SPEC

Kit 296

ASSOCIATION OF RESEARCH LIBRARIES

SPEC KITS

Supporting Effective Library Management for Over Thirty Years

Committed to assisting research and academic libraries in the continuous improvement of management systems, ARL has worked since 1970 to gather and disseminate the best practices for library needs. As part of its committment, ARL maintains an active publications program best known for its SPEC Kits. Through the Collaborative Research/Writing Program, librarians work with ARL staff to design SPEC surveys and write publications. Originally established as an information source for ARL member libraries, the SPEC series has grown to serve the needs of the library community worldwide.

What are SPEC Kits?

Published six times per year, SPEC Kits contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. They are the result of a systematic survey of ARL member libraries on a particular topic related to current practice in the field. Each SPEC Kit contains an executive summary of the survey results; survey questions with tallies and selected comments; the best representative documents from survey participants, such as policies, procedures, handbooks, guidelines, Web sites, records, brochures, and statements; and a selected reading list—both print and online sources—containing the most current literature available on the topic for further study.

Subscribe to SPEC Kits

Subscribers tell us that the information contained in SPEC Kits is valuable to a variety of users, both inside and outside the library. SPEC Kit purchasers use the documentation found in SPEC Kits as a point of departure for research and problem solving because they lend immediate authority to proposals and set standards for designing programs or writing procedure statements. SPEC Kits also function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who may not have access to this kind of information.

SPEC Kits can be ordered directly from the ARL Publications Distribution Center. To order, call **(301) 362-8196**, fax **(301) 206-9789**, e-mail **pubs@arl.org**, or go to **http://www.arl.org/pubscat/**.

Information on SPEC Kits and the SPEC survey program can be found at **http://www.arl.org/spec/**. The executive summary for each kit after December 1993 can be accessed free of charge at **http://www. arl.org/spec/complete.html**.

SPEC Kit 296

Public Services in Special Collections

November 2006

Florence Turcotte

Research Services Archivist

University of Florida

John Nemmers

Descriptive and Technical Services Archivist

University of Florida

ASSOCIATION OF RESEARCH LIBRARIES

Copyright © 2006

SPEC Kit 296

Public Services in Special Collections

November 2006

SURVEY RESULTS

REPRESENTATIVE DOCUMENTS

Reprographics Pricing and Policies

Assessment

SELECTED RESOURCES

SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

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

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

Special Collections have been defined as library materials that, in addition to supporting research, often are characterized by artifactual and monetary value, by uniqueness or rarity, and by a long-term commitment to preservation and access on the part of the library. For the purposes of this survey, we also defined Special Collections as the department, unit, or library that collects and manages those materials.

Background

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

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

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

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

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

Patron Registration

Only three out of 79 respondents indicated that they do not require registration of any type for on-site patrons. Seventy-six require registration prior to use of materials and 30 of those also require registration prior to receiving reference service. Of the 30 libraries that require registration prior to providing reference service, 25 have a single registration form that covers both reference and use of materials.

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

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

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

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

Public Service Staffing

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

Reference/Public Services

Respondents were asked to briefly describe the reference interview process in Special Collections. An analysis of respondents' comments reveals that there are two primary approaches to the typical reference interview. The triage approach involves patrons interacting first with support staff, student assistants, or reading room coordinators. If the needs of the patrons cannot be satisfied at this initial point of contact, the patrons are directed to subject specialists or other professionals who can provide greater in-depth assistance. Approximately 46 of the 76 respondents (61%) use a triage reference interview process. Comments from multiple respondents indicate that this approach also frequently includes the use of a reception desk that is separated physically from the reference area.

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

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

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

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

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

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

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

Public Service Transaction Tracking

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

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

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

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

Public Service Evaluation

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

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

Public Services Promotion

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

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

Changes in Public Services

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

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

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

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

Conclusions

The data gathered by this survey are useful in that they provide a general overview of the current state of reference and public services in Special Collections, but the comments provided by respondents are particularly useful because they reveal future directions and trends. For example, one of the most interesting items revealed by the survey is that several research libraries are attempting to reach out to younger students, specifically K-12 students and college and university freshmen. These libraries hope that by attracting young students early in their academic careers they may be able to instill in them an awareness of, and appreciation for, Special Collections holdings and services. This may be a significant change for those libraries that traditionally have tailored their services towards principal users such as faculty, visiting researchers, and graduate students.

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

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

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

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

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

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

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

SURVEY QUESTIONS AND RESPONSES

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

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

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

BACKGROUND

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

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

Please explain other collection arrangement.

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

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

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

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

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

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

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

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

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

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

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

Regular schedule	77	98%
By appointment only	2	2%

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

Average number of hours per week open:

Minimum	Maximum	Mean	Median	Std Dev
20.0	83.0	44.6	44.0	10.4

Hours per Week Special Collections Are Open to the Public

	20–29	30–39	40–49	50–59	60–69	>70
N	3	12	49	7	3	3
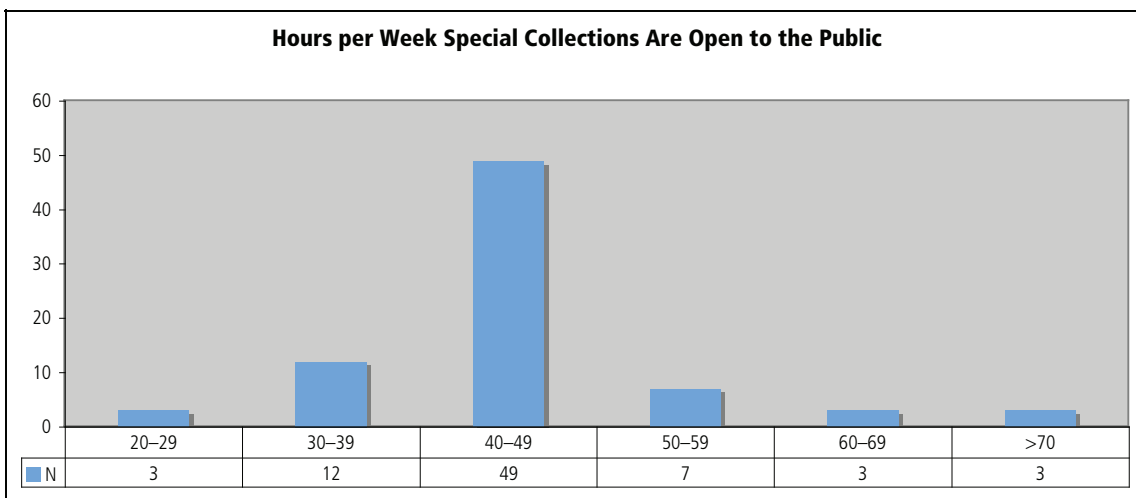
How many hours per week are Special Collections reference and other public services available to patrons? N=79

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

Minimum	Maximum	Mean	Median	Std Dev
27.5	83.0	45.1	44.0	9.7

Hours per Week Public Services Are Available

	20–29	30–39	40–49	50–59	60–69	>70
N	2	11	52	9	3	3
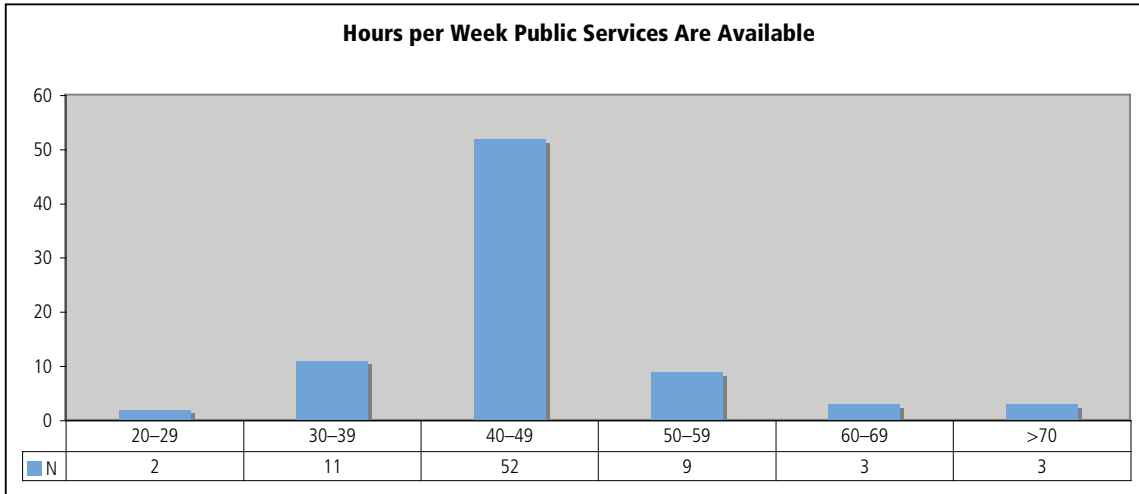
3. Please indicate how Special Collections materials are stored. Check all that apply. N=79

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

Please explain other storage arrangement.

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

"Microform."

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

"Open stack reference collection."

"Reference collection in reading room accessible by patrons."

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

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

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

Please describe other access tool.

.10%   CD/ROMs

3%   Online exhibits and digitization projects

5%   Folklore

15%   University Archives databases that are not yet publicly accessible

20%   Local indexes to photos and vertical files and some manuscripts

85%   Shelf list

—   Accession list

—   Printed bibliographies

PATRON REGISTRATION

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

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

Selected Comments from Respondents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Registration is through an in-house database."

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

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

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

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

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

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

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

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

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

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

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

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

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

Selected Comments from Respondents

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

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

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

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

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

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

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

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

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

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

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

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

Please describe other data category.

Reference Service On-site

    ID required (2 responses)

    Photocopy of ID

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

    Area of study

    Research interest

    Subject area

    Topic of research

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

    Categories of materials to be used

    Material consulted

    Type of materials needed

Using Materials On-site

Current photo ID

Photocopy of ID

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

Description of research, faculty member supervising research, if applicable

Research interest

Research topic

Subject area

Topic of research

Topic of research & photocopy of ID

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

Material consulted

Specific materials to be used

Type of materials needed

Second address (work, family member, etc.)

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

Will research result in commercial product?

We ask if we can share information with other researchers.

Research interests; allow their information to be shared?

Using Materials Off-site

Description of research

Topic of research

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

Will research result in commercial product?

Verbal agreements or e-mail agreements must be made.

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

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

Please describe other time period.

On-site

Monthly

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

Once per week

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

Two years

Sign-in at each visit

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

Off-site

Only once per request

Two years

When they come on site

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

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

Please describe other storage method.

Box

Correspondence file

Online circulation system (part of integrated library system)

Secure library database

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

Stored for brief period only to ensure patron confidentiality.

PUBLIC SERVICE STAFFING

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

Yes	43	55%
No	35	45%

Selected Comments from Respondents

Yes

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

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

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

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

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

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

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

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

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

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

"We have a Public Services Department."

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

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

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

No

"All four faculty members do reference."

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

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

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

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

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

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

"Everyone handles reference service/public service at some level."

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

"Only one full-time staff member in Special Collections."

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

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

"The archivists and librarian handle reference service."

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

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

Special Collections FTE N=77

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

Please describe other staff category.

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

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

Primary Reference FTE N=50

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

Interns   .30 FTE

Some Reference FTE N=70

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

Volunteer	0.4 FTE
Temporary	2.0 FTE
Curators	6.0 FTE

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

Yes	65	82%
No	14	18%

Selected Comments from Respondents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please describe other method.

Via ILL department

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

Selected Comments from Respondents

Triage Reference Approach

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Random Reference Approach

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Reference Approaches

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

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

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

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

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

"Referral/intro to librarian/archivist"

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

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

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

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

Please describe other service.

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

"Exhibits (tangible and digital)."

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

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

"Online lists of frequently answered research questions."

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

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

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

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

Please describe other method.

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

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

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

Please describe other category.

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

Amount of Charge N=75

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

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

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

Unit of Charge N=76

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

Selected Comments from Respondents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PUBLIC SERVICE TRANSACTION TRACKING

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

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

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

Please describe other data category.

Number of new/return visitors

Number of permissions to publish

Number of record series/collections used

Number of reproduction requests

Number of researchers using manuscript collections

Number of tours; number of consultations

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

Only during library designated times

Permission requests

Reference requests by e-mail, telephone, or fax

Registrations/day

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

Sound recordings played for patrons

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

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

Number of Patrons Served by Patron Category

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

Please identify other patron category.

Anyone other than the categories above

Classes

Extension

Faculty and staff combined (2 responses)

Genealogists

General public, students/faculty/staff from other institutions

Graduate and undergraduate students combined

ILL

Members of Congress

Miscellaneous

Private, institutional

Public

The university community

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

Please identify other patron category.

General public, students/faculty/staff from other institutions

ILL

Reference transactions by e-mail, phone, etc.

The public

Total Number of Patrons Served

All Respondents N=49

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

Respondents Who Track Patron Category N=27

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

Respondents Who Don't Track Patron Category N=28

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

PUBLIC SERVICE EVALUATION

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

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

Please describe other evaluation method.

Annual citation compilations for scholarly articles and news items

Public Service staff meetings

Read surveys, reports, etc. on issue

Thank you letters

PUBLIC SERVICE PROMOTION

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

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

Please describe other promotion methods.

Class presentations (8 responses)

Exhibits/displays (8)

Lectures (5)

Tours (3)

Attending and speaking at conferences (2)

Articles in Friends of the Library newsletter

Collaboration with library bibliographers and reference staff

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

Archives film festival, online digital videos of university history

Presenting sample rare book bibliographies to faculty that complement class syllabi

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

Program of outreach implemented by staff

Public outreach to local groups and public libraries

Publicity releases

CHANGES IN PUBLIC SERVICES

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

Selected Comments from Respondents

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

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

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

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

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

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

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

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

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

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

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

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

"In recent years we have taken the following measures to increase the quality and quantity of our public services:
1. Hired a full-time public services coordinator with one-full time and two part-time assistants;
2. Hired a Research Services Archivist to coordinate research services for manuscripts and archives;
3. Encouraged professional and curatorial staff to increase outreach and bibliographic instruction activities;
4. Made the research room available whenever needed to support these activities."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADDITIONAL COMMENTS

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

Selected Comments from Respondents

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

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

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

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

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

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

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

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

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

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

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

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

RESPONDING INSTITUTIONS

University of Alabama

University at Albany, SUNY

University of Alberta

University of Arizona

Arizona State University

Auburn University

Boston College

Boston Public Library

Brigham Young University

University of British Columbia

Brown University

University of California, Davis

University of California, Irvine

University of California, San Diego

University of California, Santa Barbara

Case Western Reserve University

University of Chicago

University of Connecticut

Cornell University

Dartmouth College

University of Delaware

Duke University

University of Florida

Florida State University

George Washington University

University of Georgia

University of Guelph

University of Hawaii at Manoa

University of Houston

University of Illinois at Chicago

University of Illinois at Urbana-Champaign

Indiana University Bloomington

University of Iowa

Iowa State University

Johns Hopkins University

University of Kansas

Kent State University

University of Kentucky

Université Laval

Library and Archives Canada

Library of Congress

Louisiana State University

University of Louisville

McGill University

McMaster University

University of Massachusetts Amherst

University of Miami

University of Michigan

Michigan State University

University of Minnesota

Université de Montréal

University of Nebraska–Lincoln

University of New Mexico

New York University

North Carolina State University

Northwestern University

University of Notre Dame

Ohio University

Pennsylvania State University

Princeton University

Purdue University

Rice University

University of Rochester

Rutgers University

Southern Illinois University Carbondale

Syracuse University

Temple University

University of Tennessee

University of Texas at Austin

Texas A&M University

University of Virginia

Virginia Tech

University of Washington

Washington State University

Washington University in St. Louis

Wayne State University

University of Western Ontario

Yale University

York University

REPRESENTATIVE DOCUMENTS

Reference/Public Services Policies

Research Room Policies Governing Use of Materials

The Special Collections Reading Room is open to researchers during regular hours as posted, and follows the general schedule of the University calendar. Reading privileges in this room are granted subject to the following policies. Researchers may be barred from future use of the room for violating these policies.

- All coats, briefcases, backpacks, handbags, and personal property not essential to research are to be left in lockers provided outside the reading room.
- Food, beverages, and smoking are not allowed.
- All materials are to be handled with great care. Materials are not to be leaned upon, written upon, marked, altered, or otherwise mishandled. Materials will remain in the original order in folders and boxes.
- Only pencils or computers may be used to transcribe notes.
- Permission to examine materials does not imply permission to publish or quote. It is the researcher's responsibility to obtain authorization to publish or quote from the appropriate source.
- Special Collections reserves the right to deny access to any material that is fragile, not yet processed, or which is restricted at the wish of the donor.
- Theft or mutilation of materials is a crime that will be prosecuted.
- All photocopying is subject to condition of materials or donor restriction. Researchers may be required to use printed copies, microforms, or other facsimile reproductions.
- All appearances of Special Collections material must be cited:

  Special Collections
  University of Arizona Library
  Name of the collection
  Location of the item by box and folder, or other unique identification information

  Example:
  Special Collections
  University of Arizona Library
  Morris Udall Papers
  Box 1, folder 7, minutes of board meeting

Revised Oct. 2001

Rules for Use of Special Collections and University Archives

- Place all personal property, including briefcases, purses and coats, in a locker. We ask that you turn your cell phone to vibrate, and answer it in the hall, away from the door. Laptop computers, small wallets, notepaper and pencils may be taken into the reading room.

- The reading room is a no-pen zone. Only pencils and laptop computers may be used to take notes.

- Request all items from the reference librarian. Special Collections and University Archives materials are not browseable. Request items or photocopying no later than 15 minutes before department closes.

- There is no self-service photocopying of collection materials. The reference librarian determines what may be copied and staff does all copying. Copies are 20¢ each, and patrons must provide a debit card—available in Copy Services—in order for photocopying to be done.

- Handle and read materials only at the reading room tables. Limit handling of items to the minimum necessary for your research and exercise all possible care to prevent damage to materials.

- Do not mark, take notes on or trace on top of library materials. Keep all materials flat on the table; do not place items in your lap or hold them up.

- Please maintain quiet in deference to your fellow researchers.

- The Reading Room is reserved for patrons using Special Collections and Archives materials. The public computer in the Reading Room is reserved for using ANTPAC, OAC, and other online tools supporting Special Collections materials.

- No eating, drinking or gum chewing is permitted in the reading room.

- Retain existing order and arrangement of all unbound and manuscript materials. If an item appears out of order, notify the reference librarian, but do not make the correction yourself.

- For permission to publish or to quote from manuscripts and other unpublished materials, contact the Head of Special Collections and University Archives.

- Please return all materials to the reference librarian before leaving for the day or for an extended period. If you must leave the reading room temporarily, make arrangements with the reference librarian.

- Upon request, submit all personal property for inspection before removing it from the reading room.

Privacy Notification

The State of California Information Practices Act of 1977 (effective July 1, 1978) requires the University to provide the following information to individuals who are asked to supply information:

The principal purpose for requesting the information on this form is for administration of the use of Special Collections and University Archives. University policy authorizes maintenance of this information.

Furnishing all information requested on this form is mandatory. Failure to provide such information will delay or may even prevent use of Special Collections and University Archives. Information furnished on this form may be used by various University departments for identification purposes and will be transmitted to the State and Federal governments if required by law.

The person responsible for maintaining the information contained on this form is the Head, Department of Special Collections and University Archives.

03/24/06   V:\Reference\patron registration\patron_reg_form 2005-06.doc

CORNELL UNIVERSITY

http://rmc.library.cornell.edu/services/registration.html

Cornell University Library

Search Library Pages   Search Cornell

Home   **Research Services**   Collections   Programs   News   About Us   Search the RMC Website

Current Page: Research Services ▸ Registration & Guidelines for Use   Library Catalog: [____] [Title ▾] [Go]

Research Services Contents

- **Research Services Overview**
- **Reference**
- **Registration & Guidelines for Use**
- **Instructional Programs**
- **Information for Visitors**
- **Reproductions & Permissions**
- **How to Find Rare Books & Manuscripts**

Registration & Guidelines for Use

Registration Procedures

The Division of Rare and Manuscript Collections is open to the public--to students, faculty, visiting researchers and members of the community. First-time researchers should proceed to the Reference desk on level 2b of the Carl A. Kroch Library to fill out a registration card and present photo identification. Registration cards are kept on file and should be updated once per year. Materials are requested on call slips available at the Reference desk. Requested materials will be paged by collections staff and brought to researchers in the Reading Room. Although no appointments are required, out-of-town researchers interested in archival or manuscript collections may wish to call in advance, as some manuscript collections are housed in the Library's Annex and take a day to arrive.

Guidelines for Use of Materials

Materials held by the Division of Rare and Manuscript Collections are non-circulating. In order to protect and preserve the rare and fragile books and documents under our care, we ask researchers to abide by the following guidelines:

- Materials from the collections are to be used only in the Reading Room.
- No materials from the collections will be issued to anyone who cannot present valid photo identification and who does not complete a registration card.
- Pencils only may be used in the Reading Room; pens may not be used.
- Laptop computers may be used in the Reading Room; electrical outlets are available.
- No tobacco, food or beverages are allowed in the Reading Room or elsewhere in the Library.
- Bookbags, backpacks, purses, briefcases, coats, newspapers, umbrellas, etc. are not allowed in the Reading Room; coat rack and lockers are provided.
- All books, manuscripts, and other materials from the collections must be handled with special care. Printed books and bound manuscripts must be used on book supports, and gloves will sometimes be required with fragile or otherwise delicate materials.
- Manuscript items are issued one box, or in some cases, one folder at a time.
- All materials must be returned to the supervision desk when a researcher leaves the Reading Room.
- Researchers wishing to use the same materials again within two weeks may ask to have them placed on hold.
- Users of the collections are expected to abide by all stated copyright regulations.
- Photocopying is done by library staff at the discretion of the curators. Request forms are available at the supervision desk.

UIC UNIVERSITY OF ILLINOIS AT CHICAGO   **University Library**

Library HOME   About Us   UICCAT   Services   Resources   Site Search

Special Collections and University Archives

Departmental Rules Governing the Use of Material

Readers of materials from the Special Collections and University Archives deaprtments, the University of Illinois at Chicago agree to comply with the following regulations:

- **Deposit hat, coat, briefcase, and other personal property** (exclusive of note-taking materials) at the place designated for this purpose within the department.
- **Sign** the Visitors Register daily upon **entering** and **leaving** the Department.
- Complete and sign the reader register form in the reading room
- **Handle** only those materials checked out to you at the seat assigned to you in the Special Collections Reading Room.
- Use only **pencil** to make notes.
- **Make no marks or erasures** on the Special Collections materials. Do not rest notes, elbows, or any other objects on top of Department materials. Leave all materials flat on the desk -- nothing should be placed on your lap or balanced on the edge of the table. Turn pages carefully; avoid touching page surfaces with your hands. Do not wet your fingers as you turn pages.
- **Certain items require greater care in handling.** The Librarian will assist you in handling fragile, brittle, and oversize items. Cotten gloves must be worn when handling photographs and other designated materials.
- **Do not** remove or rearrange any items in folders. Material that appears to be out of order should be reported to the Librarian.
- Follow the instructions detailed by the Librarian when requesting photocopies and other reproductions.
- If it is necessary to leave the Special Collections Reading Room temporarily, **you must** notify the Librarian. All folders, and all boxes and books must be closed.
- Before leaving the Department for the day, **check in** all materials with the Librarian. You may request that this material be reserved for up to five days for your use.
- **Submit** for inspection any briefcase, parcel, book, notebook, or other personal property before removing it from the Special Collections Reading Room.

Having read the conditions governing the use of material in the Special Collections Department, the University Library, The University of Illinois at Chicago, I hereby agree to observe these conditions and further certify as follows:

- I am aware that rights to publish materials found in the collection(s) may not rest with the institution. I therefore agree that where such material is protected by the provisions of federal copyright law, I shall respect these rights and will obtain permission from the copyright owner before making any public disclosure of the contents. I hereby agree to hold harmless and indemnify the University against any damages incurred through misuse of material protected by federal copyright law.
- I realize that I am bound by existing laws of libel.
- In making photocopies, photographs, or microform copies of material available to me, the University Library, University of Illinois at Chicago does not surrender its rights to publish or scan materials in its possession, or to give others permission to do the same. Copies provided are for study purposes only; they are not to be transferred to another researcher or institution. Permission to publish or scan must be sought in writing. I assume all responsibility for copyright infringement or violation.

Return to Special Collections/University Archives home

Search the Special Collections web site

Last updated: Tuesday, 15-Nov-2005 12:15:48 CST

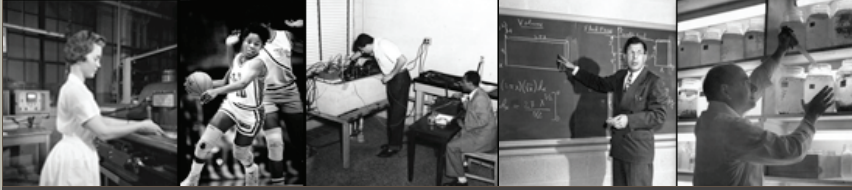**SPECIAL COLLECTIONS RESEARCH CENTER**

Research Services

Access to Materials
Use of Materials
Research Assistance
Permission to Publish or Broadcast
Citation of Manuscripts and Archives
Reproduction Services
Copyright
Rules and Regulations

Access to Materials

Materials are stored off-site and may not be available for immediate access

All researchers are welcome to use Special Collections materials regardless of their affiliation with NC State University. All patrons are required to fill out a registration form and provide picture identification, such as a driver's license, passport, student identification card, etc.

