow and you don't know how to start	<b>appendix</b>	<b>OTHER STUFF TO KNOW</b>
35	How to survive your first all-nighter	51	Herman B Wells Library Diagram
37	What to do if you find an article in Google and need to pay for it	52	Wells Library: Fact and Fiction
38	How to survive your first presentation	53	Discover your Learning Style
39	How to avoid being late for class	54	Support System
		54	Travel Time between IUB Branch Libraries
		56	Indiana University Bloomington Branch Libraries

**HOW TO ASK FOR HELP**

What is it about raising your hand in class, approaching an information desk, or asking for directions? Some people are hardwired to avoid such perceived embarrassments at all costs.

- 1) Don't be shy. The libraries on campus are places where it's definitely okay not to know the answers. (Don't confuse libraries with classrooms, where your professors will expect much more from you, especially on test days.)
- 2) Remember that you don't even need to know exactly what to ask. Read your assignment and ask yourself what you think your instructor wants you to learn. Even though it might feel like you're just jumping through hoops, there's usually a point to it. Usually.
- 3) Choose a method that's most comfortable for you. Ask for help in any of the following ways:

- phone*
- e-mail*
- online chat*
- instant messaging*

Use the "Ask a Librarian" link on the IUB Libraries Web site to connect with our librarians online.

**IU Survival Guide: Libraries Edition**

- 4) Face your fears. Face-to-face is often the best way to ask for help because sometimes a "back and forth" exchange needs to happen. This method is particularly useful if you don't know exactly what you need.

**HOW TO FIND BOOKS IN WELLS LIBRARY**

IU has one of the largest collections of books in the country. They're not hard to find in branch libraries like the Education Library or Fine Arts Library, but people entering the Wells Library always want to know: Where are all the books?

- 1) Make it your goal to find **A** book, **not THE books**.
- 2) Evaluate your options. You can go it alone and look in IUCAT, the online catalog, to find the call number and which library has your book. You're probably better off asking for help at any library information desk. Either way, after a few adventures in the stacks, you'll learn your way around.

Explore the upper floors of the East Tower or any of the libraries on campus and you'll find books. In the Wells Library alone there are over 4.6 million of them. Assuming an average of 9 inches per book, laid end to end, they'd extend from Bloomington to Washington, D.C. Or, if you're headed west, to Council Bluffs, Iowa.

**Necessary Evils**



- 5) Find Academic Search Premier and other databases in the Resource Gateway on the Libraries Web site. Articles there are free because the IUB Libraries buys online subscriptions for you and other members of the academic community.
- 6) Repeat after me. "I will never pay."

The 4th floor of the West Tower in the Wells Library has presentation practice rooms where you can practice your speech in private, record your speech, or review your recording. The rooms are available for two-hour increments on a first-come, first-served basis. Sign up at the main desk in the Information Commons.

**HOW TO SURVIVE YOUR FIRST PRESENTATION. AND YOUR SECOND. AND YOUR THIRD...**

Seems like presentations are the new tests nowadays. To prepare you for "the real world," professors in most academic disciplines are more frequently requiring you to beef up your public speaking skills. Better get used to it.

- 1) Organize your thoughts. Create an outline using full sentences, but don't write every word you'll say.
- 2) Practice.
- 3) Record yourself. Watch the recording. Try to be objective, or better still, ask a friend to offer critical advice.
- 4) Practice again.

IU Survival Guide: Libraries Edition

The number one fear of Americans is public speaking, according to a survey published in *The Book of Lists*.

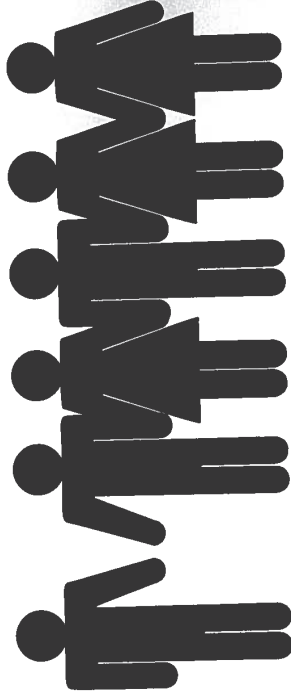
- 5) Before the presentation, take a deep breath. Shake your arms to relieve tension. Remember to smile.
- 6) If something doesn't go as planned, don't freak out. The rest of your presentation will go much more smoothly if you just relax, laugh at yourself, and move on.

**HOW TO AVOID BEING LATE FOR CLASS**

A campus as big as IU Bloomington can be difficult to navigate even if you've been here a while. When you're new, you sure don't want to draw attention to yourself by arriving late to class.

- 1) Give yourself enough time to get there. Factor in variables such as weather, traffic, disorientation, and running into friends. The only constant is the distance from Point A to Point B. In the beginning, the hardest part is finding Point B. (See How to find your way around campus without looking lost.)

Oh, Crap! Crisis Management



**SUPPORT SYSTEM**

The campus is filled with people to help you. True, you may not want their help, or you may not feel comfortable asking for it, but sometimes you just have to reach out. This food chain (right) shows the order of relative comfort for most help-seeking undergraduates.

Source: common sense

**TRAVEL TIME BETWEEN IUB BRANCH LIBRARIES**

Walking time in minutes (20 minutes/mile)	Business SPEA	Chemistry	Education	Fine Arts	Geography & Map	Geology	Herman B Wells	HPER
Business/SPEA	10.02	9.96	5.09	10.79	3.82	3.16	4.84	
Chemistry	10.02	10.81	5.06	3.54	7.92	9.35	5.28	
Education	9.96	10.81	8.31	13.98	11.96	6.81	9.81	
Fine Arts	5.09	5.06	8.31	6.74	4.33	4.43	1.54	
Geography & Map	10.79	3.54	13.98	6.74	7.62	11.13	6.09	
Geology	3.82	7.92	11.96	4.33	7.62	5.92	3.01	
Herman B Wells	3.16	9.35	6.81	4.43	11.13	5.92	5.17	
HPER	4.84	5.28	9.81	1.54	6.09	3.01	5.17	
Journalism	8.05	2.81	11.47	3.83	2.92	5.34	8.20	3.24
Life Sciences	11.33	2.25	10.00	6.24	5.55	9.77	10.07	6.90
Lilly	6.68	4.44	7.04	1.98	7.08	6.30	5.14	3.40
Neal-Marshall Black Culture Center	6.50	6.81	4.73	3.59	9.58	7.50	3.93	5.10
Optometry	14.75	4.79	13.38	9.70	6.33	12.66	13.73	10.07
Simon Music	10.76	5.66	6.13	6.36	9.19	10.67	8.47	7.70
Swain Hall	13.09	3.39	13.89	8.33	3.38	10.45	12.70	8.25
University Archives	12.67	4.36	15.15	8.44	1.91	9.52	12.86	7.93

