SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

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

The Survey on Graduate Student and Faculty Spaces and Services was conducted to explore the variety of resources and services being delivered to or envisioned for this unique population. The survey was distributed via the Web to the 123 ARL member libraries in March 2008. Sixty-five libraries (six Canadian and 59 American) completed the survey by the deadline of April 28 for a 53% response rate. Of these respondents, 48 institutions (74%) indicated that they provide or plan to provide services or spaces specifically designed for the designated populations. Most are providing or designing spaces/services to meet the needs of both groups, with only seven reporting services/spaces exclusively for graduate

students and two locations committed to providing service/space exclusively to faculty. Thirteen of 47 respondents (28%) target discipline-specific graduate students; eight (17%) of these also target a specific group of faculty. In most cases, the targeted groups tend to be in humanities or social sciences.

Developing Graduate Student and/or Faculty Spaces and Services

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

Respondents employ a wide variety of instruments to gather information about the spaces or services needed—but most reported a reliance on anecdotal feedback. For example, 34 of 43 respondents (79%) reported using informal commentary as part of their decision-making process. Only 20 institutions employed focus groups and only 19 (44%) conducted survey(s) or field observations. Field observations are most frequently used to gather input from library staff, and focus groups and surveys when consulting with faculty or student representatives. Few

institutions reported consulting with key campus stakeholders, with only eight libraries (19%) seeking feedback from their student support services offices and six from their faculty development offices. The reliance on current and best practice is more reassuring, with 19 of 36 sites (53%) reporting that their thinking was influenced by literature searches, and an equal number by site visits and expert opinion. Eighteen institutions (50%) were influenced by sessions at conferences, but only seven sites reported being guided by funded research.

Service Location(s) and Descriptions

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

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

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

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

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

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

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

The percentage of space allocated to various functions varies considerably. Twenty-six of 29 responding libraries report that space for quiet study and reflection ranges from 10% to 100% of the total space they are providing for faculty and graduate students, with a mean of 73%. Nineteen respondents report that louder collaborative work spaces ranges from 5% to

100% of their total, but the average amount of space devoted to this use is significantly smaller, about 33%. The percentage allocation of space for other purposes is too small to be useful to the study.

Services Provided

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

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

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

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

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

Partnerships

Forty-four institutions responded to the set of questions about partnering with other campus units to provide services to faculty and graduate students. Thirty-one (70%) indicated that they partner with at least one campus unit; 13 reported no such partnerships. Twenty-seven of the 31 (87%) partner with at least the campus computing center. Of the other four, one partners with the writing center and office of research; one partners with the faculty development/ teaching excellence office and the graduate student development office; another partners with faculty development, grad student development, and the

writing center; the fourth reported that it's sole partnership is with the office of research for grant writing. Eight respondents report that their sole partnership is with campus computing. The other 19 have partnerships with campus computing and at least two other campus units; 16 maintain partnerships with four or more campus units. In addition to the six categories of partners included in the survey, respondents mentioned other partners, including the Provost, Study Partners tutoring service, Intercollegiate Athletics, the Art Department, the Office of Campus-Community Engagement, Services for Students with Disabilities, Career Services, and campus food services.

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

Service Point Staffing

Ten institutions reported on staff working at service points specifically designated for graduate students and/or faculty. Overall, the results show that presently very few staff members are dedicated to providing services for faculty and graduate students. The lowest staffing level reported was one individual and the highest was 60, with an average staffing complement of 13.5. Seven of the respondents reported between one and eight individuals (for an average of 4.9). The respondent that reported roughly 16 staff provides services in renovated space, the Digital Social Science Center, within a branch library. The respondent that reported 25 staff provides services in the Faculty Commons within the main library. The library that

reported the highest number of staff (60) explained, "A planned renovation of the first two floors of the main library will be referred to as the Knowledge Commons. The new Knowledge Commons will include a new Center for Faculty Excellence."

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

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

Marketing/Outreach

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

Word of mouth is the most frequently reported method of promoting these spaces and services (used by 93% of respondents), but most institutions do not rely on this strategy alone. Only one institution said: "… we purposefully depend only on word of mouth and do not market their availability. There is always a waiting list for these spaces." An equal number of institutions (28 or 68%) use the library Web site, printed literature, such as brochures and bookmarks, and faculty and graduate student orientation sessions as ways of reaching these groups. Visits to faculty

and graduate student meetings and targeted e-mail announcements are also frequently used. On average, libraries are using more than five marketing strategies in combination, with a few institutions (5 of 40) using all of the traditional methods included in the survey. In addition to these methods, several institutions also mentioned more innovative marketing strategies, such as separate research commons Web sites, plasma screens in a Faculty Commons, public computer screen savers, office hours in departmental offices, specific identification on building floorplans and signage, receptions, and Facebook ads for grad students.

Statistics and Assessment

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

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

Conclusion

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

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

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

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

Sites report relationships with multiple partners — most often their campus computing unit and, to a lesser extent, their faculty development/teaching excellence office. The small number of sites reporting relationships with other campus units (e.g., graduate student development offices, writing centers, research

office) was surprising. The lack of formal documentation for these partnerships was a point of concern.

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

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

SURVEY QUESTIONS AND RESPONSES

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

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

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

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

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

BACKGROUND

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

We provide (or plan to provide) spaces or services specifically designed for **both graduate students and faculty**	39	60%
We provide (or plan to provide) spaces or services specifically designed for **graduate students** but not faculty	7	10%
We provide (or plan to provide) spaces or services specifically designed for **faculty** but not graduate students	2	3%
We don't distinguish between spaces or services for graduate students or faculty and other users	14	22%
Not applicable, this is not an academic library	3	5%

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

If your library doesn't distinguish between spaces or services for graduate students or faculty and other users, or is not an academic library, submit the survey now. Thank you—your response is also valuable.