Finding aids and guides to the collections are available online through a web search or via browsing our collections by topic, by call number, or by title.

In order to view Special Collections material researchers need to request the items in advance. **It takes 24-48 hours to retrieve most items from our off-site storage facilities.** Requests can be made in person, online, by telephone, and by US mail.

Use of Materials   ⇧ top

The items located in the SCRC are unique, fragile, and irreplaceable. Special Collections materials do not circulate and can not leave the SCRC reading room.

Staff is on hand to assist researchers with the proper handling of collection material. Gloves, book cradles and weights will be provided as needed.

Use of the materials is subject to the Rules and Regulations as listed below.

Research Assistance   ⇧ top

The staff of the SCRC is available to assist researchers in their work. We can provide collection overviews, instruction on how to locate materials in the collection, and answers to basic research questions.

For in depth queries we recommend that researchers visit the SCRC and make arrangements to view materials that will assist in their project.

Research inquiries are accepted in person, online, by telephone, and by US mail.

Permission to Publish or Broadcast   ⭡ top

Formal written permission is required from the Special Collections Research Center prior to publishing or rebroadcasting any item or work, in whole or in part, held by the Center.

To request permission, please fill out an Application for Permission form and mail it to:

> Special Collections Research Center
> Attn: Permissions Review
> NCSU Libraries
> 2205 Hillsborough Street
> Box 7111
> Raleigh, NC 27695-7111

If permission is granted, the Center requires that acknowledgement be provided using the citation format below.

Citation of Manuscripts and Archives   ⭡ top

In order for other researchers to use and verify your research, it is important to cite exactly where you obtained your information. The following examples are meant as a guide for citing information from the NCSU Libraries Archives or Manuscripts collections.

For **bibliographic** citations from the **University Archives**:
> Chancellor's Office, University Archives, North Carolina State University Libraries, Raleigh, North Carolina.

For **bibliographic** citations from the **Manuscripts Collection**:
> Zeno P. Metcalf Papers, Special Collections Research Center, North Carolina State University Libraries, Raleigh, North Carolina.

For **footnote** citations from the **University Archives:**
> From James B. Shea, Jr. to James T. Caldwell, 27 May 1964, in Chancellor's Office, Correspondence, "Research Triangle" Folder, UA # 2.1.114, University Archives, North Carolina State University Libraries, Raleigh, North Carolina.

For **footnote** citations from the **Manuscripts Collection:**
> From Zeno P. Metcalf to Frank Porter Graham, 23 October 1934, in the Zeno P. Metcalf Papers, MC # 220.0.3, Special Collections Research Center, North Carolina State University Libraries, Raleigh, North Carolina.

Reproduction Services [price list]   ⭡ top

- All photocopies are made by Special Collections staff. Due to the fragile nature of some of our materials, there may be some restrictions on the copying of fragile or bound items.
- Requests for photocopies are processed daily, and orders are ready the same day or the following day depending on the amount of material to be copied. Requests for photographic prints or negatives are processed once a week. Orders are ready the following week and can be picked up in person or mailed directly.
- D.H. Hill Library copy cards or faculty, staff and student i.d. cards are used for library copy machines. Copy cards may be purchased in the Photocopy Services Department located on the 1st floor in D.H. Hill Library next to the main circulation desk.
- Oversized copies for such wide format items as architectural drawings, blueprints and maps are available. Color copies and scans of Special Collections materials are also possible.
- Researchers assume all responsibilities for copyright in the duplication of manuscript and archival materials.

Copyright   ⭡ top

- The nature of the NCSU Libraries' Special Collections means that copyright or other information about restrictions may be difficult or even impossible to determine despite reasonable efforts. The NCSU Libraries claims only physical ownership of most Special Collections materials.
- The materials from our collections are made available for use in research, teaching, and private study, pursuant to U.S. Copyright law. The user must assume full responsibility for any use of the materials, including but not limited to, infringement of copyright and publication rights of reproduced materials. Any materials used for

academic research or otherwise should be fully credited with the source.

● Providing reproductions does not constitute permission to publish or reproduce images in print or electronic form.

Rules and Regulations   ↑ top

Due to the rare or unique nature of the materials held in the Special Collections Research Center, we have rules and regulations which are more stringent than those of the library in general. A few of these include:

● No food, drink, or chewing gum is permitted in the Special Collections Reading Room.
● Pencils are the only writing implements allowed in the Reading Room. No pens or permanent markers of any sort may be used while working with Special Collections materials.
● Researchers may not have their backpacks or bags in the Reading Room. A locker will be provided for Researchers to place their personal belongings.
● Laptop computers ARE allowed in the Reading Room.

Penn State	Special Collections
University Libraries	Public Service Manual

Chapter III

General Guidelines for Desk Service

Scheduling

Drafting the schedule

- Monday: Print staff's meeting makers for the next week
- Use the current week's schedule to work from (which should be on the "W" drive saved under SPECCOLS/Reference Desk Schedule).
  Before you begin altering the schedule, go to the SAVE AS button and save your work. Save on the "W" drive with the title: Temporary Desk Schedule (e.g. February 16-20, 2004) and then choose SAVE. This will allow the current schedule to stay on the "W" drive and create a new draft version for you to work with.
- Go through the meeting makers and using the "edit", "find" on your toolbar type in a staff member's name (make sure to check the select all box); find where they're working this week, and see if they can be left as is for the upcoming week. Repeat this process adding and subtracting times with each staff member.
- The mechanics of doing the schedule takes time and practice. Here are a few things to look for:
  Jackie and Lee Stout always put their available times on their meeting makers – you just insert the times into the schedule
- Watch for scheduling shifts during lunches, classes, too close together, or when a person isn't available.
- Determine if the people working certain shifts of the day (namely the 11-12:30 and 2-3:30 shifts) have Front Desk experience so they can provide breaks at the appropriate times.
- Always schedule graduate students and volunteers with a full-time person.
- Be aware of the staff members with flexible hours and schedule accordingly.
- Use care when scheduling for annex runs; if the person you have in mind is on desk until 3:30 you may want to reconsider someone else for the job.
- I also found it helpful when beginning the scheduling to ask people what their preferences were, and tried to respect their wishes when possible.

Temporary Schedule

- When you have the temporary schedule completed, send it via email attachment to everyone working the desk, with a week day by which the corrections have to be returned.
- At some point during the week begin work on the weekly staff schedule. I prefer to use a blank one saved on the "W" drive under SPECCOLS/WEEKLY STAFF SCHEDULE TEMPLATE and changing the date each week. When you access it and change the date save it as you did above with the reference desk schedule.
- Using a combination of the meeting makers and temporary reference schedule begin filling in the blanks. Medical, private and vacation time are in blue/bold. If someone has "lock up" duty at the end of a day, place the key next to his/her name on both schedules (copy/paste the key from the weekly schedule). Not everything on a person's meeting maker needs to be recorded on the weekly schedule however, such as banner items, personal reminders or events.

Final Version

- On Thursday, ideally ask another staff member to double-check for changes and omissions using meeting maker and comparing both schedules against it. When that's completed make print-outs for the reference desk, front desk and bulletin board near the Steelworkers Reading Room. Give one to each staff member. Graduate students and wage payroll get the reference schedule only with their shift(s) highlighted. One electronic copy is sent to Bill.

Procedures for Changing Shifts

- Common sense! Be on time (5 minutes early is preferable to exchange information

about patrons and other items as appropriate). Always ask if the previous shift doesn't volunteer the information – it's very important to know what materials a patron may have in the reading room. If you are part of the shift leaving desk, do not leave materials behind whether in the reading room or the reference desk.

Covering absences/no-shows

- Once the schedule goes into effect there will always be changes during the week. If a person with desk calls off sick for the day normally the schedulers find a replacement. If a staff member makes a medical appointment or attends a lecture during one of their shifts it can either be handled by the staff member directly or one of the schedulers can find a replacement for them. It's not always necessary to "pay back" the person you asked to do your desk shift, but it certain never hurts to ask and is always appreciated.

Opening and Closing Procedures

Reference Desk

Opening Procedures:

On call 8-9:30 shift:

1. Unlock both doors into the Steelworkers Room
2. Un-arm basement alarm and unlock downstairs door
3. Unlock both doors into the Reference area, including the latches on the side of the doors and the double doors into the reading room – turn on all lights, including the O'Hara Room, Reading Room, Reference area and copier room.

Reference 8-9:30 shift:

1. Sharpen and replenish pencils at all work stations
2. Check the Desk Message book for updates
3. Replenish registration forms on the reference desk counter
4. Check both computers at the reference desk, the scanner station, enhanced view station and LIAS terminals to make sure they are on and functional
5. If necessary, straighten both rooms – put book cradles in place on each work table, push chairs back into place, run the vacuum if a particularly messy collection was used the previous day; anything that would make the rooms tidy and user-friendly

Closing Procedures:
3:30-5 Shift with the "KEY" symbol

1. Arm and lock the basement
2. Close and lock the Steelworkers doors
3. Turn off the O'Hara room lights (door remains unlocked)
4. Turn off the lights, close and lock the Reading Room and Reference Room

Reception Desk

Opening Procedures:

1. Turn lights on in exhibit room.
2. Turn off alarm at the entrance doorway and the doorway to the office hallway (if it has not been done already.) *full-time staff only.
3. Open door to locker room and turn lights on.
4. Unlock the doors into the Reference Room and unset the two posts in the left-hand door. (The Reference Desk personnel usually does this.)
5. At 8:00 a.m., unlock and open the two exhibit room doors into the Special Collections Library.
6. Check the In/Out board. Erase any old information and make updates as necessary for the current day.
7. Check the sign-in sheet to see if all locker keys were returned on the previous day. NOTE: The doors to the Charles Mann Assembly Room from the exhibit room should remain locked until the room is actually going to be used for a class or meeting.
8. Take 1793 and 7931 off of voice mail.
   a. Pick up line 7931
   b. Dial 103, wait for the tone
   c.

      Hang up
d.
      Pick up line 1793
e.
      Dial 103, wait for the tone
f.
      Hang up

9. Check 1793 for any voice mail messages.
   a. Dial 5-7000
   b. Enter I.D. Code – The current code is always posted under blotter at Reception Desk.
   c. If there are messages, press 5 to listen (22 will back up to beginning of message)
   d. When finished listening to messages, press 3 to erase, then press 99
   e. Hang Up

Noon Procedures:

At 11:50 a.m., check 1793 for any voice mail messages that may have gone into that line while all lines were busy. Follow procedures as outlined above for checking messages.

Closing Procedures:

1. Notify "late-comer" patrons that Special Collections closes at 5:00 p.m. (in case they had hoped to request a lot of material).
2. Check the Charles Mann Assembly Room:
   a. Turn off the lights in the room if necessary.
   b. Be sure that both sets of doors into the room from outside of Special Collections are closed and locked (also the doors next to the Special Collections entrance and across from the staff lunch room).
   c. Lock both sets of doors that lead into the Assembly Room from the exhibits room. *contact the on-call person if a key is needed to lock doors.
3. Close the two exhibit room doors into Special Collections Library at 5:00 p.m. They lock automatically.
4. Lock the doors into the Reference Room. Be sure to set the two posts in the left-hand door first. (Usually the Reference Desk personnel does this.)
5. Place the In/Out board on the courtesy counter for the convenience of staff members signing in or out after hours.
6. Turn out only one set of lights in the Exhibits Room, leaving one set on for any staff member working late.
7. At 4:50 p.m., check 1793 for any voice mail messages that may have gone into that line while all lines were busy.
8. Put 1793 and 7931 on voice mail.
   a. Pick up line 1793
   b. Dial 102, wait for the tone
   c. Dial 5-7000, wait for voice mail system to pick up
   d. Hang up
   e. Pick up line 7931
   f. Repeat steps b-d above

Checking Email:

When checking your email at the Reception Desk, use Web Mail vs. Eudora. At the present time, only one part-time Reception Desk staff person can be set up for Eudora at the Reception Desk computer and rather than change their settings several times per day, we have made arrangements for the rest of the staff to use Web Mail when working at the Reception Desk.

Reception Desk Duties and Responsibilities

1. Greet researchers and visitors.
2. Give directional information as needed.
3. Direct researchers to the locker room. Any researcher requiring a locker must present I.D. to the Reception Desk staff person. Acceptable forms of I.D. are: PSU I.D., government photo I.D.'s such as driver's license, passport or military I.D. Reception Desk staff person will write the name legibly on the clipboard and issue key to researcher. Researchers entering the reference room should have only pencils, notepaper and/or laptop computers and I.D with them. You should suggest they may want to take change with them if they wish to have copies made.
4. Answer the telephones (transfer calls, take messages, etc.)
   *See Telephone Guidelines instruction sheet.
5. Be polite and tactful when dealing with the public whether it is by telephone or in person. You will give the first impression of Special Collections to many of our

visitors and researchers.

6. Maintain a professional atmosphere. Dress appropriately for public service. Remember these important guidelines:

> Food and drinks are not permitted at the Reception desk by staff nor by any visitors to the exhibit room or reference room.

> Desk personnel should not read newspapers, etc. when on desk shifts. Always take work with you that can be completed at the Reception Desk in a neat and orderly fashion. Keep a tidy work area by not cluttering the desk with boxes, numerous carts and hard-to-manage work.

> Keep personal conversations to a minimum and use a quiet voice when speaking.

> Limit personal visits to 5 minutes or less while working at the Reception desk.

> Keep conversations and comments about patrons and coworkers positive.

7. Provide surveillance for the exhibit room by facing the exhibit room at all times, observing visitors as they view exhibits, patron's that may be going to the reference room with bags, etc. and provide continuous upkeep of the in/out board with reference to staff's location.

8. Ask the on-call person to sit at the Reception Desk if you must leave for any reason (even if it is only for a few minutes).

Desk Etiquette

In Person

The best sources for service desk and patron service standards are:

1. The Gateway's intranet
2. In addition no food or drink is permitted at Special Collections service desks.

Telephone

Answering the telephone:

Two of the most important aspects of answering the telephone at the Reception Desk are:

- Announcing the department.
- Letting the person know to whom they are speaking.

Any variation is fine. Listed below are several examples of proper greetings:

- "Special Collections, your name speaking."
- "Good Morning (Good Afternoon), Special Collections, this is your name."
- "Special Collections, this is your name. May I help you?"

Placing a caller on hold:

Our telephone system makes it difficult to forget that we've placed someone on hold since it rings back with a short ring to remind us that someone is still hanging in limbo.
Let the caller know you are putting them on hold. Do not just punch the HOLD button. This gives the appearance that we're too busy to take their call. Say, "One moment, please" or "Can you hold one moment, please" to let the caller know what's happening.
To place a caller on hold, simply press the HOLD button.

YOU CUT ME OFF!

Unfortunately, there may be times when we disconnect a caller. Don't panic. They will call back and you can apologize and reconnect them.

Letting the Staff know they have a call:

Place the incoming call on hold. Press the "intercom voice" button and dial the staff person's 3-digit intercom number. It will not ring. Just start speaking. (If it does ring, this means they are already on their line and we can just take a message.) Otherwise, tell them they have a call on 1793 or 7931 and you can then hang up the receiver. You do not have to wait for the staff person to pick up and acknowledge our call. If they do not pick up the call within a few seconds (the line will stop flashing when they pick up the call), pick up the phone and press the blinking line button and ask the caller if they would like to leave a message or if they would like transferred to the staff person's voice mail. *transferring to voice mail is outlined below.

If a call comes in on any other line than those listed above:

Most of the other lines have voice mail attached to them and these are indicated beside the number on the phone at the Reception Desk. So, it is not necessary to answer incoming calls for those lines because they will go directly into the staff person's voice mail after a set number of rings. However, there are three other lines that do not have voice mail. Should a call come in on those lines and it rings more than three times, answer the call.
Then intercom the person by dialing their 3-digit number and let them know they have a call on Line ****. From the Reception Desk, we can transfer the call to them wherever they are or they can move to a phone that has that line on it.
If the Staff person prefers that you transfer the call to wherever they are:

Go back on the blinking line and press the TRANSFER button, dial the person's 3-digit intercom number (where they are) and hang up.
Note: Every phone has 1793, 7931 and on it. The rollover number is 5-2067. Any line that rings at the Reception Desk should be answered. This will usually be 5-2067 and any line that does not have voice mail attached to it.

What's the difference between the Transfer button and the Recall Button and when do I use them?

The Transfer button is used to transfer calls within the department. The Recall button is used to put an outside call into someone's voice mail or transfer a call out of Special Collections to another location in the library or on campus.

	Press	Dial
Within Department	Transfer	3 Digit Number (example:719) Immediately Hang Up
Out of Special Collections Dept. or to Voice Mail	Recall	5 Digit Number (example 5-2123) Press Recall Again and Hang Up

If you dial a wrong number, receive a busy signal or get no answer, press RECALL TWICE to get your original caller back.

When a person is not available to take the call:

If someone receives a call and they are in a meeting or out of the office, there is no need to volunteer to the caller where they are exactly. Simply say, "They are out of the office at the moment. May I take a message or can someone else help you?"

A good guideline to follow is –
Do not divulge any more information than necessary to an unknown caller, including any personal telephone number information!

Taking a message:

This is perhaps the most important part of manning the Reception Desk. Yet it is the most neglected and can also be the most frustrating to the message recipient. We cannot stress the following guidelines enough:

1. **Always** ask the caller if there is a message.
2. **Always** confirm the spelling of the name. If it is a difficult name, indicate the correct pronunciation for the message recipient so staff can ask for the person correctly when returning the call. If it is

a name, which can be male or female, indicate that by Mr./Ms., etc.

3. **Always** repeat the telephone number back to the caller to verify that they gave you the right number and that you heard the number correctly.

4. **Always** ask the caller if the person will know what it is in reference to. This serves as a reminder to the message recipient and also lets callers know that you are serious about getting the message to the person. If it is a private matter, they will probably tell you that the person will know what it is in reference to or it's a personal matter and in this case, no further clarification is needed.

5. **Always Always** repeat pertinent information back to the caller before hanging up. The caller will be more offended by the call not being returned due to a sloppy message than by asking them to repeat their number or name.

6. **Always** remember to take a message as if it were for you. You would want to know who it was, what they wanted and where they could be reached. (and "some lady called, I don't know what they wanted and no, they didn't say where they were, does not qualify here.)

7. **Always** remember:

   "Who is this?"
   "What did they want?"
   "Did they leave a number?"
   This is a definite clue that the message is not very thorough.

8. **Always** remember that the Reception Desk personnel are service oriented – on both sides of the telephone.
   Our goal, as the person working the Reception Desk, is to never be asked the following when we hand someone a message:

Delivering the Message to Staff:

After you've taken this wonderful message, now what? Since the Reception Desk personnel are somewhat restricted in mobility – the first thing we should do is call the staff person to tell them there is a message at the Reception Desk. If there is no answer, immediately email the person to tell them there is a message if you are comfortable that the staff person will be checking their email soon (email addresses are posted on the telephone sheet at the Reception Desk) OR hand the message to the next staff person walking by to give to the person or place on the staff person's desk or chair. If it is near the end of the day, place any undelivered messages on the courtesy counter beside the sign out board. That way any employee will see it when they check out for the day.

We should not "hold on" to messages until the person walks by or just put it in their mailbox. We cannot be responsible in determining the urgency of each message, so prompt notification is VERY IMPORTANT.

Now you're a pro!

Now that you've mastered the art of the Reception Desk telephone, what else could there be? Please see Reception Desk Duties and Responsibilities and Reception Desk Opening and Closing Procedures for further tips, guidelines and procedures of the Reception Desk.

Registration of Users

The registration form should always be completed by a patron when requesting materials. If the patron is not on-site, a staff member should gather all relevant information and complete the registration form.

The form is laid out into two parts. The left side (REGISTRATION FORM) is primarily personal information about the patron, such as name, address, telephone number and email address. Normally the staff circle the status of the patron, the purpose of their visit, and completes the brief description of their research topic. If the patron is a PSU graduate, the patron will normally complete this portion of the form, including the year they graduated.

We should encourage patrons to read the rules and procedures on the reverse side of the registration form and then sign, indicating they understand and agree with our rules to use Special Collections materials. Optional fields include answering where you heard about our department and would you agree to have someone working on a similar topic contact you at a later date. The staff member conducting the reference interview will then complete the bottom of the form naming which unit(s) the material is from, how the question came to us,

whether we checked their I.D., and finally the staff member's initials.

The right side of the form (CALL SLIP) provides choices as to how to record materials used. The patron should be asked to fill in any call numbers and titles in the appropriate spaces (BOOK/SERIALS). The staff member has a responsibility to look at the CAT to determine which unit houses the material, its location, and other pertinent information required for retrieval (Registration Form Example 1). If the collection is a map, photograph, GVF, PVF, ABVF, etc. it should be recorded in the ARCHIVES/MANUSCRIPT COLLECTIONS section (Registration Form Example 2). FOR STAFF USE ONLY is to record items such as finding aids and database searches. NOTES/RESTRICTIONS includes information pertaining to any restricted materials in the requested collection, notes of clarification for other staff members to read, or when the material requested does not reside within Special Collections

Conducting the Reference Interview

What is Reference Work?

Reference work is more than merely answering questions; it is a process that requires methodology, discernment, technological savvy, and good people skills. The goal of reference service is to meet people's information needs in compliance with the American Library Association's Library Bill of Rights.

The Reference Process

The reference process involves three major steps:

1. Determining the real information need through the reference interview
2. Locating information that will meet that need through the reference search
3. Making sure the patron's need is met through follow-up

Real Information Needs

Since many patrons do not initially or easily express their information needs, reference service requires Library staff members to discern patrons' real information needs. Patrons may ask for what they think the Library has rather than what they really need, or submit a simple request because they "don't want to bother you." Some patrons believe that the materials they see are the only ones available; they do not realize that Special Collections Library houses materials they cannot see.

Some patrons do not fully express their information need because it is highly personal. They may be embarrassed to share it, or simply feel it's none of your business. Tactfully and sensitively explain to patrons that the more information they give you, the better equipped you will be to pinpoint the most useful resources. If necessary, escort patrons to a private space where they will feel comfortable articulating their query.

Although some patrons feel comfortable making a request, they may be poorly equipped to articulate their needs due to a lack of education, limited understanding of the English language, little to no subject knowledge, or a disability. Keep in mind that some patrons are not information literate, i.e., they do not have the ability to identify, find, and use the information they require. You will need to be particularly attentive to such patrons.

Reference Interview

The reference interview is the most critical component of the reference process. As information professionals, librarians and archivists are committed to providing equitable access to information—based on the tenets of intellectual freedom—to encourage the free flow of information and ideas. The reference interview involves the knowledge, use, recommendation, and interpretation of one or more information sources. Information sources include textual and non-textual material; databases; online and paper catalogs; fellow librarians, archivists, and staff members; and other repositories, libraries, and institutions. Conducting successful reference interviews requires patience, practice, and good communication skills. A good reference interview includes the following elements:

1. Opening Statement
2. Listening
3. Paraphrasing
4. Asking Open Questions
5. Clarifying
6. Verifying
7. Six Pieces of Evidence
8. Searching
9. Follow Up Questions
10. Ending the Interview

Opening Statement
The first question a patron asks is typically a conversation opener. A patron's first question is a means for the patron to determine if you are an approachable, friendly person. The patron's initial contact or question typically translates to, "Hello, I'm here. Please pay attention to me." Most opening statements are immediately recognizable, e.g., "Can you help me?" or "Can you answer a question?," while others are oblique, e.g., "You have a lot of stuff here," or "I have some work to do." Be prepared to respond to a wide variety of opening statements in a friendly, approachable manner.

Listening
Good listening skills facilitate a successful reference interview. Actively listening to patrons without interrupting them will help you determine the information necessary to effectively answer a patron's query. Remember: you won't find the right answer if you don't know the right question.

Paraphrasing

Repeating a patron's inquiry without adding any thoughts or questions of your own is called paraphrasing. A paraphrase is a statement, not a question. Use this technique to demonstrate that you understand a patron's information needs. Paraphrasing will reassure patrons that you are listening to them, and have correctly heard their queries. Using this technique also gives patrons an opportunity to clarify or amplify their original request.

Asking Open Questions

An open question is one that you cannot answer with a "yes" or "no" response. Open questions encourage patrons to express their inquiries in their own words. Asking, "What kind of information on _____ are you looking for?" or "Can you tell me more about that?," prompts patrons to more fully explain their information needs. Refrain from prematurely offering patrons choices, e.g., "Do you want to see photographs or textual documents concerning student athletes?" Closed questions will compel some patrons to make a choice, even if it is not what they need. Why? They erroneously assert that your choices represent all that's available. They do not realize that the Library also owns films, videos, audio recordings, slides, etc. of student athletes. Always give patrons an opportunity to articulate their queries; do not tell them what you think their query should be.

Clarifying Questions

You may need to clarify a point by asking for a particular piece of information during the Interview. For example, you may have discovered that a patron wants images of Old Main for a presentation. Before you proceed, you must determine whether the patron needs slides, video, film, photographs, etc. Use clarifying questions to pinpoint the patron's needs. Examples of clarifying questions include, "What have you already found?," "What type of information do you need (books, photographs, textual documents, maps, etc.)?," and "What date range have you pinpointed?"

Verifying Questions

To verify an in-depth request, restate the patron's query, and then ask him/her if you have the request correct. This step will prevent you from jumping to conclusions and fruitlessly searching for materials that the patron didn't really want in the first place. Use this technique when you think you are ready to search for the answer. Check one last time before searching to make certain you have pinpointed the patron's real need. An example of a verifying question is, "What you are looking for, then, are articles written by Eleanor Roosevelt published in the United Mine Workers Journal during the Great Depression?"