IU Survival Guide: Libraries Edition

YOU	ROOMMATE	CLASSMATE	ADVISOR	LIBRARIAN	INSTRUCTOR
Journalism	8.05	11.33	6.68	6.50	14.75
Life Sciences	6.81	4.44	7.04	4.73	13.38
Lilly	6.68	4.44	7.04	4.73	13.38
Neal-Marshall Black Culture Center	6.50	6.81	4.73	3.59	9.70
Optometry	14.75	4.79	13.38	6.13	13.89
Simon Music	10.76	5.66	6.13	6.36	8.33
Swain Hall	13.09	3.39	13.89	8.33	3.38
University Archives	12.67	4.36	15.15	8.44	1.91
Business/SPEA	12.67	13.09	10.76	3.39	4.36
Chemistry	4.36	3.39	5.66	3.39	4.36
Education	15.15	13.89	6.13	13.89	15.15
Fine Arts	8.44	8.33	6.36	8.33	8.44
Geography & Map	1.91	3.38	9.19	3.38	1.91
Geology	9.52	10.45	10.67	10.45	9.52
Herman B Wells	12.86	12.70	8.47	12.70	12.86
HPER	7.93	8.25	7.70	8.25	7.93
Journalism	4.70	5.14	7.50	5.14	4.70
Life Sciences	5.85	4.00	4.16	4.00	5.85
Lilly	8.50	7.82	4.38	7.82	8.50
Neal-Marshall Black Culture Center	10.98	10.16	4.55	10.16	10.98
Optometry	5.42	3.06	7.27	3.06	5.42
Simon Music	9.87	8.17	7.27	8.17	9.87
Swain Hall	2.39	2.39	8.17	2.39	2.39
University Archives	9.87	9.87	8.17	9.87	9.87

Other Staff to Know

The Center for Educational Resources  
Presents

Spring  
08



# BITS and BYTES



We invite you to join us every Thursday from  
1:00 to 2:00 for our

## Spring 2008 Workshops

### How it works

- Come to the CER with your lunch
- Learn about new technologies in an informal, relaxed environment
- Have a cup of coffee on us

6 new workshops and the return of your favorites!

### Introduction to Second Life - 4/17/08

Have you heard the chatter about Second Life (SL)? Wondering what the hype is all about and why an immersive 3-D, virtual environment might matter in higher education? CER staffers will present a demo of SL, teleport you to interesting sites (a reconstruction of the Sistine Chapel, for example) and discuss how SL is being used by faculty and students in university settings.

### Introduction to RefWorks - 4/24/08

Join us for a brief overview of RefWorks, an online database for your citations that is free to the JHU community. We will demonstrate how to move citations into a RefWorks account, organize them for insertion into manuscripts, and automatically generate in-text citations and reference lists.

### GPS in the Classroom - 5/1/08 (3:00 - 4:00)

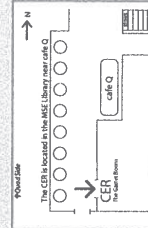
Global Positioning System (GPS) is a widely accessible, government-constructed satellite navigation system that permits users to identify any object's latitude, longitude and altitude anywhere in the world, 24 hours a day, under any weather conditions. Learn how GPS has been used to enhance a variety of Hopkins courses.

Are there topics you would like to explore?  
Feel free to call or email us.

We always welcome your suggestions.

### To Register

- Go online to - [www.cer.jhu.edu](http://www.cer.jhu.edu)
- or call - 410-516-7181



Designed by Reid Sczerba





**BITS and BYTES**  
Spring '08

**To Register**

- online - [www.cer.jhu.edu](http://www.cer.jhu.edu)
- or call - 410-516-7181

**Schedule for Spring 2008 Workshops**

**Podcasting 101 - 1/24/08**

Need to get your message out? Come learn how podcasting can help! This session will provide an overview of how to create a podcast and post it online. A description of podcasting services around the university will also be shared.

**Using and Teaching with Tablet PCs - 1/31/08 (3:00 - 4:00)**

Tablet PCs are traditional notebook computers with the ability to process digital ink by writing with a stylus. Instructors like them because they can annotate PowerPoint presentations or other file formats right on the screen. Outside the classroom, Tablet PCs are also useful for grading, creating lecture material, and capturing meeting notes. Come see how the Tablet PC can be used in your course.

**J-Share: Keep Your Files Online, Share If You Like - 2/07/08**

Explore the many features of JShare. Store files online and access them from any internet computer. Share files with the public, individuals, or groups. Send email attachments of unlimited size. Use JShare to publish your own personal website. Advanced topics, such as WebDAV access, group permissions, and versioning will also be covered.

**Google is More Than Searching - 2/14/08**

Google adds new features almost every week. This session reviews some of Google's free tools and services, focusing on Google Maps, Earth, Gmail, Notebook, and Documents. All of these tools are easy to use and can streamline online tasks - and they all work together for even greater benefits.

**Intermediate Photoshop Tips - 2/21/08**

Photoshop is a powerful, professional-grade image editor that enables you to take control of your images. We'll present techniques for practical image editing. A basic working knowledge of Photoshop's main features is preferred but not necessary.

**Effective PowerPoints without Common Errors - 2/28/08**  
PowerPoint is easy to learn, but prone to presentation error. Participants will learn how to structure slides to complement their presentations, incorporate audio and video clips, and present data effectively. Time permitting, attendees can bring their PowerPoint files for critique by the presenters.

**Communicate Online withlluminate and Skype - 3/6/08**  
This session explores two different tools for online collaboration.lluminate is licensed by JHU and can simulate the full breadth of a classroom experience online, requiring only a browser. Audio, video, PowerPoint, desktop sharing, polling, and chat are combined into an integrated presentation. Skype is a communication product that provides a personal, one-on-one experience. You may have heard about Voice Over IP (VOIP) - come see it in action!

**Teaching Students with Disabilities - 3/13/08**  
Universal design is the concept of designing products and environments that can be used by all people, regardless of disability, without the need for adaptation or specialized equipment. This session discusses how to apply the principles of universal design to learning environments to maximize all students' access to course content: lectures, classroom discussions, online classes, group work, handouts, Web-based instruction, and internships.

**Search Google Like a Pro - 3/27/08**  
Find exactly what you want more quickly than ever. Learn the inside tips and tricks to make Google work for you. We will cover some of Google's searching tools, such as map and image search. Gmail accounts available for all.

**Bringing your GPS data into ArcGIS - 4/3/08**  
Learn the power of spatially representing GPS data using Geographic Information Systems. This session provides an overview of ArcGIS and demonstrates how to blend local maps and aerial photography with hand collected GPS data. Library support for GIS and GPS will be described.

**Unicorns, Mermaids and Minotaurs: Finding Rare/Unique Material for Your Classes - 4/10/08**  
Join Special Collections curators for a discussion and demonstration of how rare books, manuscripts, maps, sheet music, and other exotic and rare creatures can be used in your classroom.

More on back - View other workshops on next page

**Worldwide Digitization Project Features Works from KU Libraries**

KU Libraries recently joined the ranks of several other prestigious universities in participating in the Digital Scriptorium project. The Department of Special Collections at KU's Kenneth Spencer Research Library has digitized 100 medieval manuscripts and documents, and 770 images from its extensive collections.