2. What drove the decision to provide spaces or services specifically designed for graduate students and/or faculty? Check all that apply. N=48

	N	Graduate Students	Faculty	Both
	N	**31**	19	36
Requests from graduate students	33	**27**	—	6
Building renovation/reorganization	25	11	1	13
Requests from faculty	23	3	15	5
Result of a strategic planning process	23	5	3	15
Recommendations from library staff	21	5	—	16
Independent decision by the library administration	16	4	1	11
Influenced by success of other institutions	9	2	—	7
Funding opportunity specified these services	6	—	3	3
Independent decision by a group of campus units including the library	4	—	2	2
Funding opportunity specified this space	2	—	1	1
Mandated by an external body	—	—	—	—
Other reason	23	9	1	13

Please describe other reason(s).

Graduate Students

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

"Focus groups when planning new space in Biomedical Library."

"In consultation with Dean, Graduate Studies."

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

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

"Separate spaces for faculty and graduate students have been provided since the initial building was constructed in the 1960s. Separate spaces were maintained after the building was renovated in 2004 though in different formats."

"The student interest was discovered as part of our Mellon-funded study on the research needs of faculty and grad students."

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

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

Faculty

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

Both

"Initiated as a complement to Undergraduate Learning Commons."

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

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

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

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

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

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

"The success of the Information Commons made us realize that we needed to provide better space for all of

our Clientel and began investigating what other institutions were doing in this area."

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

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

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

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

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

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

	Yes	No
Graduate Students	13	34
Faculty	8	33
Total number of respondents	13	36

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

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

"Business; Law School."

"Digital Humanities projects, faculty and graduate students."

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

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

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

"Graduate Services Library focuses mainly on the humanities, though welcomes all. Data Lab focuses mainly on the social sciences, though welcomes all."

"Humanities and Social Sciences."

"Humanities and Social Sciences, Asia Studies."

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

"Humanities, social sciences, health sciences."

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

"Social Sciences departments."

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

	N	Faculty representative(s)	Student representative(s)	Library staff	Other libraries	Campus computing unit representative(s)	Student support services representative(s)	Consultants	Faculty development office representative(s)	Other individuals, group, or entity
	N	36	35	33	21	13	8	7	6	8
Anecdotal feedback/informal conversations	34	22	22	27	13	6	3	—	3	2
Focus groups	20	11	17	3	—	1	2	—	—	2
Surveys	19	15	18	6	—	2	2	—	—	—
Field observations	17	5	6	11	7	—	—	2	2	1
Formal interviews with constituent groups	16	10	13	4	1	4	—	1	2	2
Expert opinion	14	8	3	6	5	5	2	4	3	2
Other information gathering method	9	5	4	—	3	—	—	—	—	—

Please describe the other individuals, group, or entity.

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

Other individual(s), group(s), or entity contacted.	Other information gathering method and the corresponding individuals, group, or entity.	Comments
Before renovation we had focus groups with graduate students and also talked with faculty representatives about proposed changes in spaces for these two groups.	Prior to renovation we visited other libraries and looked at spaces they provided for these groups.	Prior to renovation we had individual faculty carrels on all floors. We now have individual faculty carrels on the two lower floors and group faculty carrels on the two upper floors. We had very small individual graduate carrels on the floors before renovation; we now have group graduate carrels on the floors. All carrels are card-accessible via their ID cards.
Deans (expert opinion)	LibQUAL+®	
Department chairs		Some of the study rooms have been in existence for decades, so the methodology for their development is unknown.
Director of Teaching and Learning Centre, Campus Master Plan Committee (expert opinion)		
Entire campus was surveyed in 2002, 2005 by LibQUAL+®.		
Faculty and grad students in a variety of departments across campus participated in both our Humanities/ Social Sciences study and the subsequent sciences assessment. We heard the desire for grad study space from the humanities / social sciences group, but not from the sciences group.		

Other individual(s), group(s), or entity contacted.	Other information gathering method and the corresponding individuals, group, or entity.	Comments
Graduate and faculty tours and orientations. Current holders of spaces in Olin, the library currently in design development for a phased renovation. (formal interviews)	Field observation in general for student study spaces. Interviews.	
Most of the communication regarding these spaces comes through representatives to the library via formal campus committees.	Comments from LibQUAL+® have been helpful in obtaining feedback about these spaces.	
Non-library staff at our university; Members of the public who are not affiliated with our university but who use the library; University alumni; Donors to the library and to the university. (anecdotal feedback)	Meetings of standing faculty committees—formal and informal conversations; University library donors—informal conversations; University alumni—informal conversations.	
Other libraries where an information commons has been implemented.	infocommons-l listserv	The listserv has been incredibly helpful.
Our satellite campus was modeled on corporate libraries.		
Staff of the student union on Grounds. (focus groups)		
The Dean's office (having previously been contacted by students) strongly supported the development of many additional group study rooms in the Owen Library renovation.		
The library has provided study carrels for graduate students for about 20 years.		
Data support group (not connected to campus computing), Institute for Governmental Studies, Survey Research Center. (anecdotal feedback)		Since we have several spaces and services specifically for graduate students, it is difficult to summarize all in one list. It is also challenging since many of these spaces/services were conceived and in place prior to my arrival on campus and I do not have a complete history to reference.