Six Pieces of Evidence

Although listening, paraphrasing, asking open questions, clarifying, and verifying are all effective reference interview techniques, you may have to directly ask patrons for certain information. At the end of a good reference interview, you should have discerned the following six pieces of evidence:

1. **Purpose:** Why is the information needed? What does the patron plan to do with it? Material desired for a term paper on Mining in Pennsylvania will require different searching methods and resource than material needed to trace a family history in a Pennsylvania Mining town.
2. **Deadline:** Is there a date when the patron no longer will need the information? Ask patrons, "What is your deadline?" If patrons respond, "As soon as possible," tell them that although Library staff members make every effort to meet patrons' information needs as soon as possible, some requests require more time than others. Then repeat your original question.
3. **Type and Amount:** How much information is needed? In what form will it be most useful? Keep in mind that some patrons may best understand certain material in illustrative or graphic form, audio tape, or in a different language.
4. **Who:** How knowledgeable is the patron about the subject of his/her query? Is the

patron an expert or a novice? What information does the patron already have? Although more than one patron may inquire about the same subject, each patron will have different information needs.

5. **Where:** What is the source of the patron's information? What prompted the question? Ask these questions to gain a full understanding of the patron's needs.

6. **The Basic Question:** What does the patron really want to know? If you don't understand, ask! Use reference interviewing techniques to get to the basic question. Consult subject specialists when you need subject expertise.

Searching

The search process is the portion of the reference transaction in which behavior and accuracy intersect. Without an effective search, reference staff members will not locate the desired information. Keep the patron informed as you work on a question. Patrons often add valuable information during the search process, particularly if you explain how and in which resources you are looking for information. Document the query, information gathered from the interview, and the resources you consult for each reference transaction. Make note of all resources that might help you, including but not limited to online and print resources, a colleague, or another library or repository. List the relevant unit, title, author, call number, and other relevant bibliographic information for each resource you consult. The following section features tips for effective searching in the CAT, databases, and paper and electronic finding aids and inventories.

Tips for Effective Searching:

- Start constructing a search strategy with search terms
- Break the query into specific facets
- Select a resource based on the best place to look for the answer
- Try an educated guess as to where you will find the answer
- Don't look for the answer per se; consider where you most likely will find the answer
- Narrow or broaden the topic if the patron has identified too little or too much information
- Increase search precision without inadvertently eliminating potentially valuable resources
- Identify qualifiers of the query that may limit results, such as date range, language, comprehensiveness, etc.
- Search under the most limiting aspects of the query first
- Select search terms that will most likely retrieve resources containing the desired information
- Verify spelling and other possible factual errors in the original query
- Identify sources appropriate to the patron's need, which have the highest probability of containing relevant information
- Discuss your search strategy and sequence with the patron
- Encourage the patron to contribute ideas
- Conduct the search within the patron's allotted time frame
- Explain how to use sources when the patron shows an interest
- Refer patrons to another library, repository, or information specialist when necessary

* Refer to subsequent sections for specific search techniques and reference resources.

Follow-up Questions

After you have located information or resources that will meet the patron's information need, always ask a follow-up question, e.g., "Does this completely answer your question?" or "Is there anything else I can help you find?" Asking follow-up questions gives patrons the opportunity to affirm whether the materials you have identified meet their needs. Reference studies have shown that library workers who ask the specific follow-up question, "Does this completely answer your question?," meet their patrons' needs most often. Asking follow-up questions not only indicates whether you truly have met the patron's needs, but also improves your reference success rate. If the patron answers affirmatively, you have done your job well.

Ending the Interview

After asking the appropriate follow-up questions it's time to end the interview. Although Special Collections Library's many resources and collections will meet most patrons' information needs, when necessary, refer patrons to another appropriate repository, library, agency, or resource.

If you continue to assist a patron beyond the reference desk, be sure to:

1. Give the patron your name and complete contact information

2. Get the patron's name and phone number
3. Give the patron a realistic idea of when you will contact him/her

When patrons are finished using Special Collections' materials, ask if they intend to return to Special Collections to use the materials again. If the answer is no, discharge any circulated materials, put reference materials away, and place other materials on the appropriate unit's return shelving unit. If the answer is yes, inform the patron that we can place materials on hold for a limited amount of time (anywhere from one day to an entire semester, depending on the resource). Ask the patron how long he/she needs the materials on hold, complete the hold forms, and place the materials in the hold room. Do not place reference or ready reference materials, such as Vertical Files or reference books, on hold.

Model Behaviors and Actions

Effectively communicating with patrons is a vital component of quality reference service. Certain behaviors and actions promote constructive communication at the reference desk. Approachability, making people feel comfortable, and asking the right questions are three major reference behaviors that promote reference service success.

Welcoming Behaviors

Welcoming behaviors not only encourage reluctant patrons to approach you, but also set the tone for the entire reference transaction. Reference staff members' verbal and non-verbal responses influence the depth and quality of interactions with patrons. Reference staff members should exhibit behaviors that welcome patrons and make them feel comfortable in a situation that they may perceive as intimidating, overwhelming, and/or confusing. Communicate in a receptive, cordial, and encouraging manner. Remember that patrons notice physical behavior as well as diction and tone. Use the following behaviors to show patrons that you want to courteously and respectfully assist them:

Verbal Behaviors

- Amicably greet patrons as they enter the Library
- Use a relaxed, friendly, and upbeat tone of voice
- Use terminology that patrons will understand
- Clarify confusing terminology
- Avoid excessive jargon
- Affirm your understanding of patrons' needs through brief comments or questions

Non-Verbal

- Be poised and ready to engage approaching patrons
  Smile!
- Stop whatever you are working on and give patrons your complete attention
- Acknowledge other patrons waiting for service
- Remain visible to patrons as much as possible
- Face patrons while speaking and listening to them
- Initiate and re-establish eye contact with patrons throughout the transaction while maintaining awareness of cultural sensitivities
- Establish a comfortable physical distance with patrons based on their verbal and nonverbal responses
- Signal an understanding of patrons' needs through head nodding
- Appear unhurried or flustered during the reference transaction
- Interact with patrons at eye level whenever possible
- Keep a relaxed, open body posture
- Wear an interested facial expression
- Lean forward slightly if sitting
- Slowly guide patrons through the reference, reading, and/or exhibit rooms
- Give patrons your name
- Maintain privacy
- Eliminate physical barriers
- Reduce desk clutter
- Lower distracting noise levels
- Do not engross yourself in working, chatting with colleagues, or other activities
- Move with your patrons rather than pointing: directions that seem simple to you may be confusing to a patron who is unfamiliar with Special Collections Library

Avoid These Behaviors

- Unwelcoming body language
- Asking no follow-up questions
- Appearing frantic, flustered, or distracted
- Failing to listen to patrons

- Allowing the physical setting to form a barrier
- Not keeping patrons informed
- Treating the query as unimportant
- Giving up easily
- Appearing to want to get rid of patrons
- Not following-up
- Unfamiliarity with reference resources
- Making value judgments about the subject matter or nature of the query

Working with Special Patron Groups

ADA Accommodations

Examining Barriers

Many people have preconceived ideas of what information specialists are like and what they can and cannot do, and/or the extent of library services and holdings, which may prevent them from visiting libraries, even when they have information needs. Moreover, once inside libraries, some people may have difficulty sharing their information need with you. Reasons include inability to speak English well, fear of asking a "dumb" question, unfamiliarity with libraries, and inability to clearly express information needs. Demonstrating your willingness to assist patrons and projecting a caring attitude will help transcend these barriers.

Communication Barriers

Remain alert for barriers to communication, such as:

- Patrons exhibiting discomfort with libraries
- Language, cultural, or educational differences
- Patrons with physical or emotional disabilities

Physical Barriers

Sometimes we place physical barriers between our patrons and ourselves. High counters and stacks of books, for example, intimidate some people. Take the following actions to minimize such barriers.

Accompany Patrons

Don't leave patrons hanging by simply pointing to a section, saying, "It's over there," and then returning to your work. Perhaps Library signage is unclear, the patron cannot follow your directive, or he/she has trouble navigating. When you need to direct a patron somewhere in the Library, make every effort to physically guide the patron rather than merely pointing. Patrons feel more secure when a librarian accompanies them to their destination. Escorting patrons will give you the opportunity to engage in conversation, and provide insight into the patrons' information needs. If you cannot leave the area you are in, gesture in a friendly way, and provide clear directions.

Working With the Physically Disabled

- Directly address the disabled patron, not his/her companion
- Keep the public space free from obstacles
- Place varying sized chairs in public areas, which allow patrons to select chairs that best meet their needs

Patrons Who Are Hard of Hearing

- Make sure you have the patron's attention before speaking
- Make sure the patron can see your face as you speak
- Don't put your hands in front of your mouth while talking
- Don't speak while walking away from the patron
- Speak slowly and clearly
- Do not exaggerate lip movements (this may distort words)
- Maintain eye contact as much as possible to facilitate direct communication
- If a patron does not understand what you are saying, rephrase your statement or question using different words
- Don't be embarrassed if you must ask the patron to write down a question

Blind Patrons or Patrons Who Have Difficulty Seeing Well

- It's OK to use phrases such as, "I see what you mean" or "Let's take a look"
- Blind people will take your arm if they need you to physically guide them

- Make powerful magnifying glasses available
- Make sure that the lighting in public areas is good, and signs are large and clear
- Inform the patron about our special needs computer

Working with Older Adults

- Do not assume that older patrons will have trouble communicating their needs
- Since some older patrons may feel uncomfortable using online catalogs, scanners, and other technology, you may need to encourage use and assist them
- Since some older patrons visit libraries in search of social contact, be sure to politely end leisurely conversations when necessary

Working with Children or Young Adults

- Treat all children and young adults equally, respectfully, and courteously
- Try to interact with children and young adults at their eye level
- If a child or young adult is accompanied by a parent, friend, or guardian, focus on the child or young adult while maintaining sensitivity to the parent's authority
- Treat school-related inquiries with importance
- Take special care to determine the real information need during the reference interview, since children and young adults may find articulating their queries difficult
- Match the information you provide with the reading level of the child or young adult; do not base your search on the child or young adult's grade

Working with Culturally Diverse Patrons

Tips for communicating with patrons from other cultures or those who speak another language include:

- Show mutual respect and patience
- Speak in brief, simple sentences as opposed to long, compound, or complex ones
- Try not to use library jargon
- If the patron does not understand you, try using alternative words or phrases
- If you don't understand what the patron is saying, ask brief, clarifying questions
- Don't ask "either/or" questions; pose two questions instead
- Don't ask questions such as, "Don't you like science fiction?," which could be misinterpreted as pejorative
- Speak slowly and distinctly
- Avoid idioms and metaphors, e.g., "That's cool"
- If necessary, write the question down or ask the patron to write it down, keeping in mind that some patrons may not be able to write in English yet
- Don't be afraid to use a dictionary
- Allow the patron time to mentally translate what you have said
- Encourage patrons to take their time while expressing their information need
- Don't raise your voice; some patrons may misconstrue this as anger
- When possible, ask colleagues who understand the patron's language to translate
- Identify other patrons in your community who may be willing to help translate
- Do not misconstrue silence as misunderstanding or rudeness; a patron's silence may denote respect for your authority, agreement with what you are saying or doing, or a fear of being judged by his/her ability to speak English
- Don't expect verbal reinforcement such as "I see" or "OK" when explaining something; watch for non-verbal affirmative communication, such as a head-nod.
- If you want an acknowledgment, directly ask "Do you understand?" or "Does this make sense?"
- Since making direct eye contact is considered impolite in some cultures, do not be disconcerted if some patrons do not return eye contact
- Since name order varies from culture to culture, ask for "family name" instead of "last name" when relevant
- Be mindful of various naming customs, e.g., women from some cultures retain their maiden names after marriage

Difficult Situations

Many situations arise at public service desks that do not have clear-cut right or wrong answers. Since no policy can cover all possible situations, use your best judgment when applying guidelines to new situations. Call for help if you not sure how to handle difficult situations. Remember that serving patrons is your primary responsibility. Apply professional ethics, use the techniques outlined above, and remain positive and helpful. Discuss any challenging reference situations with your supervisor.

Too Many People, Not Enough Time

There are times when several people are awaiting assistance. Since you only can effectively serve one patron at a time, always fully serve the person in front of you. But first acknowledge the waiting patrons. Briefly tell them that you will help them as soon as you can. Don't be hesitant to call the on-call person if several people require assistance.

* Refer to subsequent sections to learn how to deal with patron challenges.

Specialists & Referrals

If you receive a query that you don't know how to answer, or one that mandates the assistance of a subject specialist within Special Collections Library, immediately contact the appropriate point person. Requesting the assistance of a knowledgeable colleague will allow you to more efficiently meet patrons' information needs.

Queries Requiring the Assistance of Subject Specialists include:

- Legal inquiries
- Records management questions
- Requests for literary manuscript collections
- Sports questions
- Queries involving commercial or scholarly use permissions and fees

Information & Referral Services

Patrons occasionally require the services of specific groups or agencies, such as the Penn State Alumni Association, Department of Labor, or Northeast Document Conservation Center. Pinpoint and give patrons information about that group or agency, which you can glean from websites and directories. If Special Collections Library does not have the service, resource, or collection that the patron requests, refer the patron to Interlibrary Loan, another PSU Subject Library, a non-PSU library, archival repository, historical society, or other appropriate institution. If you refer the patron to a colleague within the Penn State University Libraries, contact that colleague to apprise him/her of the situation.

Be Sure Your Patron Understands the Answer

Avoid using library jargon such as ILL, main entry, or "the circ desk." Many patrons won't understand these terms, and may feel too bashful to ask for definitions. If you need to read to someone over the telephone, speak slowly and carefully. Ask the patron to repeat the information back to you to insure he/she correctly heard you. Slowly spell words to give patrons time to write. You may need to describe the resource you are using, why it's appropriate for the question, and any limitations related to currency or accuracy. Always end the reference transaction with a follow-up question.

Question Types

Reference staff members regularly receive four basic types of reference questions: directional questions, procedural questions, requests for known items, and in-depth research queries. These question types are described below.

Directional Questions

A directional question facilitates the logistical use of the Library. Directional questions do not involve the knowledge, recommendations, interpretation, or use of information resources other than those that describe the facility, such as floor plans or maps. Sample questions include:

- Where is the photocopier?
- Where can I put money on my ID card?
- Where can I get change?
- Where is the closest bathroom?
- How do I get to the other subject libraries?
- Where is the Café?

Procedural Questions

To answer a procedural question, reference staff members must be familiar with various policies and procedures relevant to accessing and using materials from Special Collections Library. A policy consists of a statement of objectives, description of the types and levels of services available, and guidelines for providing these services. Inquiries into certain policies, such as guidelines for planning subject instruction and commercial or scholarly use agreements, require consultation with professional Library staff. Refer to Special Collections Library's website for information about policies and procedures. Sample procedural questions include:

- Can I check out materials from Special Collections?
- How much does it cost to have a rare book photocopied?
- How much does it cost to photocopy a letter from a University Archives' collection?
- Can you copy a football video for me? How much will it cost?
- How do I obtain scanning services?
- Do you offer tours of the Library?
- Can I arrange for instruction about the role of the Eighth Air force in World War II?
- Do you ever loan materials?
- Can I make photocopies of this oral history transcript?
- Can I scan a photograph from a literary manuscript collection and post it on my website?
- I need to include a photo from an HCLA collection in my forthcoming book. How much will this cost?
- Do I need permission to include some video footage of Penn State students in a documentary that I am creating for PBS?

Request for Known Item

If a patron knows exactly what he/she is looking for, and reference staff members can find the answer by referring to one or two handy resources, the patron's query is a request for a known item. This also is called a ready reference question. Requests for known items typically require brief, factual information, or simple retrieval of a book or other resource, for which the patron has the call number, title, author/creator, or other bibliographic information. Sample questions for a known item include:

- Do you have any photographs of Beaver Stadium?
- Do you have the rare book As Meat Loves Salt by Maria McCann?
- I just looked up a book with the call number E487.G26 1997. According to the CAT, this book is located in the University Archives. Do you have this book?
- Do you have any meeting minutes of the Cigar Makers International Union of America?
- Can I review the Atherton family letters? The call number is MSVF AN 7180.

In-depth Research Queries

In-depth research queries entail thorough searching. You will need to invest some time—anywhere from fifteen minutes to two hours—digging for answers in multiple resources. If, during the reference interview, you are uncertain about where to find relevant information, and must search in several resources to find answers, you are answering an in-depth research query. To help find relevant information, ask yourself these questions. Are you looking for the answer to a specific question? Do you need to collect information from a variety of sources? Do you need to browse by subject or narrow a broad topic? Do you need a general overview of a subject, or a detailed research? If the patron's goal is to locate a few good sources of information on a particular subject area, get as specific as possible. Inquire into the type of information the patron requires, e.g., statistics, articles, photographs, etc.; subjects, places, or persons on which information is needed; amount and scope of information necessary; desired format; and relevant date or time frame. Sample in-depth research queries include:

- Do you have any information about my great-grandfather, William Layton, who taught Literature at Penn State in 1900?
- Do you have any information about Black Lung in your labor collections?
- Do you have any nineteenth century literary manuscript collections of women authors?
- Do you have any information concerning the Civil Rights Movement?
- Do you have any Civil War era diaries written by Confederate soldiers?

Reference Resources

Retrieval Procedures

Retrieving PSUA Books

- Check The CAT to find which collection and location of the book in question.
- If the book is not on The CAT, check the shelf list cards for the informatio
  Locations of PSUA books:
  -

Collection	Room
Reference books	Reference Room
University Publications (LD4481 call	Processing Room

number)	Processing Room
Reference "Z" call numbers	Processing Room
Athletic Periodicals	Processing Room
Oversized books (folio size)	Processing Room
Main LC call number collection	Ground Floor Stacks
Penn State Press Collection	Ground Floor Stacks
Gaines Amish Book Collection	Ground Floor Stacks
Hostetler Amish Book Collection	Ground Floor Stacks
Board of Trustees Meeting Minutes	Ground Floor Stacks

When retrieving a book(s) off of the shelf, place either a red remove sheet or blue sheet from the registration/request sheet into the empty space. If the book is not in its proper location on the shelf, check the re-shelving area, the hold room, or the holding area outside of the reference room. Once the book has been located and circulated in the Workflows system, take the book(s) to the patron in the reading room and instruct the patrons on the use of the book cradles and weights, and ask them to return the book(s) to the reference desk when they are finished.

When the patron has returned the book(s) to the reference desk, the staff member who is working the desk shall place the book on the appropriate shelf in the re-shelving area, or if it a reference book, returned to the correct location in the Reference Room. The room location is marked on each shelf in the re-shelving area.

Retrieving HCLA Books

Check The CAT to find which collection and location of the book in question.

If the book is not on The CAT, check the shelf list cards for the information. All cataloged HCLA books are located in the Reference Room. When the patron has returned the book(s) to the reference desk, the staff member who is working the desk shall place the book on one of the shelves in the re-shelving area.

Retrieving Manuscript Collections

When boxed archival or manuscript collections are requested, the reference staff member should search the Access database for location code. Collections are found in five locations, the Paterno ground floor stacks (GST), Central Pattee W-1 (old C-9), Central Pattee W-2 (old C-1), the Cato Park Annex (AX), and the West College Annex (WC). If the boxes are located in the ground floor stacks, the reference staff member or the on call person can retrieve the materials. If the boxes are located in either W-1 or W-2, the on-call person will retrieve the materials. Any annex folder or box requests shall be written on the registration/request form and placed in the annex retrieval slot near the Administrative Assistant's office. If the request is urgent, the use the PRIORITY stamp to signify it as such.

Retrieving Photographs

After determining the location of photographs that a patron is going to use, the reference desk staff member shall retrieve the box(es) either from the map/photo room, or the appropriate collection, and take them to the patron in the reading room. Gloves will be given to any patron(s) handling the photographs.

Retrieving Audio-Visual Materials

When a patron requests audio-visual materials, the reference staff shall search the Access database for it location in the cold storage room. When retrieving materials from their location, the staff member shall write the location on the cover of the item in pencil if it not already written on it. The staff member will take the item into the audio-visual room and instruct the patron on the use of the equipment.

Retrieving Maps and Oversized Materials

When a staff member retrieves maps or oversized materials in folders, pull the folder(s) from the appropriate drawer and place on the map cart. The

cart should be taken to the larger tables in the reading room which can accommodate larger items.

Retrieving Materials from Annex(es)

When patrons request materials that are located at an annex location, tell the patron that materials are picked up on Tuesday and Thursday afternoons and will be available the following day. The staff member shall take the request form and place it in annex pickup bin in hallway outside of Administrative Assistant's Office. If the material is needed quickly, use "Urgent" stamp in the bin.

Circulation Procedures

1. Have user fill out a Patron Registration Form
Retrieve the materials for user
If materials are barcoded, request id, enter Workflows Circ toolbar:

> Click on Charge-out wizard (1st on left, looks like a rubber stamp)
> Slide user's PSU id through card-reader – should fill-in user's SSN in the blank and bring up window "CheckOut: Items to UserLastName, UserFirstName"
> Check user's address information by clicking on 2d button "Confirm Address Helper" (pencil on card). Make changes (or if no change needed), click on OK button at bottom. Window will pop up with either "Record Updated" or "No Changes" and click on "Return to CheckOut."
> Scan the item barcode with the hand scanner – point at barcode and click button on underside of scanner. Barcode number should be read into blank.
> "NonCirc Item Override" window will pop up. Type in the override code for your user profile and click "Override and CheckOut Item" button. Window will disappear and slip will be printed and ejected.
> Tear off slip and staple to Patron Registration Form
> Repeat steps 3.4-3.6 for rest of items to be charged.
> Click "Close" button when done charging.
> Go to steps 4.1- 4.4 and discharge items BEFORE giving to patron

Give items to user, reminding them they may only be used in the Reading Room, and requesting that the user return them to the reference desk when they are done.

> Enter workflows Circ toolbar and click on Discharge Wizard (2d on left, looks like a hand on a book)
> "Discharging: Identify Item" window appears, scan the item barcode, number will fill in – which means item is discharged, and a new "Discharging: Identify Item" window appears, ready for the next scan.
> A "List of Discharges" appears with the title(s) of the items discharged and their home collection appears. Repeat 5.2 for additional items to discharge, when done discharging, click on "Close" button, which returns you to the main Workflows Circ Toolbar screen.
> Take the the patron registration form and draw a line through the charge-out slip(s) to show the items have been discharged.

Reshelve materials.

Providing Reference for Collections with Restrictions

Literary Rights

For questions about literary rights and necessary permissions for publication, patrons should consult Special Collections staff on the relevant application of copyright law: WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies and other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or reproduction. One of these specified conditions is that the photocopy or reproduction is not

to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Handling Collections

Special Formats

Photographs
Patrons are required to use gloves when viewing photographs. Photos must not be bent or folded. Photos being scanned or photocopied must be laid flat on the scanning or copying bed.

Oversized Materials
Patrons must ask for permission to duplicate oversized materials, which includes oversized photographs, maps, building plans, architectural drawings, and posters. In most cases, staff members will make duplicate copies for a fee. If the patron is allowed to make copies on their own, the following procedures must be followed. The lids of photocopiers and the scanner must not close down on the materials in order not to damage them. A second person must assist by holding the part of the oversized item that extends beyond the photocopier or scanner bed.

Audio-Visual Materials
Staff members should show patrons how to use the audio-visual equipment for the particular format that the patron is viewing. Patrons must rewind the videotape(s) after the have completed viewing the tape(s). All audio-visual materials must be placed in their containers before returning them to a staff member.

Rare Books

Instructions to Patrons

Please handle our materials with care, and leave them in the same order and condition in which they were provided.

Make no marks on materials, and make no tracings of maps or drawings.

Use a pencil to take notes; accidents with pens can make permanent stains.

Never fold or otherwise disturb the physical state of the materials.

Do not apply pressure to the spine or fold back pages of books. Keep elbows and heavy objects off the books and manuscripts. Please use props and weights for books, particularly if the books are oversized or if they do not open fully or are in fragile condition.

Do not stack open books on top of each other, prop them in precarious positions that might damage fragile bindings, or write notes with paper resting on top of materials.

Try not to touch or handle pages more than necessary; acids and oils in your skin can damage paper and photographs. Handle loose sheets or book pages by the edge. Gloves are available for examining especially vulnerable items.

Wear gloves at all times when handling unsleeved photographs.

Do not apply Post-It Notes, which contain adhesives, on any materials.

If your work requires close examination of the stitching or paper or a watermark, please ask a staff member for assistance.

If you need magnifying glasses, rulers, or weights and props, please ask for them.

If you require photocopies or scans, please consult with a staff member; patrons may not personally copy materials. Photocopying is permitted only if items will not be harmed by the copying process.

Instructions for Staff

When paging rare books, please give patrons a green Rare Books and Manuscripts

bookmark, which gives some basic rules for handling. If a book seems to require special attention, please give the patron some extra time and instruction.

Please make sure that patrons are using pencils, not pens. Scan the reading room periodically to make sure that all patrons are in compliance.

Offer foam book props to support oversized or particularly fragile books. For pages that do not stay open or books that do not open fully, please offer patrons book weights to lay across pages. (This is better for the book than a sweaty hand or another book propped against a page.)

Many of our books are old and fragile, so please use extra care when retrieving them from the shelves. Grasp the spine, not the top, of the book. Push back the two adjacent volumes slightly in order to grasp the book firmly. Pulling a book by the head-cap can damage it.