These fragments, part of Latin religious work written in copied on parchment in a Gothic hand, are the only known copy of a prayer book from the late 1300s. It is part of the 100 medieval manuscripts digitized and added to the Digital Scriptorium.

**The Digital Scriptorium**  
Learn more: [www.scriptorium.columbia.edu](http://www.scriptorium.columbia.edu)

**Christopher Budd: From Watson to Washington**

In 1979, Christopher Budd, an undergraduate student in fine art, architecture and interior design at the University of Kansas, was assigned to design a public service position in the Watson Library Resource Room. The assignment was to design a strategic planning division of a major international architecture firm, build a comprehensive infrastructure, and create contemporary work environments.

Budd has found memories of his time at KU in a great book, *Bylines*, at the University of Kansas. *Bylines* is a book that he worked on throughout his time at KU. It is a book that he worked on throughout his time at KU.



He has a great book, *Bylines*, at the University of Kansas. *Bylines* is a book that he worked on throughout his time at KU. It is a book that he worked on throughout his time at KU.

**Building Budd: From Watson to Washington**

In 1979, Christopher Budd, an undergraduate student in fine art, architecture and interior design at the University of Kansas, was assigned to design a public service position in the Watson Library Resource Room. The assignment was to design a strategic planning division of a major international architecture firm, build a comprehensive infrastructure, and create contemporary work environments.

Budd has found memories of his time at KU in a great book, *Bylines*, at the University of Kansas. *Bylines* is a book that he worked on throughout his time at KU. It is a book that he worked on throughout his time at KU.

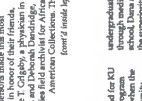


He has a great book, *Bylines*, at the University of Kansas. *Bylines* is a book that he worked on throughout his time at KU. It is a book that he worked on throughout his time at KU.

**Enhancing KU Libraries' collection of African American research materials**

Dana and Sue Anderson, longtime KU Librarians with significant African American research materials which will support studies of the region's historical African and African American documentation program, have been supported by KU Librarians to enhance the collection of regional African American research materials at KU. The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU.

The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU. The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU.



The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU. The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU.

**Memorabilia: Dana & Sue Anderson**

Dana and Sue Anderson, longtime KU Librarians with significant African American research materials which will support studies of the region's historical African and African American documentation program, have been supported by KU Librarians to enhance the collection of regional African American research materials at KU. The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU.

The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU. The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU.



The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU. The Andersons have made many gifts to KU Libraries that have enhanced the collection of regional African American research materials at KU.

**No Dreams Defered**

The Dana and Sue Anderson Endowment Fund for KU Libraries is a tribute to a friendship that began in 1971 when the Andersons defied social and economic community expectations to form a partnership with the University of Kansas. The Dana and Sue Anderson Fund also symbolizes the value system that upholds the primacy of family, the importance of hard work, and an unwavering belief that no dream can be deferred.

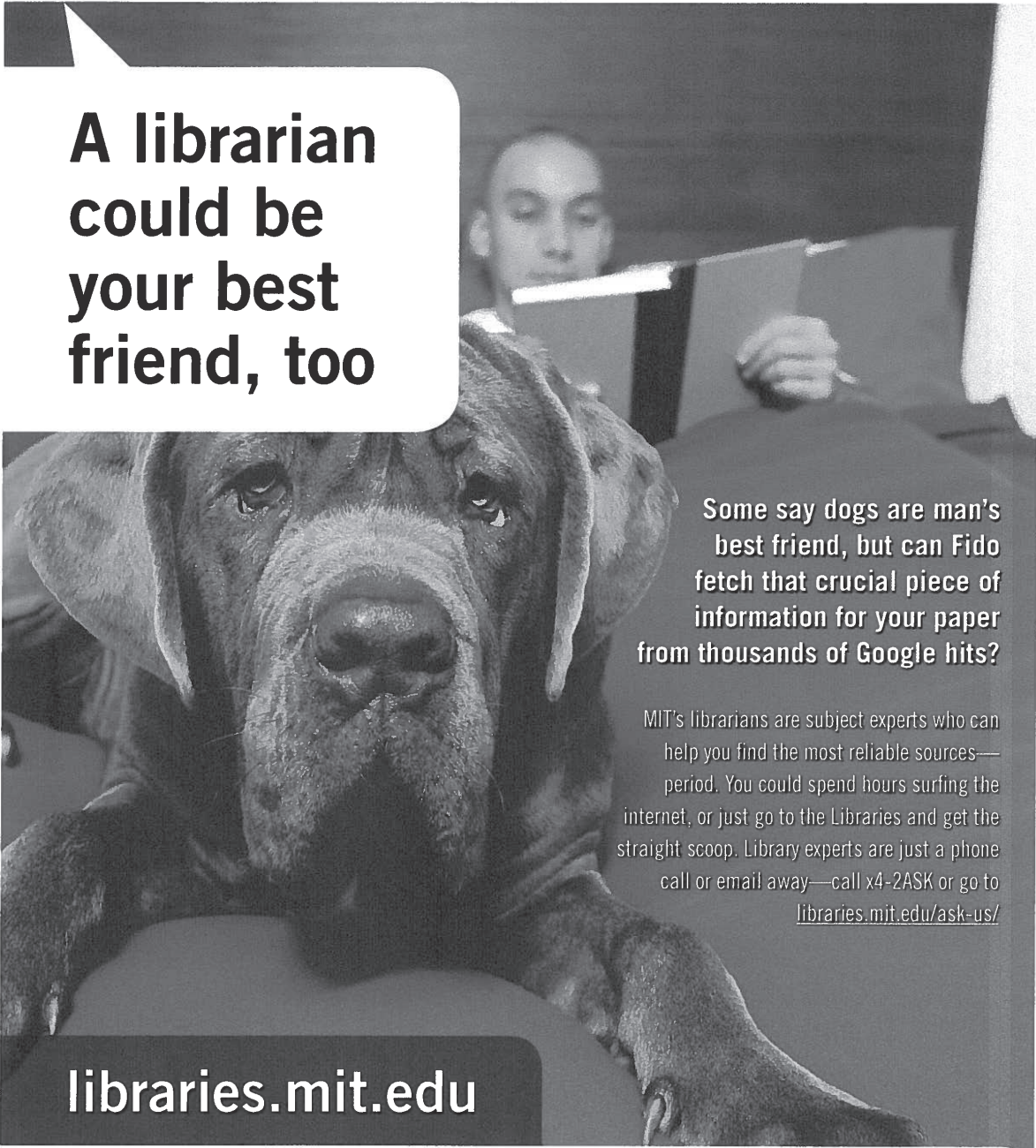


The Dana and Sue Anderson Endowment Fund for KU Libraries is a tribute to a friendship that began in 1971 when the Andersons defied social and economic community expectations to form a partnership with the University of Kansas. The Dana and Sue Anderson Fund also symbolizes the value system that upholds the primacy of family, the importance of hard work, and an unwavering belief that no dream can be deferred.