Other individual(s), group(s), or entity contacted.	Other information gathering method and the corresponding individuals, group, or entity.	Comments
VP Academic; individual conversations/complaints by graduate students; informal conversations from faculty; comments on LibQUAL+®	Meetings/correspondence with administrative faculty	
We have met with the Provost, the College of Arts and Sciences Policy Committee, the Dean and Executive Associate Dean of the College, the Bloomington Faculty Council Library Committee, the Dean and Associate Dean of the Graduate School, the Associate Vice Provost for Research and the Associate Provosts for Research. So far, only graduate students have been included in focus groups.		
	Focus groups: medical and pharmacy students primarily.	
	Input from faculty development office staff included feedback gathered from a Faculty Development Advisory Committee.	This project was planned jointly with staff from most of the units eventually housed in the Faculty Commons. Each participating unit had been actively gathering information from faculty for some time before we developed the idea of locating these services together in the library.
	LibQUAL+® survey, 2007. Graduate students and faculty user groups. We identified needs (in general) and in specific disciplines/library branches and follow up is still required to convert the needs into the operational plans and programs.	
	The Library did not contact others, campus IT did.	

Other individual(s), group(s), or entity contacted.	Other information gathering method and the corresponding individuals, group, or entity.	Comments
	We conducted a number of site visits to other academic libraries.	
	We contacted the Graduate Student Council about dedicating space for graduate and faculty quiet study.	
	We met in late March with a representative group of graduate students, toured our Main Library with them, talked about the spaces that we are currently providing, and solicited ideas on what they would like to see in Main Library. Though specifically a conversation about space, we did touch on services that might be beneficial for this population.	In addition, in January, a library group was charged with identifying the necessary and desired components of a cohesive program for providing information skills instruction to graduate students. This endeavor is also shaping some of our thinking as we move forward with this.

Additional Comments

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

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

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

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

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

"When deciding to combine faculty & grad student reading rooms in the science library, we reviewed usage statistics, conducted focus groups with grad students, and contacted faculty who were heavy users of the faculty reading room."

5. Please indicate whether any of the factors below influenced the library's thinking about the space(s) or services to offer. Check all that apply. N=36

		Graduate Students	Faculty	Both
	N	10	5	25
Site visits	19	6	1	12
Literature searches	19	4	1	14
Expert opinion	19	3	1	15
Presentations attended at conferences	18	2	1	15
Funded research	7	1	2	4
Other	8	2	2	4

Please specify other factor(s).

Graduate Students

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

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

Faculty

"Information from EDUCAUSE Learning Space Design Constituent Group."

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

Both

"Onsite observation of users' behavior; Data on library use (gathered by our library)."

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

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

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

Other

"Available spaces. Funding. Mellon grant stipulations."

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

Additional Comments

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

"Site visits are planned to other libraries."

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

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

SERVICE LOCATION(S)

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

		Graduate Students	Faculty	Both
	N	10	4	32
Services are delivered from pre-existing service points	20	4	—	16
Services are consolidated in a single discrete location (e.g., a research commons)	18	3	4	11
Services are dispersed across several new service points or locations	14	3	—	11
Other	8	2	—	6

Please specify other location(s).

Graduate Students

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

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

Both

"Coordination of distributed campus support services through Web site."

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

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

"Western Libraries: services are delivered from pre-existing service points. Teaching Support Centre is newer

and in one location in The D.B. Weldon Library. Proposed that there will be library services delivery in newly planned campus community spaces."

Other

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

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

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

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

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

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

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

Additional Comments

"Offer new spaces, not new services."

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

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

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

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

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

SERVICE POINT DESCRIPTION

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

    See table below.

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

Within the main campus library	39	91%
Within a branch library	19	44%
In a non-library building on campus	4	9%
Other building	2	5%

    Please specify the name and/or discipline of the branch library. N=17

    Please specify the name and/or discipline of the non-library building. N=3

    Please specify the other building. N=2

Name/description	Main campus library	Branch library	Non-library building	Other building	Comments
A planned renovation of the first two floors of the main library will be referred to as the Knowledge Commons. The new Knowledge Commons will include a new Center for Faculty Excellence.	✔				
Carrels and group study room in Wilson Library, our largest library with materials for arts, humanities, social sciences.	✔				
Digital Media Lab; Chalk Learning Management System Office	✔				
Faculty Commons	✔				
Faculty Research Studies, Graduate Research Carrels, Retired Faculty Research Room	✔				
Faculty studies; graduate student carrels	✔				
Faculty Study Rooms; Scholar Study Rooms	✔				
Faculty support center; visualization lab	✔				
Graduate Services	✔				
Graduate Student and Faculty Quiet Study Area	✔				
Graduate student floor, graduate and faculty carrels	✔				
Graduate Student Study Suite	✔				
Graduate Student Success Center	✔				
Graduate Study Room	✔				

Name/description	Main campus library	Branch library	Non-library building	Other building	Comments
Individual study rooms	✔				
Kelvin Smith Library	✔				
Learning Commons service desk	✔				This is what we currently have--a planning process will determine how much segmentation of service points will be needed when we are able to offer more customized spaces.
Scholarly Commons	✔				
Service: document delivery for graduate students; delivered at circulation desk	✔				
Student Multimedia Studio, Presentation Practice Room	✔				
Unspecified	✔				
Unspecified	✔				
William T. Young Library	✔				
Information Desk	✔	13 branches			
Graduate reading rooms, faculty study areas, graduate carrels at music and art libraries	✔	Art library, Music library, Douglass library			
Libraries for humanities and social sciences, science, Astronomy, chemistry, biology/psychology, physics, fine arts, music, education	✔	Humanities and social sciences, science, Astronomy, chemistry, biology/ psychology, physics, fine arts, music, education			

Name/description	Main campus library	Branch library	Non-library building	Other building	Comments
Quiet Study Floors and Faculty Writing Place	✔	Integrated Sciences and Engineering Library: quiet study space			Quiet Study Rooms: These are rooms that have wireless and comfortable individual study spaces. Quiet is enforced through User Behavior Policies and building monitors. Faculty Writing Place: This is a room specifically for faculty to drop in and writing alone or in groups. Faculty development workshops are held here as well. Begun with a Mellon grant. Hosted collaboratively between the Library and Office of Faculty Development
Roger C. Holden Faculty and Graduate Student Reading Room; Science Library Faculty and Graduate Reading Room	✔	Science Library			
Olin Library, Kroch Library, Mann Library	✔	See comment.			Olin and Kroch libraries are separate libraries but function as one library and while Cornell does not have a 'main' library, for this purpose Olin/Kroch would represent the main library because of its size, use and home for the library administration. Mann Library would represent a branch library.