Use special care when pulling oversized or folio books from shelves. Please use an appropriate ladder or stepstool. Ask for assistance from a colleague if the item is particularly heavy or shelved on a high shelf. (Some books are heavy enough to cause serious injury if they fell on you or others.) Use bookends so that the remaining books on the shelf don't fall over, or have someone else help you so that you can hand a heavy book to another person from the ladder. It's difficult to hold and stabilize the books that you're leaving behind on the shelves. (Some books have ties that can catch on the next book and cause them to fall.)

When removing an oversized or folio book from the bottom of a stack, please remove the books on top one at a time, and afterward put them back in the same manner.

Please adjust bookends on shelves so that the books remaining are in upright position. Books should be gently compressed, not jammed together.

Please use care when carrying books or transporting them by book trucks. Improper loading and removal of books from book trucks is one of the most frequent causes of damage to library materials and the most preventable if all staff observe proper handling and transportation techniques. Above all, do not drop books. Many a front or back board has become detached from the force of hitting the floor.

When hand-carrying books, carry moderate armloads.

When using book trucks, place books on trucks in an upright position with no other materials stacked on top of them. If a shelf of a truck is only partially full, keep books vertical with a book end or with a group of books laid flat to support the others. Do not place them on their fore-edges for even a short period of time; doing so can cause the body of a book to come loose from its covers. Place large folio volumes flat on a shelf.

Do not overload book trucks and try to distribute the weight evenly. Do not jam books too tightly on the shelf. Even, balanced distribution and normal loads make the truck easier to manage and prevent it from tipping over.

Move book trucks carefully on and off elevators, around corners, and in narrow passages, paying special attention to any material that may protrude. If a truck seems wobbly or unstable, do not use it for rare materials.

When books are returned to you by patrons, please take a look at the patron's table to make sure that items associated with the book (boxes, flyers, red strings, pam-binder inserts, etc.) have not been left behind. Make sure that all flyers are in the book and that the flyer on the call number matches the call number written in the back of the book, particularly if the patron has used more than one book. If an item is housed in a pam-binder, please make certain that the material is indeed inside the pam-binder and its inner wrapper. If books have red ties, please see that the knot is tied on the spine of the book so that the bow is facing out. Lumpy knots on the side of books can make dents in soft covers if they are shelved too closely to other books. (If you have trouble, ask a Rare Books staff member for help in tying a "library knot.")

All staff should be aware of books as physical objects and be concerned that no practice interferes with the preservation of these items. The more staff members know about proper care and handling of books, the less accidental damage occurs.

Finally, please remember that all rules that apply to our patrons apply to staff as well: use nothing but pencils when handling rare materials.

Making Reproductions

See Chapter 4

Re-Shelving Procedures

Once a patron has returned the materials to the reference desk, staff members must place the items on the appropriate shelf for the specific unit. If it is a cart of materials, the cart must be placed in front of the specific unit's shelves.

Reference Room Materials

These need to be reshelved by the Reference Desk person in their appropriate location.

Maps and other Oversized Materials

These need to be reshelved by the Reference Desk person in their appropriate location.

Annex Materials

If boxes are from an annex, they should be placed in the other hallway and recorded on both the collection list and table.

University Archives Materials

The reshelving shelves are located between the Vault and the Map Room
Mateials must be placed on each shelf as labeled.
Here are the following areas where items are located:
Processing Room
Map/Photo Room
Ground Floor Stacks
C9 and Other Spaces

HCLA Materials

The reshelving shelves are located between the Vault and the Map Room

RBM Materials

The reshelving shelves are located between the Vault and the Map Room

Materials Placed on Hold

If patron asks for materials to be placed on hold, fill out the materials on hold forms.
The first sheet with the patron's name is placed with the book or boxes in the hold room or hallway.
The second sheet must be filled out as fully as possible, with the patron's name, the date put on hold, the date the materials will be held to, the description of the materials, where the materials are being held, the patron information and the staff initials as the minimum amount of information needed.

Subject Specialist Referrals

Donors

Reference via Mail, Email, and Phone

In addition to the Reference Desk, Special Collections Library receives many queries via telephone, email, and regular mail. It is imperative for reference staff to respond to such queries in a timely and courteous manner, and by consulting all appropriate resources. Staff also should complete a registration form for every query received by phone, email, and regular mail.

Penn State [?]	Special Collections
University Libraries	Public Service Manual

Chapter VIII

Outreach

According to the SAA's A Glossary of Archival and Records Terminology

> **Outreach** *is the process of identifying and providing services to constituencies with needs relevant to the repository's mission, especially underserved groups, and tailoring services to meet those needs. Outreach activities may include exhibits, workshops, publications, and educational programs.*

The term itself implies "reaching out" to potential patrons who have not come into Special Collections to use materials, but rather might read one of our publications, visit our webpage, come in on a tour, or see an exhibit and, as a result, have an informational need met or be enticed to come in and use our materials.

Some outreach activities we plan and carry out at our own initiative; others we do at the request of the public. Among our audiences are students, faculty members, outside scholars and researchers, administrative staff, donors and records creators, and the general community. Effective outreach should be planned in advance and then evaluated to determine if objectives were met, which, in turn, should influence future outreach activities. Planning and evaluating programs should take into account: identifying the purpose and objectives of the activity, the projected audience and their needs, and methods/criteria to assess whether the objectives were met, as well as the logistics of actually carrying out the activity.

Tours

Tours of Special Collections are provided on request, either as part of larger general library tours or as specific tours of Special Collections alone. We do not have a program of regularly scheduled tours. In essence, a tour differs from other outreach activities in that it implies showing people around our spaces. Generally, we restrict tour groups to public areas, but on occasion, we will provide visiting professionals, classes, and others with a behind the scenes look at how we function. Tours should be arranged through the Head, Public Services and Outreach, but can be done by any Special Collections faculty or staff member depending on the nature and interests of the participants (see our policy on Instruction and Tours for specifics).

Public Areas: Discuss the general mission of Special Collections, the three primary units (also suggesting visits to the Henisch and Waring rooms), and describe specific things on permanent display or in temporary exhibits, relating them to collections and research strengths. Show the reference, reading, and audio-visual rooms (without disturbing researchers), pointing out how patrons use Special Collections and the basic differences between research in Special Collections and the rest of the library.

Behind-the-scenes: Point out the vault, map-photo room, and take them downstairs to the stack and cold storage areas to demonstrate the compact shelving, pointing out the preservation issues that concern Special Collections with all the different kinds of materials we have. Also discuss some of the subject strengths by pointing out different collection areas. Do not take patrons into the work room; try to keep interruptions of staff work to a minimum.

Exhibits

Exhibits are probably our primary means of presenting examples of our collections, information about the subject matter we cover, and ideas for research that can be done here. Some items are on exhibit on a permanent or long-term basis, while other exhibits are temporary, and will only be on display for a few months or less. Generally, we plan our exhibits in advance to highlight new materials, exceptional collections, subject strengths, or to mark special events or anniversaries. We often receive requests from other parts of the university or even from outside groups to mount special exhibits here. We can only occasionally accommodate such requests; however, that decision is generally made based on time available to curate the exhibit and availability of cases. The Exhibits Committee coordinates the schedule for exhibits in the main exhibit hall.

List and description of permanent display items

- The Kenneth Burke Bust -- a memorial sculpture honoring the American rhetorician and literary critic (1897-1993), whose papers are housed in the Rare Books and Manuscripts Collections.
- An 18th century French reflecting telescope -- the gift of Dr. Kenneth L. Wood.
- Penn State Memorabilia -- including
    - a selection of Chinese furniture from the Penn State-in-China Room in Old Main, donated in the 1930s to honor Penn State alum and Lingnan University Dean of Agriculture George W. Groff;
    - a ca. 1800 tall case clock, probably from the York County area, donated by the Penn State chapter of Chi Omega Sorority at their fiftieth anniversary;
    - a hand-carved chest and table which held the memorabilia of the class of 1895;
    - an example of Freshmen Proclamations, in which the sophomores of the class of 1917 proclaimed the customs rules which the freshman class of 1918 would have to abide by;
    - the Sedile or President's Chair from Pennsylvania State College commencements, ca. 1910-1953;
    - the Evan Pugh desk -- a cherry desk with photos and books belonging to Dr. Evan Pugh, the first president of Penn State (1860-64); and
    - 1910 bird's-eye view engravings of the campus, including the original painting, the sepia prints in full and postcard size as issued in 1910, and the hand-tinted restrike from the original plates, still available for sale downtown.
- Korean War Veterans' Memorial design model and statement -- the original competition model entered by four Penn State architects and landscape architects, which won the design competition for the memorial on the mall in Washington, DC.
- The 1861 Centre County map -- a large size, framed map of Centre County showing landowners and residents of that time.
- A complete run of La Vie, the Penn State student yearbook, from 1890 to current issue.

John' O'Hara Room

The study of Pennsylvania writer John O'Hara has been recreated in Special Collections thanks to the generosity of O'Hara's widow, the late Katharine B. O'Hara. It can be easily seen from the Exhibit Hall, along with several posters of films made from O'Hara books and a collection of the published works of John O'Hara. The study is fully described on this Rare Books and Manuscripts section webpage

Temporary Exhibits

Housed in the exhibit cases and/or hung on the walls of the Exhibit Hall, curating temporary exhibits are generally the responsibility of a designated faculty or staff member in one or more Special Collections sections. The creation of an exhibit requires extensive planning for: selection of materials; writing of interpretive labels; placement in cases or on the wall using appropriate support, protection or framing equipment and techniques; writing of press releases, exhibition flyers or posters, and webpage notices; and, possibly, the presentation of a gallery talk about the exhibit.

Exhibit calendars should be monitored and exhibits removed on time to make way for new exhibits. If held over, or new exhibits are delayed, appropriate notice should be given. Expenses for purchasing new exhibit supplies should come from the Special Collections cost center and should be planned well in advance in order to properly budget for such expenses.

Henisch Room

The B. and H. Henisch Photo-History Collection Exhibit Room, located in 201A Pattee Library and accessible through the Paterno Family Humanities Reading Room, houses permanent and changing exhibits drawn from the Henisch's collection of the History of Photography. The Henisch Collection, which consists of more than 2,300 images in various forms, albums, cameras, and other photographic memorabilia, is an outstanding teaching resource for understanding the art of photography, as well as its social role in the nineteenth century. Further details can be found at the Henisch Room website

Waring Collection Exhibits

Fred Waring's America, Penn State's Fred Waring Collection located in 313 Pattee Library, contains historical memorabilia reflecting Fred Waring's nearly seventy-year career as a choral conductor and showman. In addition to temporary exhibits designed to reflect current interests, there is a marvelous collection of historical memorabilia on permanent display in the front area of the Waring collection rooms that includes awards, musical instruments, costumes, stage props, Waring blendors, golf paraphernalia, and personal items, among other objects. Further details can be found at the Waring Collection website.

External Exhibits

Occasionally, we may be asked to mount a temporary exhibit outside of Special Collections. The library lobby ("Stonehenge" area) is the most common location, (see the Library policy on exhibits for details about using this area), although exhibits have been done in other campus buildings and even off campus. While time to prepare such exhibits is usually a major factor in deciding whether to do such projects, security and preservation are the overriding considerations. If there are no locking display cases or means of securing framed items to the wall, or if materials cannot be protected from environmental risk in the exhibit (excessive ultraviolet light or heat in the display environment, for example), such display invitations should be declined. Also, we cannot lend or transport our exhibit cases to other locations. However, if the requestor is willing to pay for creation of reproductions and mounting costs, then such an exhibit might be considered.

Public Programs and Group Events

Special Collections provides an attractive venue for holding programs, meetings, and classes and these are developed on our own initiative and at the request of people outside the department or the Libraries. Scheduling a space to hold an event is a key requirement. The Mann Room is the primary public space that we have available to us. We can schedule it through LuAnn Shifter, while the rest of the library will work through Sandy Ball in the Office of the Dean of University Libraries. There are a set of procedures for use of the Mann Room that govern furniture set-up, food, etc.

Other events might take place in the Steelworkers Room, or even occasionally in the 8th Air Force Room or the Shelley Room. The Steelworkers Room is scheduled by penciling in the event on the calendar in the hall outside the room. There is no schedule for the other two rooms, but as a courtesy one should check with Jim Quigel for the 8th Air Force Room, or Sandy Stelts for the Shelley Room, before using them, since they are frequently used for staging materials and it may be inappropriate to try and hold a meeting in them. The Foster Auditorium may also occasionally host a Special Collections-sponsored event. Foster must be scheduled through Sandy Ball in the Office of the Dean of University Libraries and there are procedures for its use.

Lectures

One highly visible aspect of outreach in Special Collections is the provision of lectures for the public. Generally, these may be either gallery talks or other presentations by members of the faculty and staff of Special Collections, or specially-arranged lectures by visiting scholars, donors of collections, or persons who have lent materials for an exhibit or otherwise provided assistance or services to Special Collections. Lectures may be held in the exhibit hall, the Mann Room, the Foster Auditorium, or in another appropriate space in the Libraries.

As with other outreach activities, some lectures such as gallery talks, are initiated by Special Collections, while others may be done at the request of outside individuals. Advanced planning is essential for a successful program. Scheduling of the speaker and required space should be done at least a month in advance, with publicity going to local news outlets as well as library webpages, and/or by broadcast Email messages to selected faculty, staff and students. Posters and/or flyers might be coordinated through Library Public Information and distributed to likely outlets for posting. In some cases, a reception might follow the lecture, in which case arranging for the food and beverages must also be planned, even further in advance.

Conferences

Special Collections occasionally may take upon itself the development and hosting of a conference. This is not undertaken lightly since the logistics and likely staff workload can be extensive. The larger the conference, either in potential attendees or length of the

program, the greater the advance planning that will be necessary. A year of planning for a two-day program would not be excessive and we cannot cover all the possible requirements of developing a conference here.

Much more likely is a request by an outside unit for Special Collections to assist in putting together a scholarly conference by having one or more sessions in the library, having a reception here, and/or mounting an exhibit to be featured as part of the activities of the conference attendees. All such activities require extensive advanced planning and approval by the department head, and possibly the Associate Dean for University Park Libraries, or even the Dean of University Libraries. No promises should ever be made by staff to anyone asking us to host such an event in the library without administrative approval.

Meetings

Typically, an external request for a meeting in Special Collections should either involve one or more departmental staff, or concern Special Collections in some way—we do not host meetings simply because this is a nice place to meet. In the case of the Steelworkers Room, the 8th Air Force Room, or the Shelley Room, Special Collections meetings have priority over outside meetings and the Shelley and 8th Air Force rooms should not be used for meetings at all if the Steelworkers Room is available. Other library meetings or events may well take priority over a potential Special Collections-hosted meeting in the Mann Room. As usual, the longer in advance that planning can be done, the less likely there will be conflicts or other difficulties in making arrangements.

Slide Presentations

Another highly visible form of outreach in Special Collections is the presentation of slide talks for the public. This type of presentation is designed to either focus on and describe items in the collections or use imagery from the collections to educate the audience about the subject matter to which these items relate. Most frequently, these have been presentations by University Archives faculty or staff, but any Special Collections faculty or staff member can do this type of presentation depending on their familiarity with the collections or subject matter to be presented. Slide presentations may be done in Special Collections or elsewhere in the Libraries, but are more commonly done at other locations, for example at alumni club meetings around the country, for scholarly or community events or at historical societies in various locations, or even for classes on campus.

Slide presentations are almost always done at the request of outside individuals, although they may be initiated by Special Collections staff. University Archives has a number of prepared slide talks on various aspects of Penn State history which can be arranged for and presented with as little as two-weeks notice. However, if a new presentation has to be created, at least a month to six weeks is required to create a script, select images, have them photographed or scanned, and organize the presentation either in slides or as a computer presentation. Currently, it is more likely that a show will be done as a computer presentation, which will require a laptop and data projector, along with a screen and appropriate reflective wall treatment for presentation. While such equipment is on hand in Library instructional spaces, taking this equipment on the road can present problems. For example, the projector may not be designed to present an image large enough for the size of the room, which could mean that much of the audience would have a hard time seeing the images or reading any text.

Advanced planning is essential for a successful program. Scheduling of the space, equipment, and the creation of the show should be done well in advance. Laptop computers can be checked out of I-Tech, but data projectors must be checked out of Media and Technology Support. Special Collections has its own slide projectors if the older technology seems more practical for the setting. Slides can be made through Hughes Photographics with the cost to be covered by the appropriate cost center. Staff can scan their own images or it can be done by Preservation, with sufficient notice.

Host organizations will organize publicity as they see fit. If the program is sponsored by Special Collections, news releases should go to local news outlets as well as library webpages, and/or by broadcast Email messages to selected faculty, staff and students. Posters and/or flyers might be coordinated through Library Public Information and distributed to likely outlets for posting.

Instruction

Special Collections faculty and staff provide instructional sessions ("course-related instruction") on the use and nature of special collections materials to a variety of groups. Most of these sessions are for Penn State undergraduate and graduate courses, but they may also include sessions for classes from other institutions or even, on occasion, high school students. Given the specialties of the collections and the faculty and staff, these can be in a wide range of disciplines. Recent sessions included classes in English, French,

German, Comparative Literature, History, Communication Arts and Sciences, Art, Art History, Music, Geography, Rural Sociology, American Studies, Architecture, Landscape Architecture, Art Education, Higher Education, and Language and Literacy Education.

Presentation of instructional sessions is governed by the Special Collections Instruction and Tours Policy, and it is an expected part of the responsibilities of library faculty in public services units. Those course instructors wishing to have a Special Collections class session for their course should contact the specific faculty or staff member in Special Collections or the Head, Public Services and Outreach to arrange for the session. Knowing the intended dates and number of students is necessary for room scheduling purposes, as is the content of the session and the materials to be presented.

The Special Collections faculty or staff member should plan to meet with the course instructor beforehand to learn about the intended outcome of the class session – are students expected to complete an assignment using our materials or is this simply an informational presentation for students to learn about options they may have for future research? If there is an assignment where materials will be pulled for them, posting a notice on the Special Collections Reference Blog is necessary so that all staff at the reference desk know to expect these students and where materials are that have been pulled for them. If any of the students will be using Special Collections for the first time, it is highly recommended that they be told what to expect in terms of registration and identification, locker use, reading room rules, copying, and working with staff to identify and retrieve materials, since these are all quite different from working in other parts of the library.

Generally, library instruction sessions are designed to help guide students to appropriate resources through effective search strategies, and thus they tend to emphasize teaching the use of valuable reference tools, databases, and special indexing and abstracting services. Penn State's library instruction program focuses on creating information literacy skills – the ability to find and assess information, to determine the nature of the information found in various sources, its value in meeting research goals, and how it contributes to increasing knowledge. Since Special Collections materials are often unfamiliar to students and challenging to locate, instructional sessions need to be more than "show and tell." Instruction should also emphasize the nature of primary sources and their value as evidence in the research process of the discipline. Sessions should also help students learn how to locate special collections materials in the CAT, and other relevant databases and tools.

Special Collections faculty also offer credit courses under the Library Studies rubric, or team teach with other faculty in courses offered by other departments. Library Studies 490, Archival Management, is cross-listed with History 490 and is usually offered every fall. This course teaches students the principles and practices of the administration of archival and manuscript materials and is a useful course both for students interested in a more in-depth understanding of research using archival materials, as well as being preparation for students interested in a career in archives, library science, or museum studies. Faculty can also offer Library Studies 496, Independent Studies, or 495, internship credit courses based on pre-approved, individualized plans of study.

Individual instructors are responsible for entering data about their instructional and outreach sessions (classes, as well as tours, special programs, lectures, slide presentations) into the Libraries' Instructional database. Information required includes the date, time, and duration of the session, who it is for, where held, and the number of participants. Class sessions data will also include the class designation, college, and name of instructor. Credit courses taught by Special Collections faculty are entered on a per-class session basis.

Literature

Publications – brochures, pamphlets, hand-outs, etc. – are a standard form of outreach for Special Collections. Providing visitors and researchers alike with something to take away with them as an information resource, or reminder of some facet of their visit, can be a useful tool. Today, those at a distance are more likely to consult the Special Collections web pages than they are to call or write for a publication, and all of the information available in publications is also available on-line. In fact, in the future, if not already, there will be far more information available through the Special Collections web pages than in print form, although we will continue to create some forms of publications regardless of on-line availability.

Brochures, leaflets, and flyers are all species of single sheet publications, often printed on both sides. Brochures are usually designed to be folded (tri-folds, for example) and may be printed on heavier stock; leaflets and flyers are usually unfolded hand-outs with the text laid out to be read as a single sheet.

Special Collections has a number of single-sheet items for distribution. The most attractive items share a common design with color printing on heavy, semi-glossy stock. These are the brochures for:

- Historical Collections and Labor Archives
- United Steelworkers of America Archives
- Penn State Sports Archives
- Fred Waring's America
- Distinguished Alumni Collections
- "A Few Good Women…"

There is also a color, tri-fold for Special Collections featuring a page with an illustration for each of the three units. These were designed to be used with both potential donors of materials and researchers.

Leaflets and cards for exhibits have been designed and printed periodically. These include:

- "Cases of Character: Selections of Photographic Case Art from the B. & H. Henisch Photo-History Collection,"
- "Gallery Talk on Robert Joyce and 'Portraits of Activism,'"
- "The Bust of Kenneth Burke" (card produced for the Burke exhibit),
- "John O'Hara: A Centennial Exhibition" (also a bookmark-sized card reproducing the spine of the dust jacket of Here's O'Hara for the O'Hara exhibit)
- "Pennsylvania Broadsides and Fraktur" (card for the digital exhibit on the web)
- "The B. and H. Henisch Photo-History Collection Exhibit Room" (card to describe the permanent exhibit space of the Henisch collection).

There are also bookmark-sized cards for the Special Collections Library, produced as part of the Libraries' "Find It" series, and a card for Rare Books and Manuscripts, which includes proper handling rules for rare books on its verso.

Special Collections staff members periodically create hand-outs for classes and other programs. While these are often simply word-processed and photocopied for distribution, staff should consider whether these items might have broader value and whether they should be discussed with the unit head and/or department head as potential candidates for a more formal presentation.

Finally, the Special Collections Library and the three sections are described on pages 26-28 of the Guide to the Libraries pamphlet. These entries provide a general overview of the collections, resources, and services available in Special Collections.

There is no formal map of the department, as of now, showing locations of significant resources and collections or staff office areas. However, this should be created as a companion to department directories, etc.

Production of new publications should be discussed with the Special Collections department head as they can have significant budgetary impacts. Planning for such publications may require an extended period of time, and will likely involve the Libraries' Public Relations/Information Office in design and production.

Department web pages are in transition from being a diverse collection of pages, ranging from simple text-only to more seriously designed, multi-paged sites like the University Park Campus History Digital Archives. Web pages are being expanded and created in a Content Management System so as to enable anyone to update or add content without having to be an expert in web design or the use of special software or html. Future web pages will utilize a set of standard templates, which will provide the "look and feel" of the site, while content experts will supply the new or updated content for the pages.

RESTRICTIONS ON USE OF COLLECTIONS

If there is no restriction stated in the Millennium record, assume the papers are open to all users.

Serious Researchers
In some collections the restrictions section of the Millennium record indicates serious research use only. Serious researchers are researchers who have done appropriate background reading/research in their area of interest, have in-depth knowledge of the topic they are researching, and who can provide proper identification. Serious researchers are *not* defined by academic level or academic affiliation, but by their preparation and knowledge of their topic.

Adequate background reading/research includes knowledge of and reading in secondary sources or research in other primary sources, such as newspaper research on the topic, interviews, or oral histories. To be considered prepared, a researcher should have done enough reading that they are familiar with the key people/organizations/events surrounding their research topic, and will understand the significance of the content of the collections they will be using. Generally, this means a researcher should have consulted and be familiar with at least two sources. Any researcher, including undergraduates or the general public, who has done this preparation may access the papers.

On some occasions users may be considered serious researchers with a different kind of background knowledge of the research topic. These users have researched their topic, and discovered that there are few or no secondary source materials. Some users that meet this criteria would include a person researching a building for nomination to the historic register, someone with knowledge of the topic who is not actually a researcher e.g. a miner looking at mining papers, a genealogist, or a representative of a law firm preparing for litigation who has established through legal and other research the relevance of the material to the case and can justify the need to see restricted papers. Other users who may not meet the definition of serious researcher who would be able to access the papers would include the donor of the papers, or a direct descendent of the donor.

Individuals who do not meet the qualification as a serious researcher include those who do not have a research topic, or obviously have done no background research. A student simply assigned to see a "primary resource" should be directed to collections that do not fall under the serious researcher restriction.

In situations when there is doubt about whether or not a researcher qualifies as serious and should be allowed access, refer that user to the University Archivist, the Pacific Northwest or Visual Materials Curator, or the Head of the Division, as appropriate.

If access is denied a researcher, the reason access is denied must be noted and initialed on the Project Description next to information about the accession to which the access was denied.
Special Collections 4/2004 revision

Scholarly researchers

Only researchers with academic credentials may use papers restricted to **scholarly use**. Normally this requirement means:

1. Faculty of institutions of higher education working in their fields

2. Graduate students preparing seminar papers, theses and dissertations

3. Researchers with graduate degrees, usually working on scholarly publications, not contract research

4. Honors students

GUIDELINES FOR DISCUSSING RESTRICTED PAPERS WITH RESEARCHERS

One of Special Collections main goals is to make its collections accessible to our users and to help them locate the information they need. A part of this responsibility is to make our users as knowledgeable as possible about how to use archives in general, and more specifically what collections we have here. When introducing users to our collections, it may be necessary to tell them about restricted collections.