**A librarian  
could be  
your best  
friend, too**

Some say dogs are man's best friend, but can Fido fetch that crucial piece of information for your paper from thousands of Google hits?

MIT's librarians are subject experts who can help you find the most reliable sources—period. You could spend hours surfing the internet, or just go to the Libraries and get the straight scoop. Library experts are just a phone call or email away—call x4-2ASK or go to [libraries.mit.edu/ask-us/](http://libraries.mit.edu/ask-us/)

**libraries.mit.edu**

**Aero/Astro** 33-111  
**Barker Engineering** 10-500  
**Dewey** E53-100

**Hayden** 14S  
**Humanities** 14S-200  
**Lewis Music** 14E-109

**Lindgren** 54-200  
**Rotch** 7-238  
**Science** 14S-100



**MITLibraries**





## Vera and Barton aren't just a crazy love match

These crazy kids enjoy searching for great books and journals together, and long walks on the beach.

Meet Vera and Barton the Libraries' favorite couple! Vera, short for "Virtual Electronic Resource Access," provides instant access to thousands of online databases and e-journals. And Barton, the Libraries' online catalog, allows you to search for books and other resources from all the MIT Libraries. Just go to [libraries.mit.edu](http://libraries.mit.edu) and this dynamic duo will help you quickly find the information you need.

**libraries.mit.edu**

**Aero/Astro** 33-111  
**Barker Engineering** 10-500  
**Dewey** E53-100

**Hayden** 14S  
**Humanities** 14S-200  
**Lewis Music** 14E-109

**Lindgren** 54-200  
**Rotch** 7-238  
**Science** 14S-100



**MIT Libraries**



# Library resources are awake when you are

Whether you're cranking out a paper at 3 a.m. or just need a late-night change of scenery—wake up and discover the sweet resources of the Libraries.

Online full-text journals, O'Reilly handbooks, and databases like Web of Science, Compendex and more, are accessible 24/7 from any dorm room. Just go to [libraries.mit.edu](http://libraries.mit.edu) or visit Hayden library's secure 24-hour study room where peace and quiet is just an ID swipe away.



[libraries.mit.edu](http://libraries.mit.edu)

**Aero/Astro** 33-111  
**Barker Engineering** 10-500  
**Dewey** E53-100

**Hayden** 14S  
**Humanities** 14S-200  
**Lewis Music** 14E-109

**Lindgren** 54-200  
**Rotch** 7-238  
**Science** 14S-100

  
**MIT Libraries**

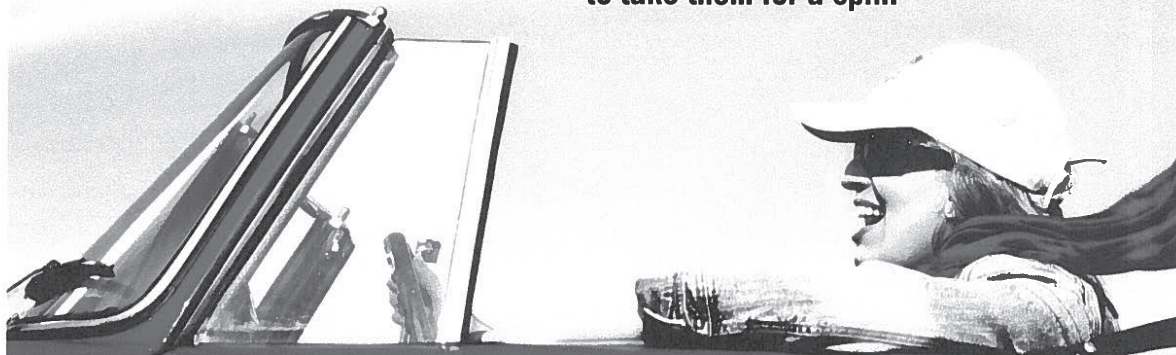
# Test drive our new web tools

**Take off with new tools that make  
online research quicker, easier and  
more fun!**

The MIT Libraries are trying out new tools like

- A Firefox toolbar that allows you to quickly search the Barton catalog, Vera, Google Scholar, and the SFX FullText Finder
- An online business and economics research advisor,
- A virtual book "browser,"
- RSS feeds for new books and more.

**Go to <http://libraries.mit.edu/betas>  
to take them for a spin.**



**libraries.mit.edu**

**Aero/Astro** 33-111

**Barker Engineering** 10-500

**Dewey** E53-100

**Hayden** 14S

**Humanities** 14S-200

**Lewis Music** 14E-109

**Lindgren** 54-200

**Rotch** 7-238

**Science** 14S-100

  
**MITLibraries**





# Our space is your space

**When dorm life turns out to be a little more social than expected, come over to the Libraries where you'll find a peaceful oasis from the everyday hustle.**

Each of MIT's libraries offers plenty of space to stretch out and make yourself at home—individual study spaces and even rooms for group study. And if you do your best work at sunrise, turn to the Libraries' virtual spaces. Your friends Vera and Barton are always there to help you at [libraries.mit.edu](http://libraries.mit.edu).

**libraries.mit.edu**

**Aero/Astro** 33-111

**Barker Engineering** 10-500

**Dewey** E53-100

**Hayden** 14S

**Humanities** 14S-200

**Lewis Music** 14E-109

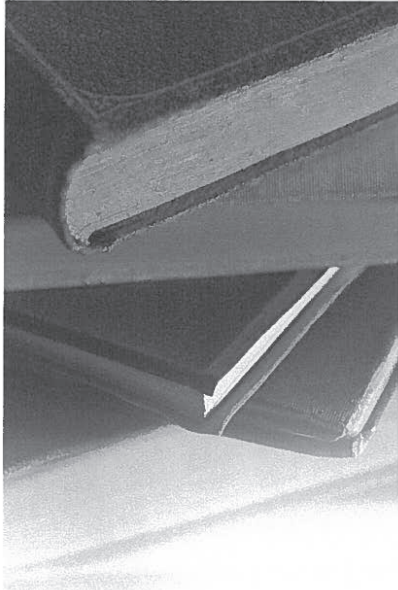
**Lindgren** 54-200

**Rotch** 7-238

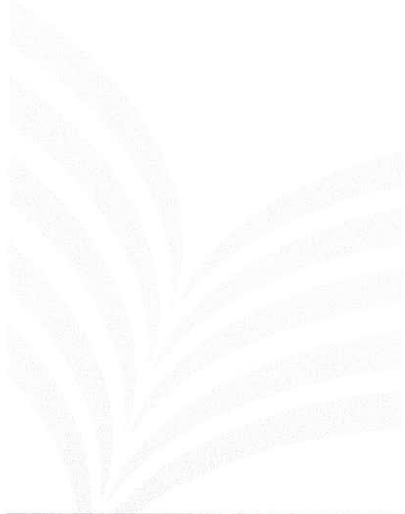
**Science** 14S-100



**MIT Libraries**



LIBRARY  
CIRCULATION  
POLICIES  
AT UNC-CHAPEL HILL



LIBRARY  
CIRCULATION  
POLICIES

AT UNC-CHAPEL HILL

UNC-Chapel Hill students, faculty, and staff must present their valid UNC One Card in order to borrow materials. Non-UNC borrowers may apply for a Borrower's Card at the Davis Library Circulation Desk. UNC One Cards and Borrower's Cards can be used to check out materials from most campus libraries.