Name/description	Main campus library	Branch library	Non-library building	Other building	Comments
Access Desk; Circulation Desk; Reference Desk; Microfilm & Microfiche Room; Interlibrary Loan; Maps and Government Information; CLICC Lab; subject libraries for Arts, Music, Medicine, sciences, Management, undergraduates	✔	SEL (Science & Engineering Library); College Library; Biomedical Library; Management Library; Music Library; Arts Library; Young Research Library			
Reference Desk and Library Training Room	✔	Veterinary Medicine			New workshops were held both in the main building and in the Veterinary Medicine library which services a program that consists solely of graduate students.
Research Commons: to be located in the east tower in the Wells Library	✔	We are considering the creation of a science-focused library from three existing subject-specific libraries. It will include statistics and GIS support near science faculty and graduate students.			
Unspecified	✔	The branch library is housed in the branch campus building.			

Name/description	Main campus library	Branch library	Non-library building	Other building	Comments
Unspecified	✔	Unspecified			Again, services are not separated out.
Unspecified	✔	Unspecified			We have a special graduate study room which contains some computer workstations and a printing area. The rest of our services are not specific to graduate students but are offered in tandem with other services.
Service desks in all libraries; Teaching Support Centre	✔	Teaching Support Centre is located in The D.B. Weldon Library (Arts and Humanities, Information & Media Studies, and Social Sciences)	Service desks located in: Business, Education, Law, Music, Allyn & Betty Taylor (Engineering, Health Sciences, Medicine & Dentistry and Science) and The D.B. Weldon libraries and Western Archives,		
Faculty offices / graduate study carrels	✔	Various	Departmental offices		
Web	✔	Unspecified	Unspecified		

Name/description	Main campus library	Branch library	Non-library building	Other building	Comments
Graduate Student Computer Cluster	✔	Rockefeller Library - main humanities and social sciences library	Sciences Library	Librarian in the Lobby: collections librarian has office hours in academic buildings.	
Digital Social Science Center		Lehman Library for the Social Sciences			
Graduate Study Room; Lockers for graduate students.		Biomedical Library and the Arts Libraries (2 buildings).			
Study Rooms: Business School Library		Owen Management School Library			
Chapman Learning Commons				The Irving K. Barber Learning Centre is a library, a branch library (in some respects), and a learning centre.	

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

Renovated space	23	77%
A combination of renovated and newly constructed space	7	23%
Newly constructed space	—	—

Comments

Renovated Space

"Biomedical Library Graduate Study Room."

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

"Renovated about a decade ago."

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

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

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

Combination

"Depends on the building."

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

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

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

Other

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

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

"The spaces are not service points."

10. Are patrons other than graduate students and/or faculty allowed to use the service point(s)?
    N=39

Yes	26	67%
No	13	33%

If yes, please specify who else may use the service point(s).

"All."

"All patrons with circulation privileges use the circulation desk."

"Any library user."

"Any Virginia citizen 16 years and older."

"Anyone with valid university ID."

"Community."

"Faculty."

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

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

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

"If carrels are not occupied others may sit at them."

"In some spaces the response would be 'yes' and in some 'no.'"

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

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

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

"Staff/students authorized on their behalf."

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

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

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

"The service point is open to anyone that wants to avail themselves of our services."

"This branch is open to the public and used by a small undergraduate class as well as other students and faculty who live near the campus."

"Undergraduates and staff."

"Undergraduates will be allowed to use the visualization lab."

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

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

Hours per week

Minimum	Maximum	Mean	Median	Std Dev
40	168	105	102	34.73

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

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

Please specify other.

Associate Dean in University Library

Associate University Librarian

AUL for Access Services

Both Library Director and IKBLC Director

Center for Academic Technology reports to CIO

CIO

Director of Social Science Libraries

Director of Teaching and Learning

Director of the Owen Library

Head of access services

Head of branch library

Individual Research Study Rooms are managed by the Stacks Supervisor

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

Additional Comments

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

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

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

	N	Graduate Students	Faculty	Both
		14	6	33
Study seating (individual/quiet study)	37	6	2	29
Lounge seating	24	9	2	13
Collaborative rooms	18	6	3	9
Meeting space	16	2	3	10
Service desk	14	2	1	11
Space for socializing	12	1	2	9
Recording/videotaping room	10	1	1	8
Training spaces distinctly separate from classrooms	9	—	2	7
Presentation practice space	8	1	1	6
Performance/presentation/audience space	7	—	1	6
Classroom(s)	7	—	1	6
Food service/kitchen/catering facility	6	—	2	4
Other space	10	3	—	7

Please specify other kinds of space.

Graduate Students

"Computer cluster and soft seating area for grad students."

"Computer lab just for graduate students."

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

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

Faculty

"Individual faculty study offices."

Both

"Exhibitions."

"Graduate student Teaching Assistants tend to use library space for 'office hours.' We also have carrels assigned to grad students in 3 libraries."

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

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

"Space to work on digital projects."

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

Other

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

"Cubicles and tables for consultations."