When reviewing researchers for access to papers where serious research is a consideration, it is important to keep the following guidelines in mind:

> When papers are requested for use, a clear, polite alert to the user will prepare a researcher for the fact some papers may be restricted. Such phrases as "some of our donors have restricted the use of their papers" or "some of the papers in this collection may still be closed for public use by the donor" or "you may have to apply for use of these papers" will prepare the researcher for a negative response to their request to see a set of papers.

> In determining a researcher's status, some questions to ask might be: What is your interest in these papers? How did you find out about these papers? Are doing a research paper?

> If access to the papers must be turned down, do so as politely as possible. Blunt phrases like "You can't use these papers—they are only open to serious researchers" (which I have heard at the desk) only serve to put the researcher on the defensive (why don't I qualify as a serious researcher) and to give us an unhelpful image. Not just saying no, but offering another, open set of papers that may provide similar information generally helps ease the situation.

> If you must deny access to papers, be certain you can clearly articulate why you are denying access. Just telling the user "these papers are restricted" is not an adequate response. The user deserves to know why the access is denied.

> If a user does not qualify as a serious researcher, and needs to see a particular set of papers, suggest to the user some of the sources they might consult to become able to use the papers. These sources might include specific background readings, articles or pamphlets from the Regional Newspaper and Periodicals Index (and how to use it), and other sets of papers that are open to all. *We need to keep in mind that one of our most important responsibilities is to help our users become serious researchers*.

> The conditions of the "contract" that we are using to define serious researcher and who qualifies as such are so subjective, that unless we handle these situations carefully, we may be subject to a discrimination suit. A helpful, understanding, manner when explaining the guidelines to access to a set of papers may save us a lot of grief and hassle. Also, we all need to remember that today's undergraduates are tomorrow's PhD candidates, and a positive experience using our materials is more likely to stimulate future interest and research in a topic supported by the materials in our collections.

> One of the most important functions is to make certain the person leaves feeling they have been helped. It seems like too much of the time students don't understand that there are several types of primary source materials, not just papers. Given the opportunity, discussing with the user the other possible sources for research benefits both them and the Libraries.

Special Collections 4/2004

Patron Registration Forms

Boston Public Library

Books are just the beginning.

HOME

Research Services

Fine Arts
General Reference
Government Documents
Kirstein Business Branch
Microtext
Music
Newspaper
Prints and Photographs

Rare Books and Manuscripts
Collections
Current Exhibits
Past Exhibits
FAQs
Internet Links
Policies
Resources
Staff
Registration Form ←
Request Information

Social Sciences
Special Collections

Other Services

Booklists for Adults
Booklists for Kids
Booklists for Teens
Interlibrary Loan
Kids' Page
Literacy Services
Publications
Teen Lounge

MASS ANSWERS
Your 24/7 Online Librarian

How Do I Find...   [go]

General & Contact Information | Central Library | Neighborhood Branches | Research & Specialized Services | BPL Catalogs | Electronic Resources | Guides to the Library | News and Events | Questions and Suggestions

Hand-made marionettes are just some of the unique things to see at the BPL

Boston Public Library
Preregistration Form
Rare Books Department
McKim Building, 3rd Floor
617-536-5400, ext. 2225

Please fill out and submit this form, or write to us at this address:

Rare Books & Manuscripts
Boston Public Library
P.O. Box 286
Boston, MA 02117 USA
Phone: (617) 536-5400 ext. 2225

or call us at (617) 536-5400, or send e-mail to: Rare Books & Manuscripts Department.

* REQUIRED FIELDS

*Name:	
*Street:	
*City:	
*St/Prov:	MA
*Country:	United States
*Zip:	
*Phone:	
*Email:	
*Subject:	
*Date of Anticipated Visit	
Institution:	
Publication:	

STATUS

1. ☐ Professor
2. ☐ Doctoral Candidate
3. ☐ Graduate Student
4. ☐ Librarian
5. ☐ Other

Any other special requests or comments?

[Submit Registration] [Clear Fields]

NOTE: All correpondence (e-mail, fax, letter) will be processed in the order in which it was received.

Top | Home | General/Contact | Central | Neighborhood | **Research** | Catalogs | Electronic | Guides | News | Questions

Site Search/Site Map

BYU | BRIGHAM YOUNG UNIVERSITY

Harold B. Lee Library   CONTACT US

L. TOM PERRY
SPECIAL
COLLECTIONS
HOME

WELCOME   SEARCH   SERVICES   ■ ABOUT US   ■ CONTACT US   SEARCH OUR SITE
                                 ■ GENERAL INFO.   ■ OPPORTUNITIES
                                 ■ EVENTS & EXHIBITS ■ FAQ   GO
                                 ■ GIVING

■ Request to use our books and collections   ■ Copy Requests   ■ E-mail a Librarian   ■ Meet with a Librarian or Curator

Services

Request Reading Privileges

Advanced Reading Privileges Request Form

Please **READ THE FOLLOWING "TERMS OF USE" AGREEMENT** before completing request form:

The L. Tom Perry Special Collections Library exists to preserve valuable books and manuscripts and to make them available for research. These regulations are not intended to hamper research, but to provide access to our materials in a manner that ensures their preservation. Readers are asked to consider our books and manuscripts as permanent resources for future scholarship, and to treat them accordingly.

Advanced Reading Privileges allow patrons to access all of our general book collections, plus rare book collections, manuscript collections, photograph collections and vault materials.

Books and Manuscripts:

- Researchers must provide acceptable photo identification each time materials are requested.
- Approval is granted on an item-by-item basis, and is limited to those who show scholarly intent.
- Collections may only be used in the reading room (1130 HBLL). Materials may not be removed for any reason.
- Only loose sheets of paper, pencils and laptops or handhelds can be taken into the reading room. Personal possessions (briefcases, backpacks, phones, jackets, etc.) must be placed in a locker. Lockers are provided free of charge.
- Limited copy service is provided by department staff. Ask about copying policies.
- The department reserves the right to refuse or limit the use of materials. Failure to observe departmental regulations can be cause for denial of access.
- Theft or mutilation of documents or books is a crime that will be prosecuted.

Manuscripts:

- All materials must be handled with great care. Researchers must not lean on materials or trace, write on, or fold them. Manuscripts must be kept in order received and may not be removed from folders. Only one folder at a time may be removed from a manuscript box.
- Permission to publish, wholly or in part, from manuscript collections or photographs or to broadcast or perform for profit any recording or videotape, other than fair use excerpts as specified in the copyright law, must be sought in writing from the department. Researchers are responsible for securing permission to publish from materials under copyright. In most instances the department does not hold this copyright.
- Researchers should cite the full name of the collection and of the institution as the source of manuscripts or photographs used in published or unpublished works. Example: The Newel K. Whitney Collection, L. Tom Perry Special Collections, Harold B. Lee Library, Brigham Young University. In citing University records, use the following form: Office of the Dean of the College of Social Sciences, Brigham Young University Archives.

I have read the Terms of Use Agreement and I agree to abide by it.

(I Accept)   (I Decline)

BYU | BRIGHAM YOUNG UNIVERSITY

Harold B. Lee Library   CONTACT US

L. TOM PERRY SPECIAL COLLECTIONS HOME   WELCOME   SEARCH   SERVICES

■ ABOUT US
■ GENERAL INFO.   ■ CONTACT US
■ EVENTS & EXHIBITS   ■ OPPORTUNITIES
■ GIVING   ■ FAQ

SEARCH OUR SITE

GO

■ Request to use our books and collections   ■ Copy Requests   ■ E-mail a Librarian   ■ Meet with a Librarian or Curator

Services

Request Reading Privileges

Advanced Reading Privileges Request Form

Please **FILL OUT THE FOLLOWING INFORMATION** for our records:

☐ I am renewing my reading privileges for another year

Personal Information

First Name: _____   MI or name: _____   Last Name: _____

BYU ID#: (Non-BYU patrons use driver's license #) _____   E-mail address: _____

Local Street Address: _____   City: _____   State: _____   Zip: _____

Home Street Address: _____   City: _____   State: _____   Zip: _____

Home Phone: _____   (XXX-XXX-XXXX)

Work Phone: _____

Mobile Phone: _____

Current Status

☐ Undergraduate   ☐ Graduate   ☐ BYU Faculty   ☐ Visiting Faculty

☐ General Visitor   ☐ Other

Institution/Organization: _____   Department: _____

Research Information

Current Subject of Research: _____

Purpose of Research:

☐ Class Assignment   ☐ Research Paper   ☐ Master's thesis
☐ Ph.D. Dissertation   ☐ Family History   ☐ Publication
☐ Other (Please Specify): [_____]

Make sure you have filled out the information completely.
After a brief interview, you will be granted access to the vast holdings of Special Collections.

(Submit Form)   (Reset)

Thank You!

L. Tom Perry Special Collections | 1130 HBLL | (801) 422-3514
Harold B. Lee Library | Brigham Young University | Provo, Utah 84602
Site maintained by Special Collections Web Services © 1998-2005 L. Tom Perry Special Collections
Legal statements

Last Updated: Monday, March 7, 2005

Archives & Special Collections
at the
Thomas J. Dodd Research Center

APPLICATION FOR USE OF MATERIALS

Name_____   Date_____

Permanent Address _____   Phone_____

_____

Email_____

Local Address _____   Phone_____

Institutional Affiliation _____

Academic Status (if any):   (   ) Undergraduate   (   ) Graduate Student

(   ) Faculty   (   ) Staff   (   ) Other

Purpose of Research: (   ) Student Paper   (   ) M.A. Thesis   (   ) Dissertation

(   ) Article   (   ) Book   (   ) Personal Interest

Subject of Research (please be specific): _____

_____

RULES GOVERNING THE USE OF MATERIALS

1. **PERMISSION TO EXAMINE**: Permission to examine materials will be granted to all persons who complete this application form, provide valid identification (preferably a driver's license or UConn ID), and agree to abide by the following rules and regulations. Permission is granted subject to restrictions that may have been placed on the material by its donors or depositors. Access to unprocessed collections or unprocessed portions of partially processed collections will be at the discretion of the department. In certain cases, researchers may be required to use reference copies when they are available. Researchers should complete a separate call slip for each group of materials.

2. **PROTECTION OF MATERIALS**: Readers are required to leave coats, briefcases, purses, laptop cases and other personal belongings in lockers provided. Only pencils, note paper, laptops, and film/digital cameras may be taken into the reading room. Eating and drinking are prohibited. Cell phone ringers must be set to mute or vibrate. All belongings taken into the reading room are subject to inspection by the staff.

3. **USE OF MATERIALS**: The researcher is responsible for safeguarding any materials made available for use. Make sure materials rest fully on the work surface, turn pages from the top of the document. Materials may not be leaned on, written on, folded, traced, or handled in any way likely to damage them. Readers are asked to handle papers carefully, maintaining their established order in folders and notifying a staff member if papers are misfiled or if a date is believed to be inaccurate. Materials should be carefully replaced in the folders so that edges do not protrude. Folders should be kept in order in the boxes. Materials no longer needed should be returned to the reference desk.

12/14/2005 Last revised

4. **PERMISSION TO PUBLISH**: Permission to examine materials is <u>not</u> an authorization to publish from them. A separate written application for permission to publish must be made to Archives and Special Collections identifying the items to be published. Further permissions to publish must be obtained from the owner(s) of the copyright. Researchers who plan eventual publication of their work should inquire about possible copyright restrictions. Each researcher must assume full responsibility for any legal questions that may arise as a result of use of materials. A free copy of all publications is to be presented to the Library as soon as the work is published. Exclusive rights to examine or publish materials will not be granted.

5. **REPRODUCTION**: Archives and Special Collections will consider requests by separate application for the reproduction of limited amounts of material when copyright restrictions permit and when such duplication can be made without injury to the material. Reproduction services are provided, although researchers may use their own film/digital cameras in the reading room. Reproductions must not be further copied or made available to another researcher. Supplying or obtaining a reproduction is <u>not</u> an authorization to publish.

6. **CITATION**: The location of materials quoted or referred to in published or unpublished papers should be accurately and precisely noted. Researchers should use this format for citations:

[Item Description, # : #], [Collection title]. Archives and Special Collections at the Thomas J. Dodd Research Center, University of Connecticut Libraries.

> Examples:
> David Laine to Edward Ingraham, January 5, 1945, Folder 65, Edward Ingraham Papers.
> Archives and Special Collections at the Thomas J. Dodd Research Center, University of
> Connecticut Libraries.
>
> Trial brief: "1933-36 Preparation for Aggression", Folder 7208, Thomas J. Dodd Papers.
> Archives and Special Collections at the Thomas J. Dodd Research Center, University of
> Connecticut Libraries.
>
> Original mss. sent to printer and returned by E. Wilentz, Folder 350, Charles Olson Papers.
> Archives and Special Collections at the Thomas J. Dodd Research Center, University of
> Connecticut Libraries.

I hereby request permission to examine material held by Archives and Special Collections, University of Connecticut Libraries. In consideration of my being granted permission to examine material on the terms set forth above, I agree to indemnify and hold harmless the University of Connecticut and its officers, employees, and agents from and against all claims and actions arising out of my use of the material. I have read the rules for use of materials and agree to abide by them.

_____   _____

Signature of researcher   Date

_____   _____

Approved by   Date

12/14/2005 Last revised

**UNIVERSITY OF
FLORIDA**

Patron Registration/Use Form and Guidelines

Welcome to the Special Collections Research Room

Due to their value, condition, and uniqueness, special collections do not circulate and must be used in the Research Room. Special Collections require special handling and security precautions to ensure their long-term preservation. Before materials are retrieved, patrons should: sign in at the desk; place bags and containers, including laptop cases, in lockers; and fill out the Patron Registration/Use Form (identification will be examined).

While using materials, patrons should: use only pencils to take notes; request permission to photocopy; return all materials to the desk; check out at the desk. Highlighters are not allowed. Notebooks and similar personal items may be inspected before patrons leave. No food or drink, including bottled water, is allowed in the Research Room. Cell phones should be turned off and pagers set to vibrate. The Research Room is equipped with video surveillance.

Signature _____**Date** _____

Address _____City _____State _____ Zip _____
(Please Print)

Phone _____ e-mail _____

(Circle one)

Faculty   Visiting Faculty   Undergraduate   Graduate Student   Alumni   Staff   Other

Institutional Affiliation _____

(Circle purpose of visit)

book/article   dissertation/thesis   term paper/project   genealogy   personal interest

(course name and number) _____

Name: _____ [Desk_____]
(Please Print)   Last   First

Please Turn Over to Request Materials

Request Materials

Name: _____ **Date**: _____

Name of Book/ Collection/ Material_____

Manuscript Number/Series: _____ Container Number: _____

Book Call Number/Periodical Date/Volume: _____

Staff Use:
 Manuscript Location _____ Paged: _____Date_____ Returned: _____Date_____

 Baldwin   Belknap   Florida History   Manuscripts   Rare Books   University Archives

Name of Book/ Collection/ Material_____

Manuscript Number/Series: _____ Container Number: _____

Book Call Number/Periodical Date/Volume: _____

Staff Use:
 Manuscript Location _____ Paged: _____Date_____ Returned: _____Date_____

 Baldwin   Belknap   Florida History   Manuscripts   Rare Books   University Archives

Name of Book/ Collection/ Material_____

Manuscript Number/Series: _____ Container Number: _____

Book Call Number/Periodical Date/Volume: _____

Staff Use:
 Manuscript Location _____ Paged: _____Date_____ Returned: _____Date_____

 Baldwin   Belknap   Florida History   Manuscripts   Rare Books   University Archives

Name of Book/ Collection/ Material_____

Manuscript Number/Series: _____ Container Number: _____

Book Call Number/Periodical Date/Volume: _____

Staff Use:
 Manuscript Location _____ Paged: _____Date_____ Returned: _____Date_____

 Baldwin   Belknap   Florida History   Manuscripts   Rare Books   University Archives

UNIVERSITY OF
FLORIDA

Visitor Registration and Rules

Welcome to the Special Collections Research Room

Due to their value, condition, and uniqueness, special collections do not circulate and must be used in the Research Room. Special Collections require special handling and security precautions to ensure their long-term preservation. Researchers using special collections have first priority in utilizing the Research Room.

However, visitors may use the Research Room for the purpose of studying, reading, writing, etc. Discussion groups are not permitted. When visitors enter the Room they should: sign in at the Research Room Desk; place bags and containers, including laptop cases, in lockers; and fill out the Visitor Registration form (identification will be examined).

While in our Research Room, visitors should use only pencils and request permission to photocopy. Highlighters are not allowed. Notebooks and similar personal items may be inspected before visitors leave. No food or drink, including bottled water, is allowed in the Research Room. Cell phones should be turned off and pagers set to vibrate.

The Research Room is equipped with video surveillance.

Signature _____**Date** _____

Mailing Address _____City _____State _____ Zip _____
(Please Print)
Phone _____ e-mail _____

(Circle one)

Faculty   Visiting Faculty   Undergraduate   Graduate Student   Alumni   Staff   Other

Institutional Affiliation _____

Name: _____[Desk]_____
(Please Print)   Last   First

Name:_____
 (Please Print)

Today's Date:_____ **{Desk}**_____

Today's Date:_____ **{Desk}**_____

Today's Date:_____ **{Desk}**_____

Today's Date: _____ **{Desk}**_____

Today's Date:_____ **{Desk}**_____

Today's Date:_____ **{Desk}**_____

Today's Date_____ **{Desk}**_____
_

Today's Date:_____ **{Desk}**_____

Today's Date:_____ **{Desk}**_____

Today's Date:_____ **{Desk}**_____

Today's Date:_____ **{Desk}**_____

REGISTRATION FORM
Department of Special Collections and Archives
Kent State University Libraries and Media Services

The information obtained on this form is stored on a secure internal server and is accessible to authorized departmental personnel only. Paper forms are shredded confidentially following data input. Usage records for Special Collections and Archives are protected by the same confidentiality policies covering other patron records in Libraries and Media Services.

DATE: _____

NAME: _____
(Last,   First,   Middle)

ADDRESS: _____
(Street)   (Apt. #)

_____
(City,   State,   Zip Code)

EMAIL (optional): _____

What is your academic affiliation? (check one ONLY)

___ Kent State University   ___ None   ___ Other - Institution Name: _____

What is your current academic status? (check one ONLY)

___ High school	___ Undergraduate – JUNIOR	___ Graduate – MASTER'S
___ Undergraduate – FRESHMAN	___ Undergraduate – SENIOR	___ Graduate – DOCTORAL
___ Undergraduate – SOPHOMORE	___ Faculty	___ Alumnus

What is your academic major/department? _____

The mission of the Department of Special Collections is to build and administer specialized subject collections. The collections often consist of unique, rare, and fragile items that require careful use if they are to be preserved for future use.

Reading Room Policies:

1. All users of Special Collections and Archives materials must provide a **valid photo ID**.
2. Researchers must register with the Department on an annual basis.
3. Special Collections materials may not be checked out and must be used in the reading room.
4. To help preserve the collections, **no pens are allowed**. Pencils and a pencil sharpener are available.
5. Photocopying is done by staff, only if condition of materials will not be harmed, at $.10 per page.
6. Eating, drinking, and smoking are not permitted in the reading room.
7. Use of cell phones in the reading room is prohibited. Cell phones may be used in the hallway outside of the reading room area.
8. **Bags, backpacks, purses, and coats must be stored on the coat rack near the Reference Desk.**

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

Call Number
or
Collection: _____

Author: _____

Title: _____

Boxes (for archival
collections): _____

UNIVERSITY OF KENTUCKY LIBRARIES   LEXINGTON, KY 40506-039
                    SPECIAL COLLECTIONS AND DIGITAL PROGRAMS

NAME (PLEASE PRINT) _____

ADDRESS _____

INSTITUTION AND STATUS _____

I WISH TO USE THE FOLLOWING MANUSCRIPT MATERIAL. PLEASE BE AS SPECIFIC AS POSSIBLE:

THE MATERIAL IS TO BE USED IN CONNECTION WITH:

1. PAPER AT _____ FOR _____ WITH _____
    THESIS   INSTITUTION   COURSE OR DEGREE   PROFESSOR

2. TITLE: _____

3. RESEARCH FOR BOOK/ARTICLE ON: _____

4. OTHER: _____

INTEND TO:

( ) EXAMINE ONLY

( ) COPY OR TAKE NOTES

( ) PUBLISH BOOK OR ARTICLE USING INFORMATION FROM MANUSCRIPTS

( ) PUBLISH TEXT OF MANUSCRIPT/S, IN WHOLE OR IN PART

IF YOUR WORK SHOULD BE PUBLISHED, PLEASE NOTIFY US SO THAT WE MAY BUY A COPY.

THE LITERARY RIGHTS OF MANUSCRIPTS BELONG TO THE WRITER OR HIS/HER HEIRS, UNLESS
SPECIFICALLY TRANSFERRED TO THE UNIVERSITY OF KENTUCKY LIBRARIES. THE RESEARCHER MUST
SECURE PERMISSION TO PUBLISH OR QUOTE EXTENSIVELY FROM SUCH MATERIALS.

1. NO FOUNTAIN OR BALL-POINT BALL PENS MAY BE USED FOR TAKING NOTES
2. CARDS OR SHEETS OF PAPER MAY NOT BE PLACED OVER MATERIALS WHILE TAKING NOTES
3. TRACINGS OF DRAWINGS, ETC. MAY NOT BE DONE WITHOUT SPECIAL PERMISSION
4. IF ANY ITEM APPEARS TO BE OUT OF SEQUENCE, PLEASE NOTIFY A STAFF MEMBER
5. PLEASE CONSULT A STAFF MEMBER BEFORE MAKING COPIES OF ANY MATERIALS

I AGREE TO ABIDE BY THE ABOVE CONDITIONS:

DATE: _____   SIGNATURE _____

NCSU Libraries
Special Collections Department and University Archives

Patron Registration Form

All researchers using the resources of the NCSU Libraries' Special Collections Department and University Archives must complete this form. The information you provide will help the staff to assist you better in your research, compile statistics, and provide for the security of the collections.

Please print clearly.

Date: _____ Day of the Week: _____ ☐ **Walk-in** ☐ **Telephone** ☐ **Mail** ☐ **Email** ☐ **Fax**

Name: _____ Phone: _____

Address: _____ Email: _____

City: _____ State: _____ Zip: _____

NCSU Affiliation:
☐ Undergraduate ☐ Graduate ☐ Faculty ☐ Staff ☐ Alumni

Other Affiliation:
☐ Visiting Academic Researcher: Institutional Affiliation _____
☐ Local Community   ☐ Other

How did you learn about our holdings:

☐ Instructor   ☐ World Wide Web (Internet)   ☐ Printed guide
☐ Citation in published work   ☐ Online catalog   ☐ Other (please specify):
☐ Referral from another library department   ☐ Word of mouth   _____
☐ National Union Catalog of Manuscript
   Collections   _____

Research Topic (optional): _____

Office Use Only

Contact Minutes: _____

G:\Special_Collections\AdministrationForms\Registration_Forms\Patron_Registration

NCSU Libraries
Special Collections and University Archives
Registration Form

Rules and Regulations

While using rare books, manuscripts and University Archives materials, we ask that you comply with the following:

Photo identification (driver's license, school ID) is required for the use of materials.
The ID will be photocopied onto the research agreement.

Patrons must place their personal items in the lockers provided for safe storage.

Use only pencil while conducting research with the materials

Use caution when handling the material. Consult the librarian with any questions about use or condition.

Photocopying materials will be decided on the discretion of the librarian.

The department reserves the right to review the papers of our patrons at the end of each visit.

Food, beverages, and smoking are not allowed in the Reading Room.

The University Archives operates in accordance with the State Public Records Act, with unrestricted access to records not covered by state and federal Right to Privacy acts.

Manuscripts, photographs, sound recordings, film, and other items (except for University Archives materials) are protected under federal copyright law. The researcher is fully responsible for any legal issues surrounding the use of materials held by the department.

I have read, understood, and, by my signature below, agree to comply with the regulations set forth above, in order to use the materials in the custody of the Special Collections and University Archives Department, NCSU Libraries, North Carolina State University.

Signature: _____ Date:_____

G:\Special Collections\Administration\Forms\Registration_Forms\Rules02.doc

UNIVERSITY OF WASHINGTON LIBRARIES

PROJECT DESCRIPTION
for ARCHIVAL RESEARCH

SPECIAL COLLECTIONS DIVISION

OFFICE USE ONLY			

Print Name   (Last)   (First)   (M.I.)   Date

Address   (Street and Number)   (City)   (State)   (Zip)   Phone

☐ Faculty   ☐ Undergraduate   ☐ Non-academic   Institutional Affiliation, if any
                                          (Please specify)
                                          _____

☐ Graduate   ☐ UW Staff   Department
   Student   _____

May we show this form to other researchers, if requested?   Faculty Sponsor

☐ Yes   ☐ No

Give a brief description of your research project.

For copies, consult staff for request procedure. Please read the following legal restrictions regarding copyright, then sign and date.

NOTICE—WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code and PL No. 105-298) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgement, fulfillment of the order would involve violation of copyright law.