**Loan Periods and Grace Periods**

<i>Borrower</i>	<i>Loan Period</i>	<i>Grace Period</i>
UNC Undergrad	30 days	3 days
UNC Grad Student	90 days	3 days
UNC Faculty	180 days	13 days
UNC Staff	30 days	3 days
Non-UNC	30 days	3 days

**Overdue Book Fines**

Books begin to accrue overdue charges at the rate of \$0.50 a day per item after the grace period has ended. The maximum overdue charge is \$15.00 per returned item.

**For More Information**

Find out about book renewal and recalls, and more about borrower eligibility and library fines at <http://www.lib.unc.edu/circ/>.

Davis Library Circulation  
(919) 962-1053  
davisirc@listserv.unc.edu





THE RARE BOOK  
COLLECTION



*All Worlds, All Time*



The Wilson Library  
University of North Carolina  
at Chapel Hill

rbcref@email.unc.edu  
<http://www.lib.unc.edu/rbc/>



UNC  
UNIVERSITY LIBRARY

<http://www.lib.unc.edu/rbc/>





THE  
SONJA HAYNES STONE  
CENTER FOR  
BLACK CULTURE AND  
HISTORY LIBRARY

---

The Stone Center  
Library collects works  
on African American,  
African, and African  
diaspora history  
and culture.



UNC  
UNIVERSITY LIBRARY

THE  
SONJA HAYNES STONE  
CENTER FOR  
BLACK CULTURE AND  
HISTORY LIBRARY

---

150 South Road  
University of North Carolina  
at Chapel Hill  
(919) 843-5804  
stonecenterlib@unc.edu  
<http://www.lib.unc.edu/stone/>

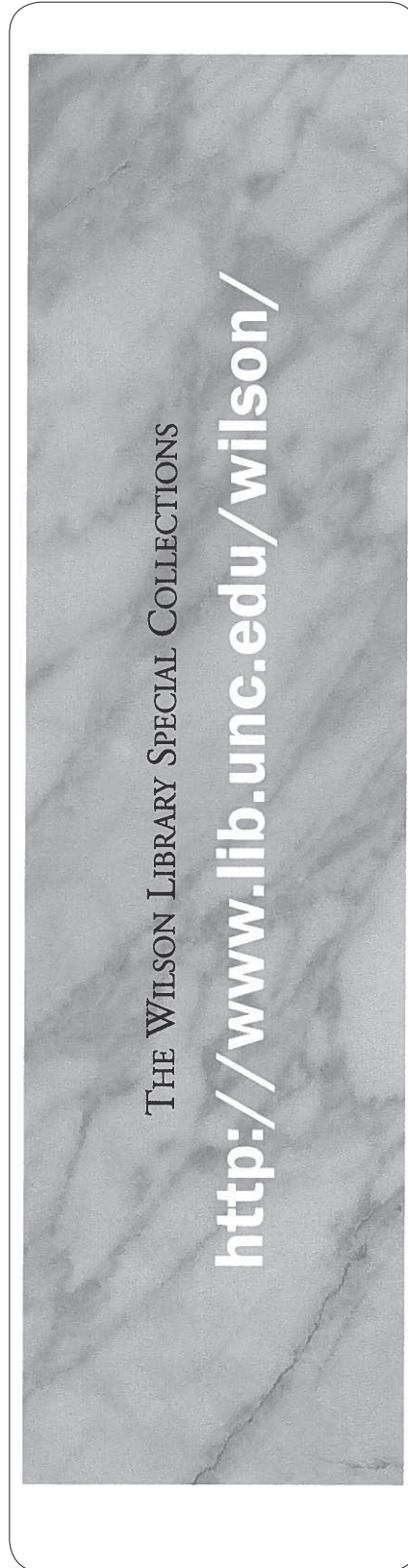
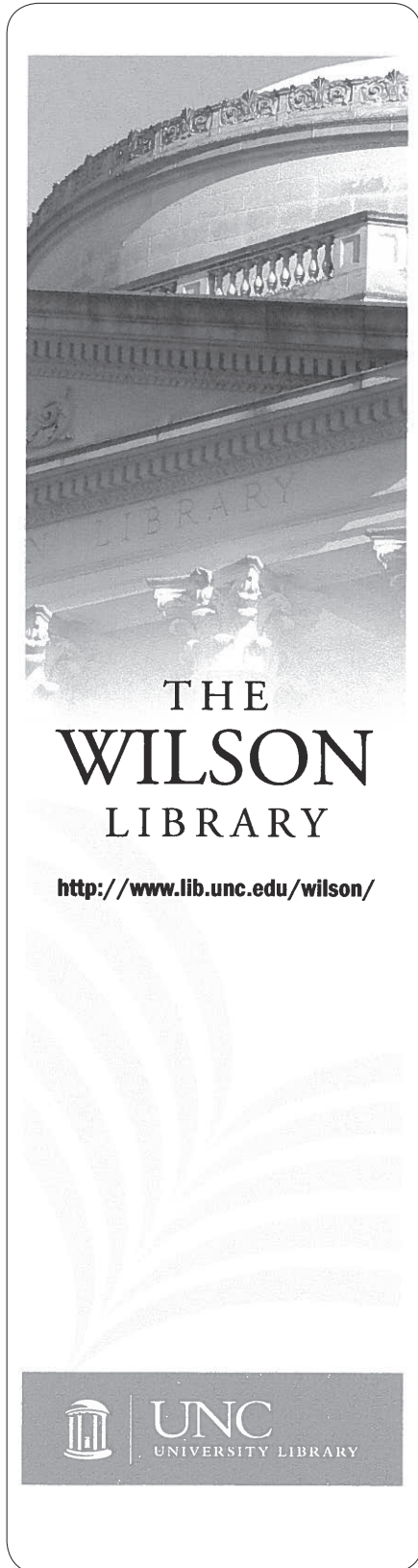
**Library Hours**

Monday – Thursday  
9:00 a.m. – 8:00 p.m.

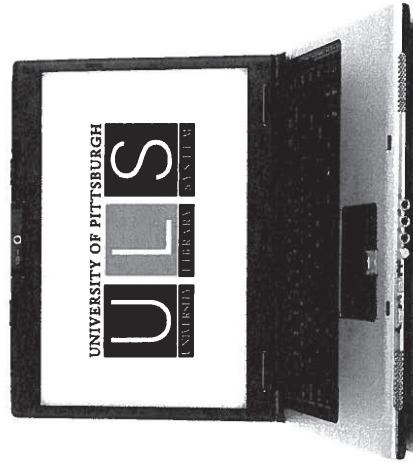
Friday  
9:00 a.m. – 5:00 p.m.