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

"In three newly renovated branches we provide individual study carrels in lockable storage cabinet for laptop, books, papers, etc. Keys are loaned to the graduate student. Developing a Graduate Student Lounge for

Faculty of Arts PhD students in the Humanities & Social Sciences. This discrete area will support 20 study carrels, comfortable seating and coffee making facilities for our Graduate students. Space extremely limited in Arts Building and many PhD students are not provided with offices. Longer term plans will see large areas in our main branch renovated with lockable cabinets attached to graduate student study carrels, targeting MA students, not UG."

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

"Private self-contained carrels with door locks."

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

Percentage of space for quiet study/reflection N=26

Minimum	Maximum	Mean	Median	Std Dev
10%	100%	73.08%	85%	29.61

Percentage of space for louder collaborative work N=19

Minimum	Maximum	Mean	Median	Std Dev
5%	100%	33.37%	30%	29.02

Percentage of space for presentations/performance N=8

Minimum	Maximum	Mean	Median	Std Dev
5%	100%	21.63%	10%	32.16

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

Minimum	Maximum	Mean	Median	Std Dev
5%	30%	15.22%	10%	8.61

Quiet Study	Collaboration	Presentations	Classrooms	Comments
10				
20	10	10	10	The rest of the space is collections. The space for other activities will grow as more collections are moved off-site.
23	11	23	27	There is some overlap between the categories listed above. For example, two of the smaller conference rooms are used for louder collaborative work and for smaller meetings.
25	65	10		
50	30	5	15	This applies to all of our subject specific libraries.
50	40		10	
50	50			
50	50			
60	15	5	20	
67	33			
70	30			
80	5	10	5	
80	10		10	
90	10			
90	10			
90	10			
95	5			
100		100		The Roger C. Holden Faculty and Graduate Student Reading Room is typically configured for quiet study, but it is occasionally used for events and presentations. The room is either configured 100% for quiet study, or 100% for presentations/events. The Science Library Faculty and Graduate Student Reading Room is always configured for quiet study.
100				Difficult to answer this question as the Faculty Writing Place is quiet unless there is an event going on with food, speaker, and collaboration or a group comes in. It's the same space used for a variety of purposes. A classroom is adjoining and connected by a hallway.

Quiet Study	Collaboration	Presentations	Classrooms	Comments
100				
100				
100				
100				
100				
100				
100				
	60	10	30	
	90		10	
	100			Of the facilities restricted for graduate/professional students only in the Owen Library, the group study/meeting rooms are the only service points in that category. Quiet study space, service desk, etc. are accessible to all university patrons as well as Owen students.

SERVICES PROVIDED

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

		Graduate Students	Faculty	Both
	N	10	5	24
Desktop computers	24	6	3	15
Reproduction equipment (printers, scanners, photocopiers, etc.)	21	5	3	13
Loaner laptop computers	18	3	2	13
Display surfaces (blackboards, interactive whiteboards, etc.)	18	5	3	10
Computer peripheral equipment, either on site or loans (data projectors, headsets, microphones, etc.)	15	4	1	10
General software (Word, Excel, etc.) workshops/assistance	14	3	2	9
Viewing or listening equipment	12	1	1	10
Printing/scanning services (staff-mediated)	11	2	1	8
AV equipment, either on site or loans (projectors, video recorders, etc.)	9	1	—	8
Digitization services (staff-mediated)	8	1	1	6
Other technology services	14	1	2	11

Please specify other technology services.

Graduate

"Wireless coverage."

Faculty

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

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

Both

"All Individual Research Study Rooms have access to the Library's wireless network."

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

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

"GIS, data, and visualization technologies."

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

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

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

"Sound booth; 3D visualization space."

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

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

"Working on a collaboration with our Teaching and Learning Center on incorporating technology into the classroom."

16. Which of the following **research services** are provided to graduate students and/or faculty in the service space(s)? Check all that apply. N=27

	N	Graduate Students	Faculty	Both
		4	2	24
Remote Reference/Research Help service (e-mail, chat, virtual reference, etc.)	25	3	1	21
Citation Management software and assistance	20	3	1	16
Appointment-based Reference/Research Help	18	2	1	15
Data analysis and/or software assistance	14	2	—	12
Reference/Research Help Desk service (face-to-face)	13	1	—	12
GIS analysis and/or software assistance	13	3	—	10
Organizing conferences or colloquiums	3	—	1	2
Other research services	9	—	1	8

Please specify other research services.

Faculty

"Center for Teaching; instructional design."

Both

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

"Digital media support; support for the University's course management system."

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

"Interlibrary services/document delivery."

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

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

"Organizing and publicizing talks by experts."

"Rush order materials requested by faculty and graduate students that are within the collecting mandate of the Libraries."

17. Which of the following **teaching support services** are provided to graduate students and/or faculty in the service space(s)? Check all that apply. N=17

	N	Graduate Students	Faculty	Both
	N	0	1	16
Instructional skills workshops and assistance	14	—	1	13
Educational technology workshops and assistance	13	—	—	13
Learning object creation workshops and assistance	7	—	—	7
Podcasting	7	—	—	7
Video conferencing	6	—	—	6
Vodcasting	4	—	—	4
Other teaching support services	4	—	—	4

Please specify other teaching support services.

Both

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

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

"Web 2.0 tools, electronic portfolios, Blackboard assistance, learning design."

"Whatever our Teaching and Learning Center will provide."

18. Which of the following **personal growth services** are provided to graduate students and/or faculty in the service space(s)? Check all that apply. N=18

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

Please specify other personal growth services.

"Potentially, all may be offered (tbd)."