I agree to use materials from the Special Collections Division according to the rules governing them and to publish or digitize no portion of these materials without the permission of the author or his legal representative and of the Head of the Division

Signature _____   Date _____

spcoll 44 03/08/2004

Name _____

Address _____

City/State/Zip _____

Phone _____

1st visit? _____ Repeat visit? _____ Time _____

Status:

_____ UW Alum. _____ UW Undergrad. _____ UW Grad. Stu.

_____ UW Faculty _____ UW Staff _____ UW Extension

Other: _____ precollege _____ institutional _____ independent

Institutional/Business Affiliation _____

_____

forms\regrad.doc 02/15/04 spcoll 40

Name _____

Address _____

City/State/Zip _____

Phone _____

1st visit? _____ Repeat visit? _____ Time _____

Status:

_____ UW Alum. _____ UW Undergrad. _____ UW Grad. Stu.

_____ UW Faculty _____ UW Staff _____ UW Extension

Other: _____ precollege _____ institutional _____ independent

Institutional/Business Affiliation _____

_____

forms\regrad.doc 02/15/04 spcoll 40

Name _____

Address _____

City/State/Zip _____

Phone _____

1st visit? _____ Repeat visit? _____ Time _____

Status:

_____ UW Alum. _____ UW Undergrad. _____ UW Grad. Stu.

_____ UW Faculty _____ UW Staff _____ UW Extension

Other: _____ precollege _____ institutional _____ independent

Institutional/Business Affiliation _____

_____

forms\regrad.doc 02/15/04 spcoll 40

Name _____

Address _____

City/State/Zip _____

Phone _____

1st visit? _____ Repeat visit? _____ Time _____

Status:

_____ UW Alum. _____ UW Undergrad. _____ UW Grad. Stu.

_____ UW Faculty _____ UW Staff _____ UW Extension

Other: _____ precollege _____ institutional _____ independent

Institutional/Business Affiliation _____

_____

forms\regrad.doc 02/15/04 spcoll 40

Statistics Gathering

Monthly Statistics for Public Services
Department of Special Collections

NAME:_____   MONTH/YEAR:_____

ON SITE:

TELEPHONE	E-MAIL	FAX	WALK-IN	LETTER / MEMO

OFF SITE:

TELEPHONE	E-MAIL	FAX	WALK-IN	LETTER / MEMO

CLASSES GIVEN:

SESSION	NUMBER OF ATTENDEES

Instruction Statistics
Department:

Date	Type of Activity	Awareness, Orientation or BI	Format	College or Academic Dept	Course Name / Group	Course #	Library Instructor	Location	Length of Class (hrs)	# of Attendees

Penn State	Special Collections

Public Service Manual

Chapter VII

Statistics

Purpose

Accounting for Special Collections patrons via statistic collection is a long-standing practice in the department. Originally each unit was responsible for their own statistical collection, but when the 3 units moved into one common space, the statistics were gathered by one person, and subsequently entered on the Excel spreadsheet (W drive, Luann's files, Special Collections, Statistics 2003-2004.xls). Following are the different statistics collected and where they are entered in the spread sheet:

Exit Count:

ONLY taken at the front desk (using half sheet provided at desk); includes tours of the exhibit room, Special Collections classes held in the Mann Room, browsers, and people asking questions at our front desk (but not counting people getting locker keys to use materials in the Reference area – they will be counted via the registration form).

At the beginning of each new week, the previous week's count is totaled and added to the spreadsheet in the Exit Count column.

People, Items and Evening Shift Counts: (all taken from our Registration forms)

Three different counts are taken from each registration form after the forms are divided by unit. If there happens to be multiple units involved with one patron, a copy of the registration form is added to their count.

At the beginning of each new week, the previous week's count is totaled and added to the spreadsheet in the appropriate column under each respective units name

Count one: Number of people using collections.

If there are multiple days or patrons each one counts!

At the beginning of each new week, the previous week's count is totaled and added to the spreadsheet in the People column under each respective units name

Count two: Item count for each unit.

If a patron is here for 5 days, everything listed on their registration form should be x 5 (or x 10 if two patrons are working on the same materials)

At the beginning of each new week, the previous week's count is totaled and added to the spreadsheet in the Items column under each respective units name

Count three: Evening hours count.

If a patron is here beyond 5, or arrives any time between 5-6:30, a separate count is kept at the top left of their registration form. On the spreadsheet, if a person is here from 5-6:30 they are counted for each time slot for a total of three. 5:30-6:30 is counted twice, 6-6:30 once. This is done to indicate there was a person (not necessarily a different person) in each of our new time slots.

The people here for the 5-6:30 slots are not added into the people total for the individual units because they're already reflected by the first count taken using the registration forms.

At the beginning of each new week, the previous week's count is totaled and added to the spreadsheet in the 3 columns labeled 5-5:30, 5:30-6 & 6-6:30. These are not unit specific.

Once a month, preferably on the first day of a new month, statistics are entered in the libraries ARL Statistics Site

Any staff member can enter statistics on this site using their user I.D. and password that they would normally use to access email. Once there, you choose from a series of drop-down boxes:

To Update, Review or Enter statistics please:

1. Select the fiscal year and month from the dropdown lists below and enter your User ID (e.g., your lias e-mail initials).
2. Select your location from either the UP locations or CCL locations dropdown lists.
3. Click on the appropriate Submit button (UP Submit for UP locations, CCL Submit for CCL

Locations).

If data has been entered for the month, fiscal year and location that you selected you will be given an update form from which you can verify or change data. If no data exists for the month, fiscal year and location that you selected you'll be given a blank form from which you can enter data.

      Fiscal Year:
      Month:
      User ID:
      Select UP Location:
      Or ...
      Select CCL Location:
      Export Statistics Reports

Contacts for help with your statistics:Torsten Bjalme, Kimlyn Patishnock
Report problems with the web pages to: Linda Klimczyk

Example:

Using November 2004, there were 780 uncatalogued items counted for Special Collections during that month. 780 represents ALL collections or items from all 3 units that were used during the month – whether we used workflows or not.

Update Statistics for: Special Collections November, 2004/2005
Please enter only numeric data (numbers, decimal point, comma, dollar sign) in the fields below. Do Not enter alpha characters.
Initial vlaues for blank fields are pre-set to 0. To enter data, type over the 0.
Accept the 0 when you have no data to enter.
To see instructions for the categories below, hold your mouse over the bullet next to the category.
Exit without updating Stats

Circulation

Uncataloged Items
Monthly

Reserves
Monthly

In House Use
Biannually when notified

Collections

Serials Received but not Purchased
Monthly

Film/Video
Monthly

Patron Exit Count
Biannually when notified

Reference Transactions
In-House / Telephone
Biannually when notified

Reference Transactions
E-Mail / Web
Biannually when notified

Service Points

Number of Staffed Service Points
Annually in June

Instruction

Course-related/Integrated Instruction Sections
Once per semester

Number of Students in Course-related/Integrated Instruction Sections
Once per semester

Tours, Outreach & Seminars
Once per semester

Number of Attendees in Tours, Outreach & Seminars
Once per semester

Credit Courses and Multi-session Classes
Once per semester

Number enrolled Credit Courses and Multi-session Classes
Once per semester

Wage Hours Worked by Student, Professional & Support Staff

Hours Worked by Student
Monthly

Hours Worked by Professional
Monthly

Hours Worked by Support Staff
Monthly

Contributed Services Staff
Monthly

Dollars for Professional
Monthly

Dollars Paid by Federal Funding
to Work Study Students
Monthly
_____
Jump to Submit Button _____
Interlibrary Loan
Non-PSU Activity (Definitions) (What not to count) (What to Count)

Loans Provided/Supplied
PA Academic
Monthly
PA Other
Monthly
PA Public
Monthly
PA School
Monthly
Non-PA
Monthly

Photocopies Provided/Supplied
PA Academic
Monthly
PA Other
Monthly
PA Public
Monthly
PA School
Monthly
Non-PA
Monthly

Loans Received
PA Academic
Monthly
PA Other
Monthly
PA Public
Monthly
PA School
Monthly
Non-PA
Monthly

Photocopies Received
PA Academic
Monthly
PA Other
Monthly
PA Public
Monthly
PA School
Monthly
Non-PA
Monthly
_____
Exit without updating Stats Contacts for help with your statistics: Torsten Bjalme,
Kimlyn Patishnock
Report problems with the web pages to: Linda Klimczyk

Twice a year in the Fall and Spring semesters we are asked to collect two different types of data
for inclusion in this report to ARL. One week is Reference Statistics and the following week is

Collection Use Statistics. Forms are provided via email for each covered week, copied, and placed at the appropriate desk(s).

What are ARL Statistics?

ARL Statistics is a series of annual publications that describe the collections, expenditures, staffing, and service activities for the member libraries of the Association of Research Libraries. Statistics have been collected and published annually for the members of the Association since 1961-62. Before that, annual statistics for university libraries were collected by James Gerould, first at Minnesota and later at Princeton. These data cover the years 1907-08 through 1961-62 and are now called the Gerould statistics. The whole data series from 1908 to the present represents the oldest and most comprehensive continuing library statistical series in North America. Printed copies are available from the ARL Publications Program.

The Reference Statistics are collected at the front desk and the reference desk, while the Collection Use Statistics are only collected at our reference desk. At the end of the collection periods the statistics are added together and entered into the Library ARL Statistics Site. Reference Statistics are entered under the category Reference Transaction In House/Telephone, and Collection Use Statistics are entered under the category In House Use. Even though we count the number of Troubleshooting, Where is…..and Policy & Service questions, they are NOT entered on the ARL database, but compiled for in-house use by the Public Service Department of the library. Copies of all ARL statistics are kept by the person in Special Collections designated to work with the statistics throughout the year. The registration forms are distributed when the count is taken and returned to the individual units.

Web Statistics via URCHIN

At the present time this particular source of statistics is available to one Special Collections staff member to view using their log-in and a specially created password provided by I-Tech. Urchin records all "hits" or successful requests to our web server from a visitor's browser for any type of file. While the numbers recorded are large, one single web page can cause many hits – one for each image included on the page, etc.

After discussion, I would envision this field being added to our statistics database and recorded on a monthly basis.

Maintaining

Registrations Forms

When all statistical information is taken from the registration forms they are returned to the unit department head.

Automated Circulation

Slips generated through SIRSI are stapled to the registration form, and both are returned to the unit department head

Reporting

As explained in previous paragraphs, reporting of statistics is primarily only done upon request for ARL purposes or for faculty/staff projects.

Instructions, definitions and examples for using the User Query Statistics Form

Instructions
1. The form should be kept at all Reference Desk/Service Point **and** at any other desks where transactions with library users occur, e.g. at a librarian's or other staff desk/work space.
2. Count "transactions": ("An information contact that involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff")
    a. Place a mark by the code for the appropriate category for the type of question: use the code that indicates the most advanced level of assistance given for each question. Use the appropriate column for how the question was received. If there is no activity during a time period the library is open, put a 0 in the time period. **Remember it is the type of question not the length of time that you spend with the user that determines which code will be used.**
    b. If the user is referred to another unit, librarian or source outside the Libraries, just put a hash mark in the Referred column. If, however, the referral follows a transaction with the user the appropriate transaction category should be noted also.
    c. If the user returns to the service point after an absence count that as a new transaction.
    d. If the question is electronic, it should be counted as one transaction even if it involves several emails. If you monitor a digital reference service, such as QnA Live, QuestionPoint or LibQuest, mark those transactions by the appropriate code in the email column.
3. At the end of the sampling period, please send all forms to Diana Johnson in Library Administration (Box 352900).
4. Questions? Contact Steve Hiller at 3-5071 or hiller@u.

Code Definitions and Examples
D- Directional or Logistical
These questions refer to the physical or logistical use of the facility, including directions, as well as library procedures. These questions are answered without the consultation of a reference resource: (you might consult the schedule of hours or the campus map).
Examples:
- How late are you open?
- Where is Microforms/Newspapers?
- Can you put paper in the copy machine?
- Where can I get change for the copiers?
- Where is this call number located?
- How long can I check this book out?
- How/where can I buy a copy card?
- How do I use the networked printer or copy machine?
- Where do I pay a fine for overdue books?

T–Tool/Source based
These questions require the use or demonstration of a reference tool or resource (such as the library catalog), but **not** the formulation of a research strategy. These are questions that deal with facts, known items, or a simple demonstration of reference tools. Many "quick information" or verification questions would fall in this category.
Examples:
- I have some books overdue, how can I renew them from home?
- Can you help me find these journal titles?
- How do I find something by this author?
- I'm looking for this book, which is supposed to be on the shelf, but I can't find it there.
- I found an article in a database; can you show me how to find it in the catalog?
- How do I access the UW databases from off-campus?
- Do you know the annual federal deficit of the U.S.?
- What call numbers cover meteorology and climatology?
- Where is the latest issue of *Geomorphology*?

R -Research Based
These questions often require the librarian or other professional to help the user formulate an individualized search strategy,

Examples:
- Can you help me find furniture from the 1920s in the U.S.?
- I need reviews of the Fantastiks when it first opened.
- How do I find books or articles about mentoring high school students?
- I want to find information about mosses in the Pacific Northwest.

C-Consultation

This category includes in-depth work with the patron usually, but not always, occurring away from a service point. They may be scheduled or impromptu, and are not related to inquiries about a patron's library record.

USER QUERY STATISTICS FORM   **March 18-24, 2006**

UNIT/SERVICE POINT_____ **DATE**_____

Instructions:
During the survey period, for all reference/information questions received:

    a. Place a hash mark by the appropriate code for the type of question: use the code that indicates the most advanced level of assistance given for each question. Mark in the appropriate column for how the question was received.

    b. If referred to another unit, librarian or somewhere else just put a hash mark in the Referred column.

    c. Service points should use a separate sheet for each day; individuals at their desks can use one sheet for the week

Codes: (see Instructions, Definitions and Examples sheet)

D- Directional/Logistical (Hours, restrooms, library locations, library procedures, copy machines, offices etc.)

T–Tool/Source based (Use or demonstration of a library tool or reference resource but not formulation of a search strategy)

R -Research Based (Individualized strategy requiring selection of relevant resources or instruction in use)

C-Consultation (In-depth work with the patron usually occurring away from a service point)

TIME	In-Person	Phone	Email/Web Chat	Referred
7:30-10	D-- T-- R-- C--	D-- T-- R-- C--	D-- T-- R-- C--	
10-12	D-- T-- R-- C--	D-- T-- R-- C-	D-- T-- R-- C-	
12-2	D-- T-- R-- C--	D-- T-- R-- C-	D-- T-- R-- C-	
2-4	D-- T-- R-- C--	D-- T-- R-- C-	D-- T-- R-- C-	
4-6	D-- T-- R-- C--	D-- T-- R-- C-	D-- T-- R-- C-	
6-8	D-- T-- R-- C--	D-- T-- R-- C--	D-- T-- R-- C--	
8-12	D-- T-- R-- C--	D-- T-- R-- C--	D-- T-- R-- C--	

Staffing and Position Descriptions

BOSTON PUBLIC LIBRARY

KEEPER OF RARE BOOKS AND MANUSCRIPTS (P7)

BASIC FUNCTION

Under the direction of the Assistant Director for Resources and Research Library Services, the Keeper is responsible for the maintenance and development and servicing of the rare books and manuscripts collections of the Boston Public Library for the general public and the scholarly community. To that effect, he/she

1. Supervises the organization, access, servicing, and preservation of the collections in the Rare Books and Manuscripts Department to facilitate their use.

2. Initiates and implements the acquisition of new materials to strengthen existing library resources in the field of rare books and manuscripts.

3. Promotes understanding of the importance and relevance of rare books and manuscripts collections in a public library setting.

4. Advises the library administration and other staff in the general field of rare books and manuscripts.

DUTIES AND RESPONSIBILITIES

1. Administers the daily operations of the Rare Books and Manuscripts Department.

2. Assumes responsibility for training of Rare Books and Manuscripts Department staff in the specialized knowledge of the field.

3. Organizes the collections of the Department and plans and carries out the development of a variety of bibliographic access applications, both print and electronic, to facilitate use of the collections.

4. Initiates and implements activities which enhance the appreciation and understanding of rare books and manuscripts, both within and outside the Library, including coordination, planning, preparation and mounting of exhibits, public programs, publications, lectures and other cooperative projects.

5. Creates opportunities to educate the public in the significance, importance and necessity of the rare book and manuscript collections.

6. Assesses the needs and resources of the Rare Books and Manuscripts Department and strengthens the collections through purchases and gifts.

7. Develops and maintains professional relationships with individuals, groups and organizations in the field of rare books and manuscripts both within and outside the library community to further the objectives of the Library and to maximize use and appreciation of library resources.

8. Performs related duties as required.

MINIMUM QUALIFICATIONS

A bachelor's degree from an accredited college or university and a master's degree in library and information science from an ALA accredited library school. Subject knowledge and professional experience in rare books and manuscripts and allied fields and demonstrated abilities in scholarly research and effective communication. Advanced degree in related field desirable.

Fifteen years of experience in the field of rare books and manuscripts in positions of increasing responsibility and trust.

Keeper of Rare Books and Manuscripts cont.

Specific knowledge of book-making, book-collecting, and the book-trade; broad acquaintance with antiquarian book dealers and collectors; demonstrated ability to enlist the interest and support of friends and donors for the development of the collections; superior communication skills, including oral and written and presentation skills; demonstration of contributions to the field of rare books and manuscripts through participation in conferences and publication of original work; ability to work with the foreign languages represented in the collections; knowledge of technological applications and preservation techniques in the field of rare books and manuscripts; willingness to use a variety of approaches to foster enthusiasm and support for rare books and manuscripts in widely varying constituencies; ability to work collaboratively.

Ability to interpret and execute library policy; understanding and interest in the total development of library resources and services; supervisory and administrative ability, experience in training and supervision of staff, and broad professional outlook; proven ability to participate in the management of large and complex organizations.

Public Services Coordinator
Special Collections and Archives

Home department and reporting relationship
Serves as a member of the Special Collections and Archives Department, reporting to the department head.

Standard of excellence
Achieves excellence in the performance of the duties described below.

1. Coordination of department's public service programs

Provides leadership and coordination for all aspects of Special Collections and Archives reference, instruction and outreach, and research support programs. Manages successful provision of excellent user-oriented services to students, faculty and other users.

Develops and maintains strong knowledge of departmental collections in all collecting areas and formats in order to provide effective training, reference service, specialized assistance, and instruction.

Develops public service policies and procedures and maintains appropriate documentation.

Actively provides training to all departmental public services staff to ensure consistency and excellence of service, accurate implementation of policies and procedures, and strong knowledge of departmental collections.

Serves as liaison to the Public Services Division to ensure effective communication in areas of importance to Special Collections and Archives, including appropriate referrals between the department and other public service points.

Works with department head to define goals and set priorities for departmental public service program.

2. Reference service

Provides excellent and responsive information and reference services for Special Collections and Archives, including responding to in-person, telephone, and electronic inquiries. Explains services and policies and provides directional, holdings, reference, and other services as appropriate.

Provides specialized research consultation services as appropriate.

Develops and updates guides, tutorials, and bibliographies to highlight the strengths of the collections and to support the information needs of users. Such tools may be in print, on the departmental website, or in other appropriate formats.

Develops and maintains departmental websites to effectively describe public service policies, collection strengths, access techniques, and other useful information.

3. Education and outreach

Develops strategies for continually increasing use of collections for research and instructional purposes, with a particular focus on use by primary UCI clientele.

Collaborates actively with subject librarians and the Education and Outreach Department to identify opportunities for instruction to UCI students to promote both the use of departmental collections and an understanding of the nature and use of primary sources.

Regularly and actively promotes and provides effective instruction, including course-integrated sessions and subject workshops, including the preparation of appropriate research guides, webpages, and other supporting materials.

As appropriate, identifies opportunities for outreach and participation in the Libraries' outreach program initiatives, including partnerships with campus and off-campus programs, to exploit opportunities to integrate Special Collections and Archives resources into academic curricula and special programs. These efforts may include partnering with subject bibliographers in presenting specific subject-based sessions.

4. Other duties and responsibilities

Develops and maintains excellent technology and other core competencies as required by the position.

Participates actively and effectively on library committees, task forces, and project teams as appropriate.

Develops and maintains awareness of current developments in the field of special collections and archives public service to enhance performance of primary duties.

Develops and maintains participation in and contributions to the profession through professional activities outside the library, university and public service, and/or research and other creative activity. These normally will relate to and enhance performance of primary duties.

DUKE UNIVERSITY LIBRARIES
POSITION DESCRIPTION

POSITION: Director of Research Services for the Rare Book, Manuscript, and Special Collections Library

LIBRARY: Rare Book, Manuscript, and Special Collections Library

GENERAL DESCRIPTION:

Provides leadership for the Research Services Department of the Rare Book, Manuscript, and Special Collections Library (RBMSCL) and participates with other RBMSCL department heads in the functioning of the RBMSCL management group. Sets goals and objectives to assess user needs and supply users with services appropriate to research in primary source materials. Supervises the Research Services Department staff in providing reference, circulation (retrieval, reshelving, and reserve services), security, duplication of materials, class instruction, exhibitions, and bibliographic guides, and in publicizing and promoting collections. With the other department heads and the library director, helps set goals and objectives for the library, monitors progress toward those goals, coordinates activities of the staff, and provides leadership for the library's vision. Acts as liaison between the RBMSCL and other public services staff of the Duke University Libraries and contributes to the work of the Administrative Council of the Perkins Library system.

DUTIES:

1. Provides leadership in serving on-site users, monitors service quality, and supervises Research Services staff in providing circulation, reference, and security. Prepares schedules for reference and circulation desk staffing. Coordinates the work of staff involved in providing reference service and supports staff in problem resolution.
2. Coordinates Research Services and other RBMSCL staff doing outreach and bibliographic instruction, including presentations for graduate and undergraduate classes and other groups, and preparation of printed materials to assist researchers. Identifies potential campus users of RBMSCL materials, initiates contacts, and establishes working relationships with Duke researchers and faculty. Works with faculty to design RBMSCL assignments or find library materials for courses. Helps students find research topics and instructs them in methods used in research.
3. Interprets the library's finding aids and holdings to users and assists researchers in finding primary source materials in the Rare Book, Manuscript, and Special Collections Library and from other sources including the World Wide Web and other on-line sources.
4. Supervises Research Services staff in providing external users with timely responses and duplication services for inquiries received by phone, mail, e-mail, FAX, and ILL.

5. Provides leadership in assessing user needs, collecting measurable data on services provided, and evaluating the quality of those services; also looks for innovative ways to improve the delivery of those services.

6. Coordinates and schedules the library's exhibits and works on exhibit planning and execution with help other staff members.

7. Makes recommendations, in consultation with the Research Services staff, to the Collection Development staff about acquisitions for the reference book collection.

8. Participates with the RBMSCL Director and other department heads in the overall management of the library, including monitoring the acquisition to accessioning process and participating in decisions regarding opening collections to researchers.

9. Represents the Research Services Department in the Information Services group of Perkins Library, and serves on other Duke University Libraries groups and committees, including the Perkins Library system Administrative Council.

10. Recruits, trains, coordinates schedules, and provides programming for the docents who staff the exhibit rooms.

11. Oversees the booking and use of the Rare Book Rooms for special events.

12. Acts as the RBMSCL security officer.

Demonstrates core competencies in the execution of specific position responsibilities, including dependability, job knowledge and relevant skills, job commitment, a customer service commitment, and a commitment to diversity. As a manager and supervisor demonstrates the following competencies: creation of an effective workplace, performance management, judgment in decision making, project management, and the ability to communicate and collaborate effectively.

QUALIFICATIONS: Position requires an advanced degree in U.S. History, literature, or civilization, with an ALA-accredited MLS desirable. Also required are experience in reference and bibliographic instruction and/or teaching, basic computer literacy along with excellent skills in on-line searching and expertise in word-processing and database usage, excellent written and oral communication, strong analytical and interpersonal skills, demonstrated leadership and management abilities, and commitment to providing superior customer service to users.

Director of Research Services

Director of the Rare Book, Manuscript, and Special Collections Library

Date: _____

12/2004

Duke University Libraries
Position Description

POSITION: Research Services Librarian

LIBRARY: Research Services Department
Rare Book, Manuscript, and Special Collections Library (RBMSCL)

GENERAL DESCRIPTION: As a member of the Research Services staff, the Research Services Librarian provides reference services for RBMSCL materials that come in a variety of languages and formats, ranging from ancient papyrus to modern advertising and video tapes. Responsibilities also include oversight of the department's responses to remote users, including Interlibrary Loan, and support for the department's web pages. Particular strengths of the library's collections include the history and culture of the American South, Great Britain and the British Empire, Wesleyana and British Methodism, American literature, materials supporting women's studies and African American studies, the history of economic thought, and modern advertising.

DUTIES:
- Provides reference service in the reading room. Conducts reference interviews appropriate for researchers in primary source materials. Interprets the library's finding aids and holdings for researchers and assisting them in identifying materials related to their topics.
- Answers reference inquiries received from remote users (e-mail, telephone, FAX, mail), providing limited research services and prompt replies. Trains the Reference Intern in procedures for answering queries from remote users and monitors incoming queries to the Department to see that users receive timely responses.
- Receives requests from Interlibrary Loan for RBMSCL materials and makes decisions about appropriate duplication methods.
- Monitors and evaluates Research Services Department pages, public and staff-only, on the RBMSCL web site. Contributes to content of web pages.
- Performs searches using computer-based sources and appropriate searching skills; teaching such skills to researchers.
- Provides circulation services as needed and helps monitor security in the research room.
- Assists researchers with research room equipment such as copiers, video players, and microform readers.
- Assists in conceptualizing and mounting exhibits related to the library's holdings. Helps publicize, organize, and create publications and events related to exhibits.
- Participates actively in departmental planning meetings to set goals and priorities, develop policies, and maximize services to users.
- Acquires a general knowledge of RBMSCL manuscript, rare book, and other holdings and keeps current with new acquisitions.
- Updates skills and knowledge by attending workshops, conferences, or other appropriate learning opportunities.

QUALIFICATIONS:
Position requires an ALA-accredited MLS or advanced degree in humanities or social sciences. Also required are familiarity with standard reference tools for special collections materials and reading knowledge of at least one language other than English (Latin, French, or German preferred); demonstrated commitment to reference work and skills in using electronic information sources. Must be flexible, possess excellent oral and written communication skills, and work well in a multi-tasking environment with other librarians. Desirable: reference service experience in special collections and experience in doing primary source research and writing.