Saturday – Sunday  
Closed





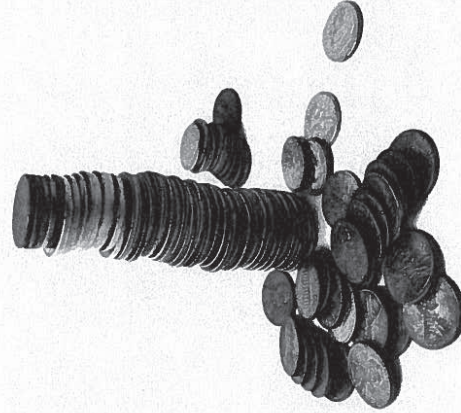




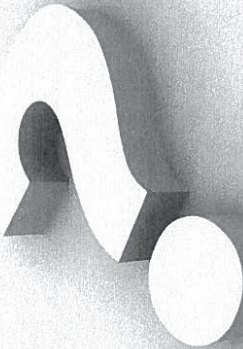
### What are the fines and fees for late or damaged laptops?

The overdue charges for laptops are \$10 per hour, up to four hours.

Thereafter, the laptop is considered lost, and you will be billed for its replacement up to a maximum of \$3,500.



For more information: Call 412-648-7800 or visit the library's Web site: [www.library.pitt.edu](http://www.library.pitt.edu)



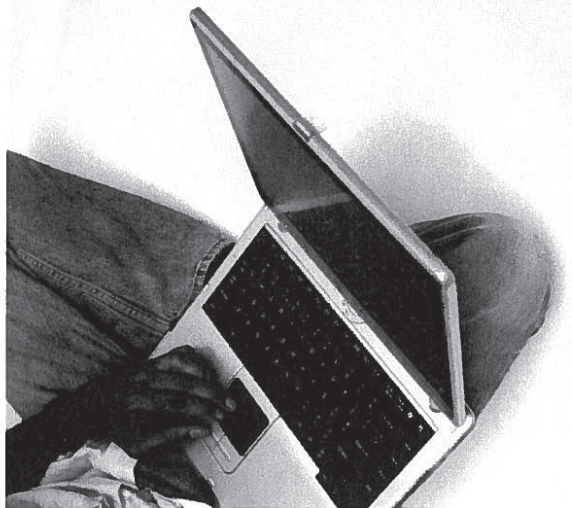
### What about my liability for the laptop?

You are responsible for the laptop while it is checked out to you. Do not leave a laptop unattended at any time. If a laptop is lost, stolen or damaged while it is checked out to you, you are responsible.

When using a laptop, please bring any problems to the attention of library staff immediately.

While using the laptop, users must also comply with all University of Pittsburgh Computer Account Policies.



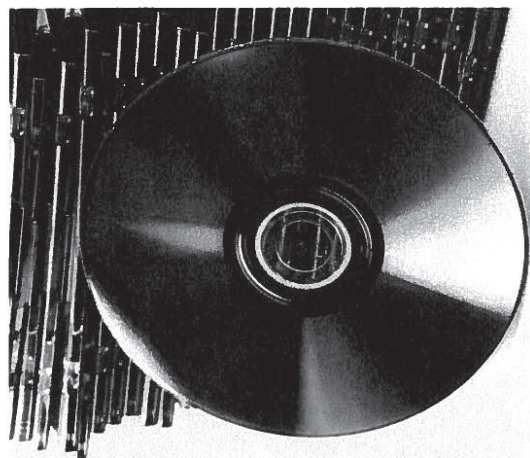


## How long can the laptop circulate?

Laptops are due 4 hours after they are borrowed. Laptops must be returned to the Hillman Ground Floor Lending Desk **one hour before closing.**

When returning a laptop, you must wait for library staff to check the laptop for damage and issue a return receipt, which is proof you returned the laptop. This process takes several minutes.

Disputes about laptops and bags can only be resolved upon your presentation of a return receipt.



## Who can borrow a laptop?

All University of Pittsburgh students in good standing with current University of Pittsburgh ID cards are eligible to borrow laptops.

You must show your University of Pittsburgh ID when borrowing a laptop.

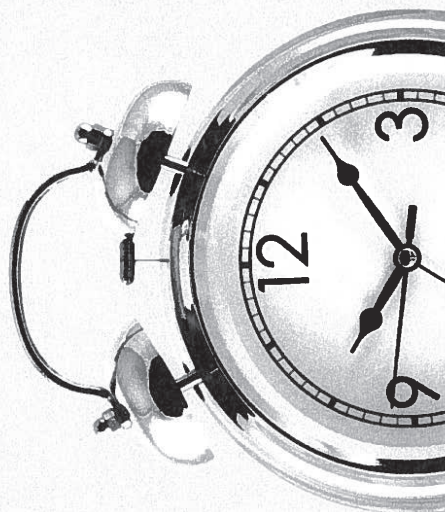
Laptops are to be used in-house use only, and may not leave the Hillman Library building.

## What is loaded on the laptop?

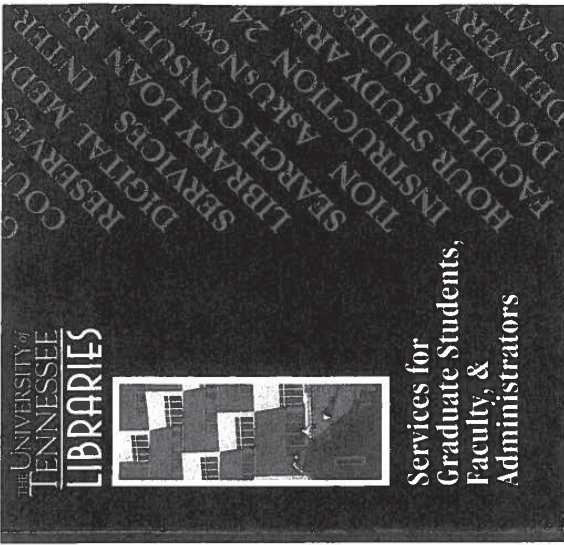
The computers enable you to access the Microsoft Office suite of applications, including Word, Excel, PowerPoint and Access.

You can also access your E-mail and the World Wide Web.

You are not able to download data to the laptop. Data must be saved on disk, jump drive, e-mailed to your account or printed.







University Libraries  
www.lib.utk.edu

**Contact Information**  
For more information use the AskUsNow! service on the library's Website or phone Reference and Instructional Services at 974-4171.