Additional comments about services

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

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

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

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

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

PARTNERSHIPS

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

• briefly describe the role each partner has played;

• describe from where the partner provides services. (For example, do the campus partners maintain permanent offices or satellite offices in the library? Alternatively, do they provide services in library spaces but maintain their permanent offices elsewhere?);

• indicate whether the library has formal contracts or memorandums of understanding (MOUs) with the partner outlining rights and responsibilities associated with their use of physical space or involvement in research/teaching support services

N=44

	Partner		MOU		
	Yes	No	No	Some Arrangements	All Arrangements
Campus Computing	27	15	16	8	2
Faculty Development/ Teaching Excellence Office	18	22	17	—	—
Writing Center	15	25	13	1	—
Learning Technoligies Office	15	25	13	1	—
Office of Research	11	28	11	—	—
Graduate Student Development Office	10	30	9	—	—
Other Partner	10	28	9	—	1
Total number of respondents	31	38	24	8	3

Campus Computing N=42

Yes	27	64%
No	15	36%

No formal contracts or MOUs	16	62%
Some arrangements are documented through contracts or MOUs	8	31%
All arrangements are documented with contracts or MOUs	2	7%

Role	Provides Services from:	MOU?	Comments
Academic application support	Another building on campus	No	
Campus mainframe servers	Located in the library	No	
Columbia University IT Department	DSSC	No	CUIT supports equipment interface, server maintenance, assists in user consultations by providing technical advice.
Computer lab help desk	Computer lab in library	All	
Computing labs open to all campus community	Two libraries	Some	
Consortium of colleges provides computing support and laptops for loan; help desk; downloadable software	Most library buildings	Some	
For all users: IT help desk in library, wired and wireless network support, provide workstations and printers, security cameras for computing resources	Help desk in Library and OIT offices outside library	No	
I.T. Help Desk, Teaching lab computer support	Library and other locations	Some	MOU for use of shared, computer-equipped classrooms in library.
IT has a help desk in 3 spaces that cater to grad students and faculty.	Scholars Lab, the humanities/ social sciences library, the science library, and the Institute for Advanced Technology in the Humanities which is housed in the library	Some	
IT help desk	Computer lab located in the main library	No	

Role	Provides Services from:	MOU?	Comments
IT help desk located in our Information Commons	Password reset, general technology help with laptops and approved software	No	
IT help desk, wireless network support	ITS and occasionally from within the libraries early in the academic term	No	
IT Help Desk, wireless network support, data services support	Campus computing centers and library	No	
IT help desk, wireless network support, server management	ICS, NCS, Ancillary Services	Some	ICS, Service Level Agreement, Ancillary Service Agreement
IT help desk, wireless network, hardware/software discounts	IT location	No	
Library/IT Help Desk, wireless support, computer classrooms, key served software	This building and others	No	
Productivity workstations		All	
Provides a computer lab within the library for graduate students		No	
Providing equipment and support for services,	Help desk in the Information Commons. Other services include an advanced visualization lab, humanities and social sciences digitization support, Stat-Math Lab, GIS	No	We have an MOU for the Information Commons with UITS, our central computer organization. Still in planning phases for Research Commons.
The Campus Computing's Academic Technologies group staffs this service point.		No	The Library's Integrated Library Systems Group and the Library's Digital Library Development Center staff share office space with the Computing Organization's Academic Technologies Group. The Academic Technology group's staff provides the equipment and services to faculty and graduate students from this space.

Role	Provides Services from:	MOU?	Comments
The Library provides space to campus computing, writing, and instructional learning services who support faculty and graduate students by providing wireless laptop assistance, instructional design, writing, and classroom technology support services. This exists to some extent at branch libraries as well.	Within the main library	No	This is in a pilot stage.
They are the primary force in this project, and the staff in the area will report to CIO and provide the services.	The library location	No	
Wireless network support	In library spaces but maintain their permanent offices elsewhere	No	
Wireless network support, some off-site server management, IT help desk (outside the library)-not specific to any user group	Offices outside the library	Some	
Wireless network, computing infrastructure	Permanent offices elsewhere	Some	
www.it.ubc.ca			
Yes, IT help, wireless network support and server management	On location and remotely	Some	

Additional Comments

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

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

"The Libraries do provide a Statistical Software Consulting service. Again, this is not limited to faculty and graduate students."

Faculty Development/Teaching Excellence Office N=40

Yes	18	45%
No	22	55%

No formal contracts or MOUs	17	100%
Some arrangements are documented through contracts or MOUs	—	—
All arrangements are documented with contracts or MOUs	—	—

Role	Provides services from:	MOU?	Comments
Centre for Teaching and Academic Growth http://www.tag.ubc.ca	Unspecified		Librarians attend courses offered by TAG on teaching skills; librarians also deliver information literacy courses through TAG.
Coordinate teaching needs assessment, Blackboard use, electronic reserves.	Library	No	
Co-sponsor service and hold events.	Another building	No	
In discussion stages now.	To be determined	No	
Librarians offer workshops as part of new faculty orientation	Centre for Support of Teaching	No	
Pedagogical program and skill development	Teaching Support Centre in The D.B. Weldon Library	No	
Range of workshops, grants, coordination of programs	Variety of campus locations based on size of room available, some in library	No	Campus does not formally have a teaching excellence center, rather a collaborative group of campus partners supporting faculty/instructor development including the library.
Research, teaching, and leadership development of faculty and graduates including workshops, seminars, consultations, etc.	Center for Faculty Excellence located in the main library	No	
Space for faculty development workshops	Offices and space in Library	No	