Research Services Librarian	Date

Director of Research Services	Date

12/04

University of Florida Libraries – Position Description

SUMMARY OF POSITION ROLE/RESPONSIBILITIES: The Coordinator of Public and Support Services, Special Collections provides overall supervision of the functional operation of Special Collections (Department of Special and Area Studies Collections) The incumbent is responsible for coordinating public and support services; manages and evaluates technical services, including the technical work of serials control and binding preparation; organizes and manages shelf maintenance, retrieval of materials and stacks maintenance (on-site and off-site); and coordinates the public services work of staffing the reference desk and referring reference queries to appropriate staff as needed.

Schedules, supervises and evaluates the staff and student assistants assigned to operations. Works with Chair, Special and Area Studies Collections and the department's curatorial staff to organize and coordinate resources and formulate objectives and strategies to ensure effective user-centered services.

ESSENTIAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION

1) Manages and evaluates all daily technical and public services work of Special Collections; works with Chair and curatorial staff to develop procedures and policies.
50%

2) Manages the unit's electronic support in coordination with University of Florida Libraries Systems Department.
20%

3) Coordinates work schedules and participates in daily assignments, such as regular reference desk duties. Develops and supervises training programs to ensure staff competency in technical and public services assignments.
15%

MARGINAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION

1) Keeps abreast of current public services and library science topics. Participates in related professional development programs, as necessary.
5%

2) Participates in bibliographic instruction program and orientation to Special Collections.
5%

3) Related duties as assigned.
5%

POSITION DETAILS:

TITLE: Research Services Archivist

RANK: Assistant University Librarian

RESPONSIBLE TO: Curator, Manuscripts and Archives

JOB SUMMARY:

The University of Florida Libraries, Gainesville, Florida invites applications for a tenure-track library faculty position to provide reference and instruction service in the Manuscripts and Archives unit of Special Collections. The successful candidate may also oversee designated historical and literary manuscripts in the Department of Special and Area Studies Collections. Manuscript holdings focus on a wide range of subjects, including culture, politics, Florida history and literature. The Archivist will also contribute to the department's descriptive program and will work closely with the Descriptive and Technical Services Archivist to create finding aids for new and existing manuscript and archival acquisitions.

RESPONSIBILITIES:

1. Participates in the public services program by providing general reference services as well as advanced reference services for archives and manuscripts, both on-site and in response to remote queries.

2. Participates in the department's bibliographic instruction program.

3. Arranges and describes archival and manuscript collections.

4. Works with web-based metadata systems, such as EAD, to create online finding-aids for the department's archival and manuscripts collections. Creates catalog records for archives and manuscripts.

5. Promotes the use of collections by students, faculty, and scholars through instruction, exhibits, publications, and other means.

6. Recommends and requests preservation assistance when necessary.
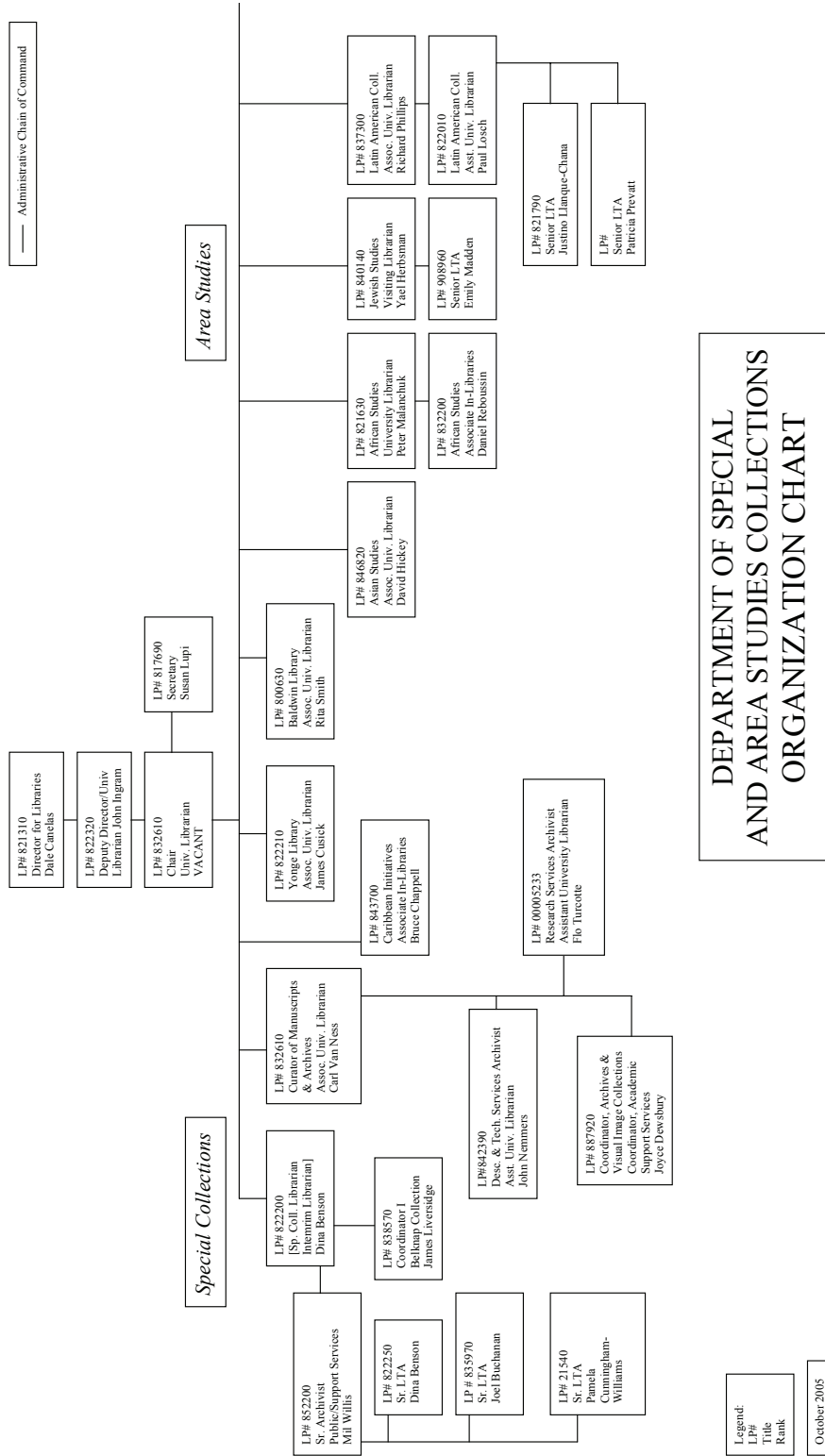
REQUIRED:

1. Master's degree in Library Science from an ALA-accredited program or relevant graduate degree, with work experience in archives, museums, or libraries.

2. Demonstrated knowledge of Florida and/or Southern history.

3. Excellent verbal and written communication skills and ability to work effectively in a team and individually with faculty, staff and students. Ability to work independently in a complex academic environment.

4. Excellent presentation and organizational skills.

5. User-centered service orientation.

6. Familiarity with archival and manuscript processing and standards. Broad knowledge of current practices in archives and manuscript administration.

7. Demonstrated understanding of national and international standards for description and their application (e.g., EAD, MARC21).

8. Demonstrated understanding of the design, development, and management of Web sites, including HTML authoring, form creation, editing/site management software (e.g., FrontPage, Dreamweaver).

PREFERRED:

1. Second graduate degree in Humanities or Social Sciences discipline (especially History, English, African American Studies or Women's Studies).

2. Experience with an integrated online library system and a major bibliographic utility.

3. Experience with on-line bibliographic tools, Web database software, Web design, scanning and imaging. Awareness of the issues involved in archiving electronic records.

4. Experience in the development and/or application of metadata in a library or cultural institution setting as an archivist, librarian, or museum professional.

5. Experience processing archives and manuscript collections.

6. Foreign language(s) desired (e.g., reading knowledge of Spanish or French).

— Administrative Chain of Command

DEPARTMENT OF SPECIAL AND AREA STUDIES COLLECTIONS ORGANIZATION CHART

Special Collections

Area Studies

LP# 821310
Director for Libraries
Dale Canelas

LP# 822320
Deputy Director/Univ
Librarian John Ingram

LP# 817690
Secretary
Susan Lupi

LP# 832610
Chair
Univ. Librarian
VACANT

LP# 822200
[Sp. Coll. Librarian
Interim Librarian]
Dina Benson

LP# 832610
Curator of Manuscripts
& Archives
Assoc. Univ. Librarian
Carl Van Ness

LP# 822210
Yonge Library
Assoc. Univ. Librarian
James Cusick

LP# 800630
Baldwin Library
Assoc. Univ. Librarian
Rita Smith

LP# 838570
Coordinator I
Belknap Collection
James Liversidge

LP# 843700
Caribbean Initiatives
Associate In-Libraries
Bruce Chappell

LP# 00005233
Research Services Archivist
Assistant University Librarian
Flo Turcotte

LP# 852200
Sr. Archivist
Public/Support Services
Mil Willis

LP#842390
Desc. & Tech. Services Archivist
Asst. Univ. Librarian
John Nemmers

LP# 887920
Coordinator, Archives &
Visual Image Collections
Coordinator, Academic
Support Services
Joyce Dewsbury

LP# 822250
Sr. LTA
Dina Benson

LP # 835970
Sr. LTA
Joel Buchanan

LP# 21540
Sr. LTA
Pamela
Cunningham-
Williams

LP# 846820
Asian Studies
Assoc. Univ. Librarian
David Hickey

LP# 821630
African Studies
University Librarian
Peter Malanchuk

LP# 832200
African Studies
Associate In-Libraries
Daniel Reboussin

LP# 840140
Jewish Studies
Visiting Librarian
Yael Herbsman

LP# 908960
Senior LTA
Emily Madden

LP# 837300
Latin American Coll.
Assoc. University Librarian
Richard Phillips

LP# 822010
Latin American Coll.
Asst. Univ. Librarian
Paul Losch

LP# 821790
Senior LTA
Justino Llanque-Chana

LP#
Senior LTA
Patricia Prevatt

Legend:
LP#
Title
Rank

October 2005

Statement of Responsibilities
University of Kansas Libraries

Effective Date: January 2005
Incumbent: William J. Crowe
Rank: Librarian III
Working Title: Spencer Librarian

Professional Responsibilities (90% Activity)

- Provide effective leadership for the staff of the Spencer Research Library. Supervise four library faculty and two classified staff and promote their development.

- Manage all resources related to Spencer Library in ways consistent with University Libraries' goals, policies, and practices, in particular to deploy staff time and talent to improve bibliographic and physical access to collections and the effectiveness of services, aligning them with other programs and services of the University Libraries, Information Services, and the university.

- Promote effective assessment of all Spencer Library staff, operations, and services and implementation of Libraries' and national best practices in all areas. Promote Spencer Library contributions to the development of those practices locally and nationally.

- Supervise reader registration, reference, instruction, and events, as well as all matters relating to the operation and security of the building, its collections and equipment.

- Promote the safekeeping of the collections from harm or loss, functioning as Security Officer. Coordinate all aspects of this work with the Libraries Facilities Officer and the Preservation Librarian.

- Represent the Spencer Library—in coordination with the dean and her staff--in all relevant University Libraries, University, and external relationships, e.g., with donors.

- Serve as chair, Kansas Digital Library Steering Committee (second year of a two-year assignment)

Research and Service (10% Activity)

- Contribute to Libraries, university, and related professional/civic service activities

- Maintain an active research program.

Supervisor and librarian each signs, dates, and retains a copy of the document. The original may be forwarded to the Library Administrative Office for filing in librarian's personnel file (or attached to the FASAR). Revisions may be submitted at any time.

_____   _____
Faculty member's signature/date   Supervisor's signature/date

Performance Standards: Assistant Curator of Special Collections and Archives

The goal of the Department of Special Collections and Archives is to support the teaching and research programs of the University through the following commitments.

- Acquire, preserve and provide access to primary sources and rare materials;
- House, preserve, and provide access to the inactive records of Kent State University that have continuing administrative or historical value;
- Provide direct assistance to students and researchers using its collections;
- Cultivate and maintain relations with Library donors.

The Assistant Curator supports the Curator in the general management of the Department of Special Collections and Archives, with special responsibility for the public service commitments of the Department. The Assistant Curator is responsible for supervision of Graduate Student Assistants and shares in supervision of support staff.

As other duties permit, the Assistant Curator may also participate in the instructional program of the Department. This participation may include teaching instruction sessions, providing departmental tours, and providing basic orientation sessions to classes or other visiting groups.

The following are the performance standards for the Assistant Curator of Special Collections and Archives.

Duties and Responsibilities	Performance Standards
1.1. Manage the service desk in the Department of Special Collections and Archives during public service hours.	1.1.1. Develops a thorough knowledge of resources and collections and the access tools that are used to locate those resources and collections.
	1.1.2. Provides assistance to users in identifying and retrieving desired materials in the department.
	1.1.3. Ensures that Graduate Student Assistants are conducting effective reference interviews and providing accurate and professional responses to reference requests (both on- and off-site)
	1.1.4. Ensures that access, usage and reading room policies are being enforced in a consistent manner (e.g. registration of users; duplication policies; coat/bag policy)
	1.1.5. Provides specialized assistance to scholars engaged in in-depth projects dependent on the Department's resources.
	1.1.5.1. Schedules research appointments outside of normal public service hours when appropriate and feasible.
	1.1.6. Creates a monthly reference desk schedule and ensures that coverage is adequate.
	1.1.7. Responds to reference queries received by email, telephone, and in person in a timely manner.
	1.1.8. Assists in the creation of specialized access tools such as "Web pathfinders", FAQ pages, and resource guides.
	1.1.9. Represents the Department at Desks Group meetings to keep abreast of public service policies and initiatives and bring forth special needs or issues for provision of public services in Special Collections.

2.1. Process archival collections as assigned and assists in the management of processing projects for the Department.	2.1.1. Addresses and resolves access and preservation issues.
	2.1.2. Creates archival finding aids to be added to the Special Collections and Archives Web site.
	2.1.3. Assists in establishing processing priorities and assigning projects to staff (including updating the annual processing priorities list).
	2.1.4. In cooperation with the Curator, assigns and oversees collection processing by Graduate Student Assistants.
	2.1.5. Corrects, edits, and revises archival finding aids on the Department's Web site as needed.
3.1. Provides support for the general management of the Department.	3.1.1. Hires, trains, supervises, and evaluates Graduate Student Assistants, assigning tasks as needed.
	3.1.1.1. In consultation with the Curator, reviews Graduate Student Assistant applications, schedules interviews, and conducts interviews with candidates
	3.1.1.2. Provides orientation and training to newly-hired Graduate Student Assistants and ensures that training manual is up-to-date.
	3.1.1.3. Completes annual evaluation of Graduate Student Assistants.
	3.1.2. Assists with off-site collection pick-ups.
	3.1.3. Assists in maintenance of the Department website.
	3.1.4. Assist with special projects, programs, exhibitions, and publications including the Friends of the Libraries and Media Services *Newsletter*.
	3.1.5. Ensures that appropriate safety and security measures are followed in respect to users, staff, and collections.
	3.1.6. Assists in provision of miscellaneous facilities and office maintenance needs (e.g. monitoring copier/printer supplies, submitting basic maintenance requests)
	3.1.7 Represents the Department at Managers' Roundtable and Desks Group meetings as scheduling permits.
4.1. As other duties permit, participates in instructional program of Special Collections and Archives	4.1.1. Provides selected instruction sessions.
	4.1.2. Provides tours or basic orientation to the Department, when needed.

Reprographics Pricing and Policies

University of Arizona Library

SPECIAL COLLECTIONS

PO Box 210055
Tucson, AZ 85721-0055
(520) 621-6423 Fax (520) 621-2709
Email: davisi@u.library.arizona.edu

Digital Reproductions Services

Name (please print) _____ **Telephone** (____) - _____ **Fax** (____) - _____

Address/City/State/ZIP _____

Email address _____

Organization (if applicable) _____

Description	DPI and Format	Fee
Graphic Presentation	100 .jpg	$3.00
Research Quality	300 .jpg	$8.00
Publication Quality	600 tiff	$15.00
CD		$4.00
FedEx mailing	Continental U.S.	$4.50

Price list subject to change without notification. Please allow five business days for orders unless otherwise indicated.

These digital reproductions are to be used for: [ ] Research, [ ] Personal, [ ] Exhibit, [ ] Publication, [ ] Other.

Special Collections materials may be subject to copyright. The applicant is responsible for clearing reproduction rights and for any infringement of the United States copyright law. Special Collections retains the rights of reproductions, publication, and all commercial uses of these materials.

Reproductions, in any format, without permission are prohibited. Items from Special Collections may not be copied, scanned, exhibited, resold, or placed on deposit with any other archive, museum, repository or library.

I understand that if I wish to commercially use, reproduce, or display items from Special Collections, I must submit an **Application for Permission to Publish, Broadcast or Exhibit** form with appropriate use fee(s).

_____   Date _____
Customer Signature

1

Digital Reproductions Services

Collection Name (call #, box, folder)	Description of Item	Quantity	DPI	Format	Fee
		CD			
		Sub-total			
		**FedEx mailing in continental U.S.			
		Commercial Use Fee(s) See Application form			
		Total			

*Federal Express Account Number _____

**Preferred method of delivery: [ ] Pick-up [ ] Email (jpg format only)

Special Instructions:

Checks payable to: University of Arizona

Cash, American Express, MasterCard & Visa are also accepted.

January 2005

Boston Public Library Pricing
2006 from Boston Photo Imaging

Output:	up to 8x10	11x14
Print from New Art from BPLibrary	25.00	32.50
Print from existing files at BPImaging	15.00	22.50
Print from new BPLibrary files	20.00	27.50
Print from existing 4x5 negs or plates (Scan/print/archive the file)	25.00	32.50
Print from existing 8x10 negs or plates (Scan/print/archive the file)	40.00	47.50

Larger Print Pricing available upon request.

Printing on Watercolor and Canvas Fine Art Materials also Available.

4x5 transparency from file	150.00
35mm slide from file at BPI	14.00

Capture:

Oversize Art Fee/per photo session	45.00

Scanning	Up to 30 megs	40.00
	Up to 60 megs	60.00
	Up to 72 megs	125.00
	Over 72 megs	150.00

4x5 film transparency	60.00

Delivery:

File Transfer to Disc/E-mail File	12.00
UPS Ground Letter	6.00
Overnight Letter	22.00

Other shipping options available upon request.

Archives & Special Collections
at the
Thomas J. Dodd Research Center

REPRODUCTION REQUEST FORM

Name:_____   Date:_____

Address:_____   Telephone:_____

_____   Fax:_____

_____   Email:_____

Ship to:_____

_____

_____

Statement of Intended Use (indicate commercial or non-commercial):

_____

_____

Reproduction Use Policy

Reproductions are made available for research, teaching and private study. Permission to reproduce materials in for-profit or not-for-profit publications or to use reproductions for any commercial purpose must be obtained in writing. Reproductions are made available for one-time use for the purpose stated in this agreement. Reproductions may not be further copied or made available to another researcher without prior permission. Each researcher must assume full responsibility for any legal questions that may arise as a result of use of the reproductions. A free copy of all publications is to be presented to the Library as soon as the work is published. Credit shall be given to *Archives & Special Collections at the Thomas J. Dodd Research Center, University of Connecticut Libraries*.

Warning Concerning Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgement, fulfillment of the order would involve violation of copyright law.

I agree to the reproduction use policies and to indemnify and hold harmless the University of Connecticut and its officers, employees, and agents from and against all claims and actions arising out of my use of the reproductions.

_____   _____

signature of patron   date

_____   _____

signature of archives & special collections   date

Please indicate reproduction service being requested and required stock for delivery. Identify items to be reproduced. Return form to Curatorial staff.

1. Select Service and Stock

☐ **Photocopying Services:**
- O Letter/legal/ledger sized copies
- O Oversized copies

☐ **Photographic Reproduction Services:**

- O 5x7 color print
- O 8x10 color print
- O Inkjet prints (oversized)
- O 35mm slide
- O Digital image file   resolution_____   file type_____

☐ **Audio Reproduction Services:**
(from audio cassette, 33 1/3rpm disc, 45rpm disc)

- O Digital audio file   file type_____
- O Cassette tape to cassette tape dubbing

☐ **Video Reproduction Services:**

- O Vhs tape to Vhs tape dubbing

Stock:

- O CD-R
- O Audio cassette
- O Video tape (vhs)

For Use By DRC Staff

# of letter sized copies/prints ($.25)   _____

# of legal/ledger sized copies/prints ($.35)   _____

# of oversized copies ($1.50/ft.)   _____

Amount due: _____

Payment method: ____ Cash   ____Check   ____Transfer voucher

---

2. Identify Items to Be Reproduced

Description of item/Collection Name	Call number	Box # : Folder #

UNIVERSITY OF CONNECTICUT

Archives & Special Collections
at the
Thomas J. Dodd Research Center

REPRODUCTION FEE SCHEDULE

Photocopying, Laser Printing, Microfilm Reader Printing
(cost per sheet)

Letter (8.5 x 11)	$ .25
Legal (8.5 x 14)	$ .35
Ledger (11 x 17)	$ .35
Oversized (up to 36" wide)	$ 1.50/ft.

Photographic Services

5x7 color print *(UCIMT)*	$ 6.50
8x10 color print *(UCIMT)*	$11.00
Inkjet prints (oversized) *(UCIMT)*	$ 9.00/sq. ft.
35mm slide (minimum charge $15.00) *(UCIMT)*	$ 2.00
Digital image file (from flat material up to 11 x17, negatives, slides)	$ 3.00
Digital image file (from oversized flat material, up to 2 ft.) *(UCIMT)*	$10.00

Audio Services

Digital audio file from analog source	$15.00/hr.
Digital audio file from digital source	$ 5.00
Cassette tape to cassette tape dubbing	$ 5.00

Video Services

Vhs tape to vhs tape dubbing	$ 5.00

Stock

CD-R	$ 1.00
C-90 cassette	$ 1.50
Vhs videotape	$ 2.50

Shipping/Handling .... $ 5.00

Last revised 12/14/2005

http://www.lib.uconn.edu/online/research/speclib/ASC/research/ResearchServices_Reproduction_FeeSchedule.pdf

COMMERCIAL USE FEE SCHEDULE

Books, CD-Roms, Videotapes (per image)

Scholarly and non-profit publishers	$0.00
1-5,000 copies	$25.00
5,001-10,000 copies	$50.00
10,001-25,000 copies	$100.00
Over 25,000 copies	$250.00

Magazines, Periodicals (per image)

Scholarly and non profit publishers	$0.00
Under 50,000 circulation	$50.00
50,001-100,000 circulation	$100.00
Over 100,000 circulation	$250.00

Miscellaneous (per image)

Display in commercial offices, stores, restaurants	$250.00
Book jacket	$250.00
Motion picture, Television	$250.00
Advertising	$250.00
Web pages (1 year use)	$250.00

Multiple image fees

	$25/image	$50/image	$100/image	$250/image
1-5 images	$25	$50	$100	$250
6-15 images	$20	$40	$80	$200
16-25 images	$17.50	$35	$70	$175
26-35 images	$15	$30	$60	$150
Over 36 images	$12.50	$25	$50	$125

Last revised 12/14/2005

**University of Florida – Special Collections Department
Reprographics Price Schedule**

Charges for photocopying are based on a minimum charge of $15.00 for up to
50 copies and $0.25 for each additional copy.   Extra charge of $15 for express
delivery.

The minimum charges for the creation of CDs are $5.00 for the first CD and
$1.00 for each additional CD.

The minimum charges for the creation of DVDs are $6.00 for the first DVD
and $1.50 for each additional DVD.

The charge for scanning is $3.00 per image.

Minimum charges include shipping costs.   We cannot send large files
over the Internet.

JOHNS HOPKINS | THE SHERIDAN
UNIVERSITY | LIBRARIES

STAFF DIRECTORY | PERSONS WITH DISABILITIES | CONTACT US | SITE MAP | HOURS

ↄ HOME　ↄ LIBRARY SERVICES　ↄ ONLINE RESOURCES　ↄ CATALOGS　ↄ RESEARCH HELP　ↄ COLLECTIONS

Printer-friendly Version

REPROGRAPHIC SERVICES

Surrogates of Special Collections materials can be supplied in a number of different media. Fees for are listed below. For information on publishing images, please refer to the Image Publications Use Policy.
For questions regarding these policies, contact Heidi Herr.
Orders will not be processed without a complete order form and prepayment. Please make checks payable to: Milton S. Eisenhower Library.