The University of Tennessee does not discriminate on the basis of race, sex, color, religion, national origin, age, disability or marital status in its policies and procedures of employment or in its educational programs. The policy prohibits both employment and educational discrimination on the basis of race, sex, color, religion, national origin, age, disability or marital status. The University of Tennessee is an Equal Opportunity Institution. For more information, contact the Office of Human Resources, 600 Thayer Street, Knoxville, TN 37996-1125. 601-991-0918

The **University Libraries** provide a wide array of services for graduate students, faculty, and administrators. Support for teaching and learning ranges from media production and digitization to course reserves, assignment-based library instruction, and specialized workshops. You can have library materials delivered to your office through Library Express or request materials from other libraries through interlibrary loan. Reference librarians will answer your questions promptly and can demystify the library research process for you. Please read further and be sure to consult our website. Take full advantage of all the resources and services the University Libraries has to offer.

Request the business card of your subject librarian or library contact to place here.



**of interest to GRADUATE STUDENTS**

- For more information, [www.lib.utk.edu/refs/gradservices.html](http://www.lib.utk.edu/refs/gradservices.html)
- 16-week loan period, document access and delivery to campus offices through Library Express and interlibrary loan
  - assigned study carrels
  - graduate student computer lab and wireless access for laptops
  - 24-hour Commons learning space with technology and library services, including multimedia production lab in the Studio
  - digital cameras, video recorders, laptops, GPS and other equipment available for check-out
  - AskUsNow! information services
  - individualized training and research consultation services with subject librarians
  - support for the use of bibliographic citation software, such as EndNote
  - assistance with numerical data access and GIS
  - dedicated services for distance education students
  - classroom instruction support services for GTAs

"Man's mind, once stretched by a new idea, never regains its original dimensions."  
—Oliver Wendell Holmes

**of interest to FACULTY**

- Find more about these and other services at [www.lib.utk.edu/refs/facultyservices.html](http://www.lib.utk.edu/refs/facultyservices.html)
- 52-week loan period, proxy cards available
  - faculty studies
  - document access and delivery to campus offices through Library Express and interlibrary loan
  - AskUsNow! information services
  - teaching support through the Media Center, OIT-Digital Media Services, and Reserves (Library-Digital Production Services)
  - assignment-based library instruction and research assignment consultation with subject librarians
  - individualized training and specialized workshops, including support for the use of bibliographic citation software, such as EndNote
  - collection development departmental liaisons
  - speakers and program activities of interest to scholars

"Knowledge is of two kinds: we know a subject ourselves, or we know where we know where we can find information upon it."  
—Daniel Webster



**of interest to UNIVERSITY ADMINISTRATORS**

- Find out more at [www.lib.utk.edu/refs/facultyservices.html](http://www.lib.utk.edu/refs/facultyservices.html) or contact the Reference and Instructional Services department directly at 974-4171.
- 52-week loan period
  - document access and delivery to campus offices through Library Express and interlibrary loan
  - dedicated reference specialist to provide research services
  - AskUsNow! information services
  - statistical information, government documents, and additional electronic resources available at your desktop
  - individual training and consultation in your office

"Books are the carrier of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill."  
—Bertrand Russell

# The Studio



## Contact

The Studio  
University of Tennessee Libraries  
245 Hodges Library  
1015 Volunteer Blvd.  
Knoxville, TN 37996-1000  
865.974.6396  
studio@lib.utk.edu

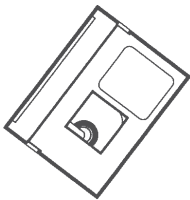
<http://www.lib.utk.edu/mediacenter/studio>

The users of The Studio are responsible for determining the lawful uses of materials.

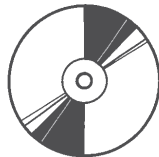
Copyright information:  
<http://www.lib.utk.edu/copyright>

Installation of unauthorized software is prohibited.  
University of Tennessee Information Technology  
Policies available at <http://oit.utk.edu>

Failure to observe Studio policies may result in a loss of user privileges.



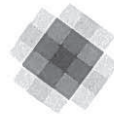
Video  
Production



Audio  
Production



Print  
Graphics



Digital  
Graphics



Web  
Design



The University of Tennessee is an EEO/AA/Title VI/Title IX/  
Section 504/ADA institution in the provision of its educational and  
employment programs and services EOI-6010-008-06

# What is The Studio?

The Studio is not just a digital media lab; it is a community. We provide media equipment, computers, software, and consultation services for the creation of media-enhanced instructional products. Services are available to students, faculty, and staff of the University of Tennessee. Our goal is to provide media computing resources, a trained staff to provide assistance, and information about campus-training opportunities. As a part of the University of Tennessee Libraries, The Studio continues a rich tradition of innovation and operates in a creative environment of instructional and service excellence.

## Checkout Equipment

MiniDV Video Cameras

Digital Cameras

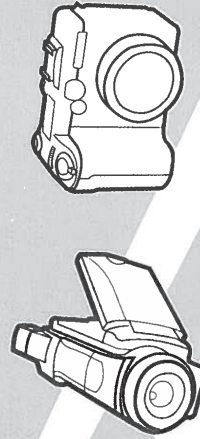
Wireless Microphones

Tripods & Microphone Stands

Lighting Kit

Dedicated storage space for  
long-term projects

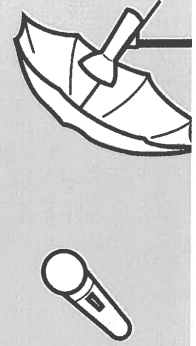
To check out equipment you must  
complete a certification course and sign  
a loan agreement.