Role	Provides services from:	MOU?	Comments
The Center for Teaching and Learning offers workshops, discussion series, individual consultations, and other programming and resources to develop and strengthen teaching skills and strategies.	Offices within Faculty Commons	No	
The library provides sessions in the August and January teaching workshops.	The Teaching Resource Center	No	
These are already in the building, Teaching and Learning Technology Center	Their existing space in Library West Tower.	No	Predates our development of an MOU process.
Workshops	Classroom	No	
Workshops	Permanent offices elsewhere	No	
Workshops are offered to faculty concerning copyright issues, using bibliographic management software, and linking to library services in course management pages.	These workshops are held at the Institute for Teaching and Learning Excellence facility on campus.	No	Workshops for using bibliographics management software are also held in the library training room, but these classes are also open to undergraduate students.
Workshops on library resources	Library classrooms	No	
Unspecified	Unspecified	No	Some collaboration with the Sheridan Teaching Center but not formal
Unspecified	Teaching & Learning Services	No	

Writing Center N=40

Yes	15	37%
No	25	63%

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

Role	Provides services from:	MOU?	Comments:
All kinds of writing tutoring for whole campus population - drop-in and scheduled 45 minute sessions; workshops	Our building	No	
Coordinated support for writing intensive classes	Library	No	
Dissertation assistance, writing, tutoring, editing dissertations as well as organizing them.	Service point in combination with other services targeted for Undergrads.	No	Not at this point, but there will be an MOU.
English Center provides writing tutoring to ENGL core writing courses	Liberal Arts classroom building and Library satellite location in carrels	No	
Joint consultation services and workshops	Main library	No	
Potential			
Provide faculty development and institutional services that support a writing-centered curriculum; offer faculty workshops and individual consultations in teaching development.	Offices within Faculty Commons	No	Student writing center is located in the Learning Commons.
Range of support for student services (though mainly undergraduate)	Usually their department, though had a trial satellite in library (cancelled due to their budget/ staff cuts)	Some	
Referral, some joint teaching	Main library	No	
The Writing Center is moving to the main library. They serve all students.		No	

Role	Provides services from:	MOU?	Comments:
The Writing Center is part of SMART Commons, but not limited to grad students.		No	
Tutor; not specific to any user group	Classroom	No	
We have a pilot project starting in May where the writing centre will have a presence on the main floor of Scott Library in preparation for the upcoming Learning Commons initiative.	Main floor and will also use library teaching spaces to conduct workshops.	No	
Writing Center is located in building	Discussing having writing assistants at our general reference desk.	No	
Writing clinic	Within the library satellite office	No	

Additional Comments

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

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

"Writing Center has a service point in Main Library, but no services specifically targeted at grad students (or faculty)."

Learning Technologies Office N=39

Yes	15	39%
No	24	61%

No formal contracts or MOUs	13	93%
Some arrangements are documented through contracts or MOUs	1	6%
All arrangements are documented with contracts or MOUs.	—	—

Role	Provides services from:	MOU?	Comments
Assisted technology equipment	Friedman Study Center for both Under Grads and Grads - all hours open (24 x 5)	No	
Collaborative workshops	Permanent offices elsewhere	No	
Content & Collaboration Services		No	
Coordinate teaching needs assessment, Blackboard use, electronic reserves	Shared teaching lab in library	No	
Faculty and graduate e-learning support, learning management system support, learning object creations, etc.	Center for Faculty Excellence located in the main library	No	
Instructional design classes and consultations. Focus on technologies to enhance creative teaching	Five staff have offices in the library.	No	
Learning design	Offices within Faculty Commons	No	
Learning management systems assistance	Educational technology lab, and library	No	
Learning management systems workshops, Learning Object Creation, Multimedia support, Videoconferencing support	Library and other locations	Some	Shared classrooms have an MOU.

Role	Provides services from:	MOU?	Comments
Learning management systems, webcasting/podcasting courses	Main building with technology infrastructure for this department, distributed to many classrooms	No	Many of the collaborative elements with this group are focused on meetings for designing services such as those integrated in the learning management system, so those meetings might take place in the library or elsewhere.
Office of Learning Technology			
Oncourse (CMS) support	Teaching and Learning Technology Center.	No	The existence of this service point pre-dates our development of MOUs.
Partner with both the Teaching Support Centre and Western Libraries to provide learning technologies and program skill development	Teaching Support Centre in The D. B. Weldon Library	No	
Workshops on systems and software; help developing online courseroom standards	Their location	No	
Workshops, technology fair	Classrooms, large meeting space	No	

Office of Research N=39

Yes	11	28%
No	28	72%

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

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

Graduate Student Development Office N=40

Yes	10	25%
No	30	75%

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

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

Other Partner 1 N=10

No formal contracts or MOUs	9	90%
Some arrangements are documented through contracts or MOUs	—	—
All arrangements are documented with contracts or MOUs	1	10%

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

Name and Role:	Provides Services from:	MOU?	Comments:
Services for Students with Disabilities, a unit within Student Development Services — support to students with disabilities, including graduate students	Space provided in The D.B. Weldon Library	No	
Statistical Analysis Unit — Main Library	Provide assistance in gathering and analyzing research statistics	No	

SERVICE POINT STAFFING

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

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

Librarian N=6

Individuals	FTE
1	0.5
1	1
1	1
3	3
25	—
—	6

Other library professional N=5

Individuals	FTE
1	1
2	2
2	—
1	—
—	1

Library support staff N=4

Individuals	FTE
5	5
4	4
5	—
1	—

Student assistants N=4

Individuals	FTE
6	2
7	2.25
10	—
—	3

Campus computing staff N=3

Individuals	FTE
2	—
6	6
—	4

Faculty development office staff N=2

Individuals	FTE
2	2
9	—

Writing center staff N=2

Individuals	FTE
3	3
3	—

Learning technologies office staff N=3

Individuals	FTE
7	4
3	—
5	—

Student development office staff N=1

Individuals	FTE
1	—

Graduate studies department staff N=1

Individuals	FTE
2	—

Other staff category N=1

Individuals	FTE
1	1

Other partner staff N=1

Individuals	FTE
2	2

Office of research staff N=0

Respondent	Librarian	Other library professional	Library support staff	Student assistants	Campus computing staff	Faculty development office staff	Learning technologies office staff	Student development office staff	Graduate studies department staff	Writing center staff	Other partner staff	Other staff category
1	1	1		6								
2	1	2		7		2	7			3	2	1
3	1		5									
4	3		4									
5	25		5	10	2	9	3	1	2	3		
6					6							
7	6 FTE	2	1	3 FTE	4							
8							5					
9		1										
10		1 FTE										