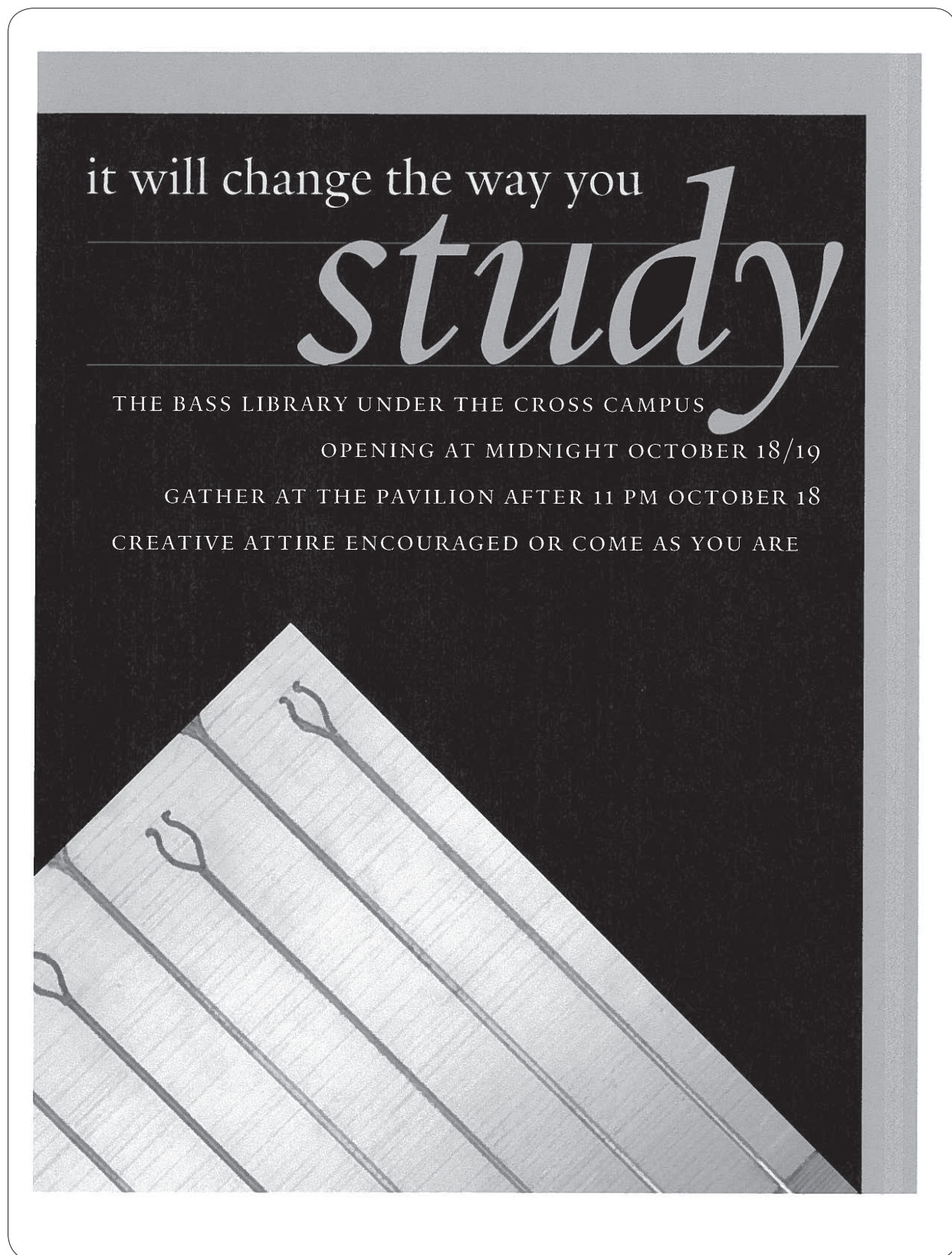
## Consultation, Instruction, & Reference

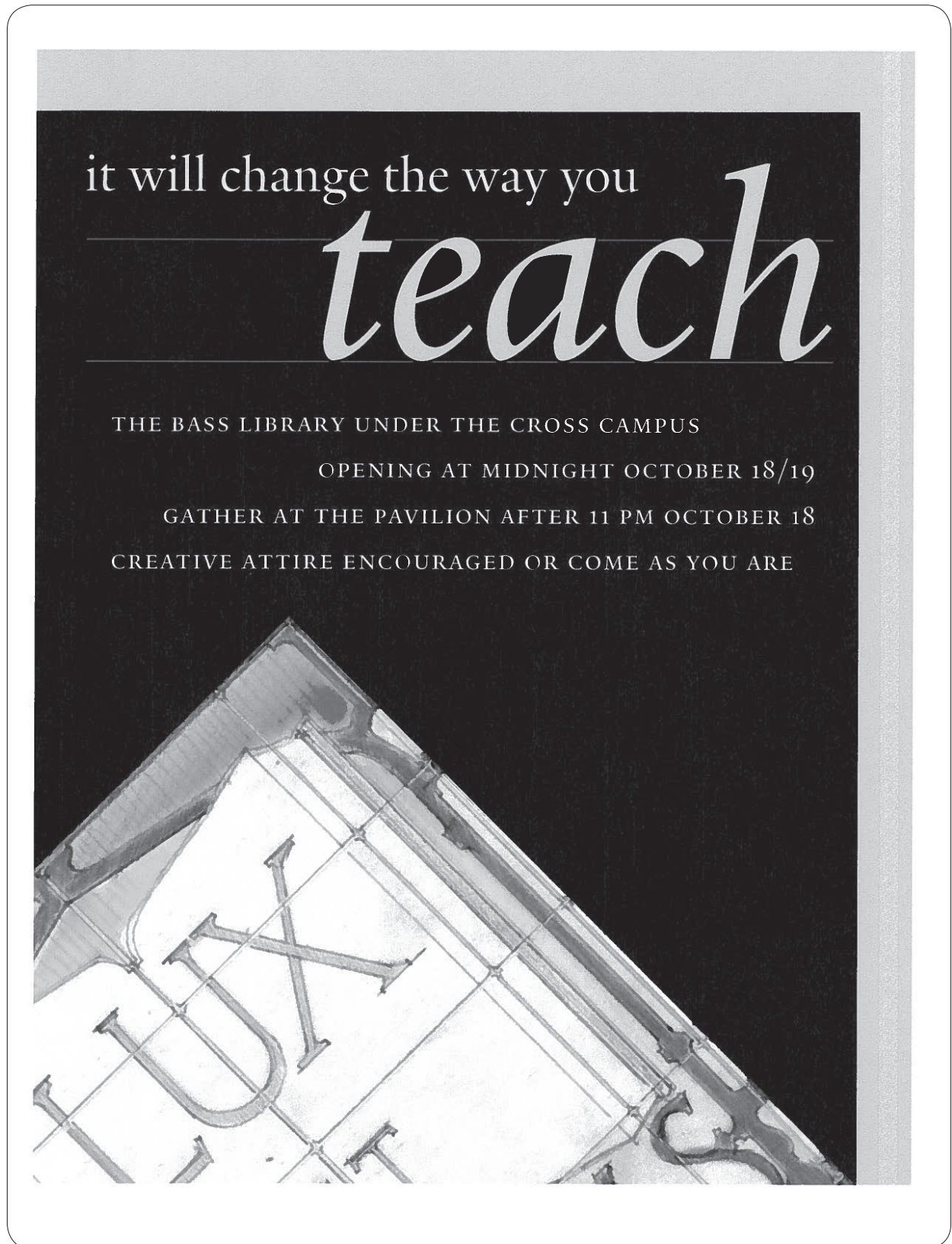
The Studio is staffed by full-time consultants who have experience in multimedia production. Studio consultants are available for one-on-one consultation with UT faculty, students, and staff. In addition, consultation assistance is given on an "as-needed" basis when working in the studio. Short instructional classes on media software are also offered—see our website for details and registration.

The Studio Reference Collection contains media-based tutorials, manuals, and books for beginners and advanced users of software. See our website for titles.











it will change the way you  
*learn*

THE BASS LIBRARY UNDER THE CROSS CAMPUS

OPENING AT MIDNIGHT OCTOBER 18/19

GATHER AT THE PAVILION AFTER 11 PM OCTOBER 18

CREATIVE ATTIRE ENCOURAGED OR COME AS YOU ARE





it will change the way you  
*think about*  
*food*

THE BASS LIBRARY UNDER THE CROSS CAMPUS

OPENING AT MIDNIGHT OCTOBER 18/19

GATHER AT THE PAVILION AFTER 11 PM OCTOBER 18

CREATIVE ATTIRE ENCOURAGED OR COME AS YOU ARE