21. Is there a director/coordinator position specifically assigned to overseeing spaces or services for graduate students and/or faculty? N=26

Yes	9	35%
No	17	65%

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

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

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

Library redefined job descriptions of existing staff	7	50%
Library created new positions	6	43%
Library reassigned staff to new service point	5	36%
Partners reassigned staff to new service point	5	36%
Partners created new positions	3	21%
Partners redefined job descriptions of existing staff	3	21%
Library staff applied to work in the new service point	—	—
Partners staff applied to work in the new service point	—	—
Other	3	21%

Respondent	Library			Partner		
	Created	Redefined	Reassigned	Created	Redefined	Reassigned
1	✔	✔	✔	✔	✔	✔
2	✔	✔	✔	✔		
3	✔	✔				
4	✔	✔				
5		✔	✔		✔	✔
6		✔	✔			✔
7		✔				
8	✔			✔		
9	✔					
10			✔			✔
11					✔	✔

Please explain other.

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

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

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

MARKETING/OUTREACH

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

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

Please describe other strategies.

"Coordination with Graduate Division newsletter/coordinator."

"General library publicity about new services."

"Office hours in departmental offices."

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

"Press releases; campus calendars"

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

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

"We market the Faculty and Graduate reading room with a fall reception for new grad students."

24. Is there a formal marketing plan for reaching graduate students and/or faculty? N=41

Yes	8	20%
No	33	80%

Comments

Yes

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

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

"The library's marketing plan includes graduate students as a market segment."

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

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

No

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

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

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

"We will work with the Marketing Librarian on this initiative, but a plan has not yet been created."

STATISTICS AND ASSESSMENT

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

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

Please specify other.

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

"Carrel applications by department and rank."

"Circulation data for specific populations."

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

"Document Delivery support; statements in dissertations."

"Grants received."

"Included with overall statistics."

"Information not available yet."

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

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

"Occupancy is always at 100%; we monitor the queue line for the waiting lists."

"Reference questions and instructional efforts are tracked."

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

"Statistics regarding room assignments."

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

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

"We keep statistics on these things but they are not segregated by user status.'

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

No formal assessment	6	15%
LibQUAL+®	26	63%
Suggestion boxes/boards	18	44%
In-house surveys	17	42%
Focus groups	15	37%
Interviews	8	20%
Broad-based research studies	1	2%
Other	10	24%

Please specify other.

"Academic support unit program reviews."

"Anecdotal data."

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

"Information not available yet."

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

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

"Surveys run by Graduate Student Organization."

"This is not limited to graduate students and faculty. We also have a liaison librarian who works with each

department as their personal librarian for service and collection issues."

"Voluntary comments on Web page."

"We are now doing our own assessment."

ADDITIONAL COMMENTS

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

Selected Comments from Respondents

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

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

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

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

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

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

offices, scheduled by semester, inside the library."

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

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

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

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

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

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

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

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

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

"We have a unique building that is divided into two towers. The smaller of the two, the West Tower, has been remodeled into an Information Commons with five floors of services and space designed for undergraduates. To complement that and to recognize the need for services designed for graduate students and faculty we are looking at the East Tower as the Research Commons, including the extensive collections in the humanities and social sciences. Creation of the Research Commons in the library will offer support—in one central campus location—to faculty and graduate students at any point in the complex research process. By assembling groups and expertise now distributed throughout the campus, the Research Commons will blend technology with traditional resources to serve as a center for a wide range of scholarly activities."

"We have no special area set aside for graduates or faculty. We do have assigned carrels scattered around the library. In the partnerships section - we have informal partnerships with several departments/offices and offer services to grad students and faculty BUT not in a special space reserved for them in the library."

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

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

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

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

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

RESPONDING INSTITUTIONS

University at Albany, SUNY

Auburn University

Brigham Young University

University of British Columbia

Brown University

University at Buffalo, SUNY

University of California, Berkeley

University of California, Davis

University of California, Irvine

University of California, Los Angeles

University of California, San Diego

Canada Institute for Scientific and Technical Information

Case Western Reserve University

University of Chicago

University of Colorado at Boulder

Colorado State University

Columbia University

University of Connecticut

Cornell University

University of Delaware

University of Florida

George Washington University

Georgetown University

University of Georgia

University of Hawai'i at Manoa

University of Illinois at Urbana-Champaign

Indiana University Bloomington

University of Iowa

Iowa State University

Kent State University

University of Kentucky

Library of Congress

Louisiana State University

University of Louisville

McGill University

University of Manitoba

University of Massachusetts, Amherst

Massachusetts Institute of Technology

University of Minnesota

University of Nebraska–Lincoln

University of New Mexico

University of North Carolina at Chapel Hill

North Carolina State University

Ohio University

University of Oklahoma

Oklahoma State University

Pennsylvania State University

Purdue University

Rice University

Rutgers University

Smithsonian Institution

University of Southern California

Southern Illinois University Carbondale

Temple University

University of Texas at Austin

Vanderbilt University

University of Virginia

Virginia Tech

University of Washington

Washington State University

Washington University in St. Louis

University of Western Ontario

University of Wisconsin–Madison

Yale University

York University