SERVICE	RATE
Photocopies and Digital Surrogates (Research Quality Only): Choice of media is dependent on condition of item; staff will advise.	$0.25/page for unbound manuscript or archival materials
	0.50/page for copies from bound materials
	$3.00/page for color laser copies
	Epson Flatbed Scans: $20.00 each. Includes CD.
	Mail order minimum: $3.00 for face-down copies; $5.00 for images saved to CD; $10/hour service charge added for all orders which take over 1 hour of staff time.
Photography (Publication Quality)	Black & White 5x7 from negative: $35.00 each plus $10.00 service charge per order
	Black & White 8 x 10 from negative: $40.00 each plus $10.00 service charge per order
	Digital Images Saved to CD: $20.00 per image
	Color slide: $10.00 each plus $10.00 service charge per order
	For prints made from oversize material, there is an additional photographer's charge of $100.00/hour.
On-Site Filming	
In-House JHU Patrons	First hour free; $10.00/hour thereafter
Non-JHU--Personal Research	First hour free; $25.00/hour thereafter
Commercial Publishers	$50.00/hour
Publication Fees	
JHU Publications	Free
University Presses	Free
Vanity Presses	Free
All others	$100 each for the first 3 images; $25.00 each for each additional image

STAFF DIRECTORY | PERSONS WITH DISABILITIES | CONTACT US | SITE MAP | HOURS

Sheridan Libraries
3400 North Charles Street, Baltimore, MD 21218
(410)-516-8335
Copyright 2004 | Disclaimer | Privacy Policy

ASK A LIBRARIAN ?
HOW DO I . . . ▶
FORMS ▶
MY ACCOUNT ▶
ABOUT US ▶
INFO FOR ▶
GIVING
SEARCH

SPOTLIGHT
Was H.L. Mencken an Anti-Semite?

On Sunday, Nov. 19, at 3:30 p.m., Mencken scholar David S. Thaler will present an illustrated lecture at the George Peabody Library exploring the issues associated with the persistent assertion that Mencken was anti-Semitic. More...

Archives

Photograph & Video Reproduction Form

Special Collections & Digital Programs, King Library
University of Kentucky, 40506-0039

Date_____

Name:_____

Address:_____

City/State/Zip:_____

Phone:_____ E-mail:_____ Fax: _____

University of Kentucky Dept.:_____ Acct. No.: _____

Delivery (please check one) ☐ **Mail** ☐ **Pick-up** ☐ **E-mail** (if size permits)

Date needed:_____ Date completed:_____
office use only

How did you learn about this collection?
☐ Referred ☐ Online ☐ Press/Publicity ☐ Other

Please specify: _____

Please define
☐ UK Faculty/Staff/Admin ☐ Current UK Student ☐ Other

Please specify: _____

How do you intend to use the images?
☐ Personal ☐ Publication ☐ Research ☐ Exhibition

Please specify: _____

All reproduction requests are subject to review and dependent upon the condition of each item. Please be aware that it may take two to four weeks to process orders, and any request needing to be filled sooner will be subject to a RUSH fee, at $25.00 per five items.

In order to reproduce an image, items will need to be scanned. This cost is in addition to the print reproduction fees, please see price list.

Digital prints are made on 8.5 x 11 semi-gloss or 11.7 x 16.5 archival matte paper and printed with archival inks.

Copyright to these images remains with the University of Kentucky, or with the respective rights holder(s). Please carefully read and sign the attached USER AGREEMENT.

Please fill in as much information as possible

	Collection #	Item#	Item Date	Description	Quantity	Size Resolution Format	Scan Digital Print Printout
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

CD	$5.00	$_____
Basic Scan	$5.00	$_____
Plain Paper Printout	$1.00	$_____
8 x 10 Digital Print	$25.00	$_____
11 x 14 Digital Print	$40.00	$_____
U-Matic to VHS/VHS to VHS	$10.00	$_____
Audio (Cassette to Cassette)	$10.00	$_____
Shipping/Handling	$10.00	$_____
Rush Fee (per 1-5 items)	$25.00	$_____

Total Cost $_____

All orders must be paid in advance, please make check payable to *University of Kentucky Libraries*.

I request that these copies/reproductions be made for my use:

Signature_____ Date_____

UNIVERSITY OF KENTUCKY
USER AGREEMENT
SPECIAL COLLECTIONS AND DIGITAL PROGRAMS

PUBLIC DOMAIN MATERIAL

This permission form is for materials whose intellectual and physical property right reside in the public domain due to age (pre-1923) or from creation using federal funds (e.g. Goodman-Paxton WPA Collection). The University of Kentucky asserts physical ownership of the materials and intellectual rights (copyright) to the digital or physical copy which you have been provided.

The use of the materials is expressly limited as described in this user agreement. As a condition of UK providing you the [see below] image(s), you agree to strictly abide by the following:

Copyright to the images remains with the University of Kentucky and when use is permitted you must give appropriate copyright credit to UK: © **University of Kentucky, all rights reserved, (Collection Name), Special Collections and Digital Programs, University of Kentucky Libraries.**

While the University of Kentucky asserts ownership of the items and attests to their residence in the public domain, your use of the image(s) is strictly at your own risk. The user agrees to hold harmless UK, their officers, directors, employees and affiliated entities, any and all of them, against and from any liability, lost, cost, or expense whatsoever, including attorney's fees, arising out of or relating to use of the image(s). UK is solely responsible for making the image(s) available to you pursuant to this user agreement.

User agrees that any violation of this user agreement will cause irreparable harm to UK, agrees that injunctive relief (a court order directing that you cease activity) is an appropriate remedy and consents to such relief. Injunctive relief will be in addition to any and all remedies that may be available.

READ CAREFULLY BEFORE SIGNING BINDING LEGAL AGREEMENT

_____
SIGNATURE

_____
PRINT NAME

ADDRESS

_____

_____

_____

REVIEWED AND ACCEPTED

_____
SPECIAL COLLECTIONS AND DIGITAL PROGRAMS, UNIVERSITY OF KENTUCKY LIBRARIES

(over)

DESCRIBE INTENDED USE
(IF USE IS GRANTED, USE IS EXPRESSLY LIMITED TO DESCRIBED USE)

☐ **Public Display**
    (describe display and duration)

_____

_____

☐ **Publication (print or electronic)**
    (title and publisher of work)

_____

_____

☐ **I understand that I must provide the University of Kentucky Libraries two (2) copies of any published work (includes books, journals, pamphlets, flyers, buttons, labels, video productions, etc.) free of charge. Ship to the address below and include a copy of this agreement:**

Cataloging Department
Special Collections and Digital Programs
King Library North
University of Kentucky
Lexington, KY 40506

☐ **Scholarly Research**
    (with no intent to publish)

ITEMS

_____

_____

_____

_____

_____

_____

_____

_____

UNIVERSITY OF KENTUCKY
USER AGREEMENT
SPECIAL COLLECTIONS AND DIGITAL PROGRAMS

ORPHAN WORKS

This permission form is for materials whose physical property rights belong to the University of Kentucky (UK) due to purchase or gift/donation, are not considered by UK to reside in the public domain, and to which **UK CANNOT IDENTIFY A CREATOR/OWNER OF INTELLECTUAL RIGHTS (COPYRIGHT)**. The University of Kentucky asserts physical ownership of the materials and has, with due diligence, attempted to discover the creator/owner of intellectual rights (copyright).

As a condition of UK providing you the [see below] image(s), you agree to strictly abide by the following:

COPYRIGHT DOES NOT RESIDE with the University of Kentucky and permission cannot be granted for display or publication by UK. Copies are provided **ONLY** as a basis for scholarly research, educational, and other non-profit uses.

While the University of Kentucky asserts physical ownership of the items, your use of the image(s) is strictly at your own risk. The user agrees to hold harmless UK, their officers, directors, employees and affiliated entities, any and all of them, against and from any liability, loss, cost, or expense whatsoever, including attorney's fees, arising out of or relating to use of the image(s). UK is solely responsible for making the image(s) available to you pursuant to this user agreement.

User agrees that any violation of this user agreement will cause irreparable harm to UK, agrees that injunctive relief (a court order directing that you cease activity) is an appropriate remedy and consents to such relief. Injunctive relief will be in addition to any and all remedies that may be available.

READ CAREFULLY BEFORE SIGNING BINDING LEGAL AGREEMENT

SIGNATURE

PRINT NAME

ADDRESS

REVIEWED AND ACCEPTED

SPECIAL COLLECTIONS AND DIGITAL PROGRAMS, UNIVERSITY OF KENTUCKY LIBRARIES

(over)

Special Collections
LSU Libraries
Hill Memorial Library
Baton Rouge, LA 70803
Phone: 225-578-6568
Fax: 225-578-9425
www.lib.lsu.edu

Copying Materials in the LSU Libraries Special Collections

MICROFILM

Limited microfilm services are available. Patrons may request the microfilming of manuscript collections. Requests will be considered individually. Ordinarily, only whole collections or (in some cases) whole series will be filmed. Microfilm of newspapers or manuscript collections for which LSU holds the master can be purchased. Please request an estimate.

PHOTOGRAPHIC PRINTS

Black & white ONLY, glossy or matte finish on RC paper. No color prints are made. Books, maps, etc., larger than 20 x 24 inches cannot be photographed.

Size	1st print	Addt'l prints from same negative at the same time
5x7"	$9/each	$4/each
8x10"	$11/each	$7/each
11x14"	$17/each	$10/each

Fee for black & white exhibition prints (fiber base paper with archival processing): double the prices given above.

Self-service photography is permitted, by appointment only and when physical condition, current copyright law, and donor agreements permit duplication. Please ask staff for additional information.

AUDIO RECORDINGS

Special Collections is the repository for the T. Harry Williams Center for Oral History. If tapes are not restricted by the interviewer, interviewee, or donor, cassette copies may be purchased for $5 per tape. Reel to reel, reel to cassette, and cassette to reel tapes are produced for a fee of $20 per hour of lab time (i.e. $20 for 1 hour tape, $30 for a 90 minute tape). For additional information about copying and permissions, contact: T. Harry Williams Center for Oral History, LSU Libraries, Louisiana State University, Baton Rouge LA 70803-3300 225/578-6577; E-mail to Jennifer Abraham jabrah1@lsu.edu

If you require a type of reproduction other than those listed above, please consult a staff member.

Price List

Postage & handling fee: $5.00 per request. Charged only when copies, prints, or CD's are mailed. Additional postage will be charged to cover the cost of mailing large requests.

Fax fee: $5.00 per request. Only requests under 10 pages can be faxed.

ELECTROSTATIC COPIES (PHOTOCOPIES)

Self-service:
$.05 page (8 ½ x 11", 8 ½ x 14")
$.10 page (11 x 17")
$.25 page for microprints

Staff-produced copies from books/journals with call numbers:
$ .30 page (8 ½ x 11", 8 ½ x 14")
$ .50 page (11 x 17")

Staff-produced copies of manuscript materials:
$ .50 page (8 ½ x 11", 8 ½ x 14")
$ .70 page (11 x 17")

Staff-produced copies from microforms:
$ .80 page (All sizes)

Staff-produced copies from the face-up copier:
$1.20 page (All sizes)

SCANS:

We do not allow self-service scanning. Scans are delivered via email (for images under 600K) or CD.

Scan of item under 12" X 17" $7.00/scan
Scan of item over 12" X 17" $7.00/scan plus a
    $10.00 set-up fee

NOTE: Items over 12" X 17" must be scanned in parts. We can "splice" the images together for an additional fee of $10/splice or provide the individual scans for you to splice. Please request an estimate.

Cost of duplicating Libraries'-produced CDs or state documents on CD: $7/CD

What you need to know about copying Special Collections materials

Two types of photocopying services are available: self-service and staff-produced. Both require the approval of a library staff member, who will tell you if an item can be copied self-service. Manuscripts are not copied self-service. Staff members approve requests based on the criteria below. The total number of copies you may receive is limited. Staff limitations, along with the damage caused by photocopying to the holdings entrusted to us, prevent us from providing unlimited photocopying. Therefore, please plan ahead and try to "ration" your photocopy requests to ensure you obtain copies of the documents you really need. Before you request photocopies, please consider the following:

* **All photocopying damages documents.** The light and heat produced during photocopying damage paper and contribute to fading. Handling materials is damaging, no matter how carefully it is done. **Please help us preserve materials by keeping your requests to a minimum.**

* We can provide or allow photocopies as long as physical **condition**, current **copyright** law, and the Libraries' agreement with a **donor** allow. If Libraries staff determine a request exceeds fair use under copyright law, a request will be denied.

* Unless a donor has agreed, Special Collections will **not** accept or approve copy requests of items which are **photocopies or typescripts of originals** retained by the donor.

* **Many oversize items cannot be copied because of physical constraints.** Fees for special handling are charged for those items that can be copied to cover the extra costs involved.

* **Photographs are never photocopied because of the damage done by the process.** If you need a copy of a photograph, please ask about photographic services.

* **Portions of manuscript volumes** may only be reproduced by the use of a **face-up copier.**

* **Complete volumes and entire manuscript collections may not be photocopied.** If you need something of this type, please ask about microfilming.

* Many of Special Collections' **manuscript holdings are available on microfilm.** Manuscript materials that have been microfilmed will not be photocopied. **Copies must be made from the microfilm.** If a staff member determines that a satisfactory copy can not be made, originals may be photocopied, unless other restrictions apply.

©opyright

Copyright protects the rights of the creators of published and unpublished original works, including photographers, artists, architects, publishers, singers, writers, and composers. Many types of works are covered: literary works, musical works, dramatic works, pantomimes and choreography, pictorial, graphic, and sculptural works, motion pictures, audiovisual works, sound recordings, architectural works. The copyright holder has the exclusive right to reproduce the work, prepare derivative works, distribute and/or sell copies of the original work, and perform or display the work publicly.

Works created and published on or after January 1, 1978, are protected from creation throughout the life of the creator plus 70 years after the creator's death. Unpublished works are protected from the life of the author plus 70 years. If the death date of a creator of an unpublished work is unknown, the work is protected 120 years from its creation. Since copyright law continues to evolve, patrons are advised to consult http://www.loc.gov.copyright/ to learn about current law. State and federal documents are not copyrighted.

Permission to Publish

By providing reproductions of materials from Special Collections, the LSU Libraries does **NOT** grant permission to publish or exhibit. Reproductions are provided for personal research purposes only. They may not be copied or distributed. Written permission to publish must be obtained from copyright and/or literary rights owners and from Special Collections for any publication or commercial use of copies. Fees may be charged at the discretion of the curator of the collection. Write to Special Collections, LSU Libraries, LSU, Baton Rouge, LA 70803-3300.

Important Advice for Manuscripts Users

NEVER remove loose manuscript items from their folders, either in studying the documents or in preparation for requesting a photocopy of them. If you identify a document you would like to have photocopied, consult a staff member for instruction in how to request the photocopy. If you do not follow proper procedures you will be denied further access to the materials. Self-service photocopying of manuscripts is not allowed.

Procedures for Requesting Copies

Please ask the staff member at the Service Desk in the Reading Room to explain the procedures for requesting photocopies to you. Requests for copies produced by staff must be made by filling out and signing a Duplication Request Form or submitting a written, signed request via mail or fax to:

Special Collections Public Services
LSU Libraries
Louisiana State University
Baton Rouge, LA 70803-3300
Fax: 225/578-9425

No telephone or e-mail requests are accepted.

When will my copies be ready?

We do our best to fulfill copy requests as promptly as possible. Requests are queued according to size of the order, and filled in the order received. **Rush requests are not accepted.** Please allow adequate time for your order to be filled, according to the following timetable (times given are approximate):

# of copies	# of weekdays to allow
1 to 10	2 weekdays
10 to 30	3 weekdays
30 to 50	5 weekdays
50 to 100	10 weekdays
100+	as negotiated

To check if copies are ready, call 578-6568.

REPRODUCTION SERVICES

PHOTOCOPYING, PHOTOGRAPHY and DIGITAL IMAGING

Reproduction services in the Division include photocopying, photography and digital imaging.

ALL MATERIALS ARE ASSESSED INDIVIDUALLY.

Rules Regarding Photocopying

Photocopying is restricted. Researchers must understand that the collections are being built and preserved for future as well as present use. We must maintain a balance between access to and conservation of the material housed in the Rare Books Division, and for that reason cannot always permit items to be photocopied.

Approved photocopying is limited to 10 pages per item.
(McGill theses are exempt from the 10 page limit)

No Canadian material for which CIHM microfiche copies exist may be photocopied.

A Photocopy Request Form is available from the Reading Room Supervisor.

Some examples of books which may never be photocopied:

- Very heavy books. Heavy books are difficult to handle and a strain is put on the binding in trying to obtain a copy.
- Very large books. In this case, the restriction is necessitated by the size of the machine itself.
- Books with historically important or fine bindings. These must be protected.
- Tightly bound books. If a book does not open flat easily, the spine could be damaged in trying to obtain a satisfactory copy.
- Books with pullouts larger that their covers. Pages that extend beyond the edges of a book are especially vulnerable to tearing.
- Books with brittle or torn pages. Pages already damaged can deteriorate further if photocopying is permitted.

Many other books are vulnerable to damage through photocopying, and as a general rule will be refused if it is thought that their condition might deteriorate if photocopying were allowed.

ALL BOOKS ARE ASSESSED INDIVIDUALLY.

FEES: 25 cents/page

Rules regarding Photography

Only material judged to be in suitable condition by the Conservation Specialist may be photographed. Readers can make requests to have materials photographed by the photographic services of ICC (Instructional Communications Centre). The process of development requires two weeks and must be pre-paid. Individuals are not permitted to use cameras in the Reading Room.

FEES: Use fees and production fees apply. Consult the Photographic and Digital Production Fees.

Rules regarding Digital Imaging

Readers can make requests to have approved items scanned in-house by the Digital Collections Program which possesses preservation quality digital imaging equipment. Only material judged to be in suitable condition by the Conservation specialist may be approved for scanning. Individuals are not permitted to use digital cameras in the Reading Room.

FEES: Use fees and production fees apply.Consult the Photographic and Digital Reproduction Fees.

Photographic and Digital Reproduction Fees

All fees must be paid before the material is photographed or scanned.

For requests made in Canada, we accept cheques and money orders in Canadian funds made payable to McGill University Libraries. For requests made from outside of Canada, payment may be made with a US money order. Allow 2 weeks from payment for delivery if by mail.

USE FEES (taxes included)

Use fees grant world rights for a one-time, exclusive use of the image. Authorization is required for any subsequent use of the reproductions.

FOR-PROFIT ENTITIES	
Editorial use (within books, periodicals, and other published works)	$100.00 per item
Video, film and web site productions	$150.00 per item
Advertising and other non-editorial use	$250.00 minimum per item

NON-PROFIT ENTITIES	
Editorial use	$25.00 per item
Video, film and web site productions	$50.00 per item
Advertising	$125.00 per item
McGill University course-related requests are not charged a use fee.	

PRODUCTION FEES (taxes included)

In addition to the above stated use fees, users will be charged an image "production fee".

SCANNING

Digitally scanned images	
A single scanned image	$ 5.00
Printed reproduction(12" x 18" glossy)	$15.00
Seam	$ 5.00
There is an additional $3.00 fee for file transfer to a CD-ROM.	

PHOTOGRAPHY

Negatives and transparencies	
Black and white	$10.00
Colour	$15.00

Black-and-white prints	
8x10 photographic print from existing negative	$10.00
8x10 photographic print from a new negative	$20.00

Colour prints	
8x10 photographic print from an existing negative	$20.00
8x10 photographic print from a new negative	$35.00

OTHER FEES (taxes included)

Production Research	$200.00 per day
Use of Space (film crews on the premises)	$500.00 per day

Permissions

Reproduction of the materials is allowed for personal or scholarly use. Scholars are responsible for all copyright matters. The granting of permission to publish by the Division does not absolve users from securing permission from copyright owners and payment of such additional fees as the owners may require if the Division does not own copyright or if the material is not in the public domain. Applicants assume all responsibility for questions of copyright and invasion of privacy that may arise in copying and in the use made of the photographic and digital copy.

Researchers must include the supplied credit line when reproductions are used for publication, exhibition, web site production and video production :

Credit line:

Specify Title
Specify Collection
Rare Books and Special Collections Division
McGill University Libraries, Montreal, Canada

Revised Dec. 2003

form2copy REV APR 2002

PHOTODUPLICATION REQUEST FORM

Because preservation of the materials that it administers is paramount, the Library reserves the right to decline to copy materials that may be damaged in the process, or to designate the type of copying that may safely be performed.

THIS IS NOT A BILL. Billing and delivery of copies are governed by the University's **Department of Printing & Copying Services**, 112 Alderman Library. See the back of this form for that department's prices and services. They will accept cash, check, money order or VISA / MasterCard.

PLEASE PRINT YOUR NAME AND MAILING ADDRESS:

(ZIP REQUIRED)

Phone # [_____] _____ - _____
Fax # [_____] _____ - _____
eMail _____

SELECT FORM OF DUPLICATION:

__ Electrostatic (Xerox) copy
__ 35mm Microfilm
__ Photograph (B&W)
   Size: _____
   Finish: __ flat / __ glossy
__ Other _____
(see back of form for options)

PLEASE CHECK ONE: Cash and non-UVA orders in Virginia are subject to 4.5% VA sales tax

__ CASH & PICKUP
__ CHARGE UVA _____ DEPARTMENT ACCOUNT AND __ PICKUP / __ MAIL
__ CHARGE TO ESTABLISHED PRIVATE UVA-AFFILIATED ACCOUNT AND __ PICKUP / __ MAIL

FUND CODE: P - T - A - E - O
1208

*SHIPPING FEE FOR **NON-UVA** MAIL ORDERS (FOLLOWING): $6.00 PLUS POSTAGE.*
__ PRE-PAY & MAIL (Copies will be made and invoice sent. Upon receipt of payment, copies will be sent via first class mail.)
   __ *OPTIONAL FOR PREPAY & MAIL ORDERS: FEDERAL EXPRESS* (FedEx Acct # _ _ _ _ - _ _ _ _ _ - _)
PLEASE ALLOW 5 WORKING DAYS FOR COPYING. LARGE ORDERS MAY TAKE 2 WEEKS OR LONGER.
__ **RUSH!** Needed by _____ (Please see rush policy on back of this form.)

NOTICE: WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States *Code*) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

FOR PUBLISHED MATERIALS, provide information below: List additional volumes on an attached sheet.

Call Number	Author, title, and/or description	Pages to be copied	Special Instructions

SPECIAL COLLECTIONS PHOTOCOPYING POLICY
434 / 924-3025   www.lib.virginia.edu

pixcreat
REV APRIL 2002

BLACK-AND-WHITE ELECTROSTATIC COPIES may be made from originals in good condition. Originals larger than 8.5 x 11 inches may require reduction. A request exceeding 50% of bound volume that numbers more than 50 pages, or of a collection of unbound materials of more than 200 pages, may require microfilming. If *this Department* elects to microfilm the entire volume/collection, the *additional* pages will be microfilmed without charge to the customer.

UNBOUND MATERIALS (manuscripts, maps, photographs, etc.): Only certain materials Up to 11 x 17 inches (measured in either dimension). (photostatic copies, for example) larger than 11 x 17 may be Xeroxed, either in sections or by the processes available through commercial services.

BOUND VOLUMES (or foldouts / attachments in books): Up to 11 inches tall and 17 inches wide. Books are inverted and copied one page at a time on an edge-platen copier. Items with stapled or side-stitched bindings require reinforcement with binding clips, which reduces the binding margin.

Fewer pages than requested (or none) will be copied if:
A *circulating* copy of the work is available in the Library.
The request exceeds 10% of a work copyrighted 1923 or later.
The cover(s) and/or spine is loose or detached.
The binding is split or too weak to permit the book to be inverted.
The binding or pages are too brittle to permit opening 90 degrees.
There are loose pages (including pages *not* selected for copying).
The page(s) to be copied are uncut.
The volume lacks an adequate binding margin.
The pages to be copied contain loose attachments.

LASER-COLOR ELECTROSTATIC COPIES may be made from 35mm color slides, or from flat originals in good condition up to 11 x 17 inches. Copying of bound volumes is limited to the outside covers and dust jackets.

MICROFILM, SLIDES, AND PHOTOGRAPHS (in black-and-white or in color) may be made from all materials that can be transported to the Copy Center and opened without damage. Cropping is available when preparing slides and photographs. If a bound volume can be opened flat, two pages *may* be filmed together. (This is the normal format for microfilming, and optionally may be requested for slides and photos.) Large/fragile volumes, however, may require pages be filmed individually.

MICROFILM: flat originals up to 24 x 36 inches.
SLIDES: flat originals up to 18 x 28 inches.
PHOTOGRAPHS: flat *line-copy* originals up to 24 x 36 inches; or *tone-copy* originals (ie: grays, shading, or colors) up to 22 x 26 inches.

DIGITAL IMAGES or OCR text files may be made from originals upon approval by the Digital Center. The criteria for electrostatic copies listed above applies.

There is no charge for UVA faculty, staff and students, but the requestor must supply any CD-ROMs needed (files may optionally be made to a Unix Server or Anonymous FTP address). The charge for non-UVA requests is $50.00 for a CD and the first hour of scanning, plus $25.00 per additional hour.

DEPARTMENT OF PRINTING & COPYING SERVICES
First floor, Alderman Library   434 / 924-3785
PRICE LIST EFFECTIVE APRIL 5, 2002

The Department is self-supporting, and all costs of operation must be recovered by fees for services. All charges must either be paid at the time of pickup or be pre-paid, except for orders charged to UVA department charge accounts and established UVA-affiliated accounts. Payment may be made in cash, check, money order, or VISA / MasterCard.

Normal processing time for completion of an order is five workdays, exclusive of holidays. Large orders and Commercial duplication services may require three weeks or more. **RUSH** orders must be *received in Printing Services by 12:00 noon*, and will be **refused** if timely completion is impractical. Rush orders are subject to a **surcharge**: same-day service 100%; next-day service 50%; two-day service 25%.

Prints and slides may be made from suitable file negatives or digital images if they exist. All negatives and digital files prepared in the course of making copies will be retained.

MICROPHOTOGRAPHY

Copy negatives or imaging (if a suitable negative / digital image is not on file).
Digital image scan (B&W or Color)   5.00
35mm B&W Line-copy negative   2.00   (minimum order 15.00)
4x5" B&W Tone-copy negative   9.50

SINGLE-WEIGHT PHOTOGRAPHIC PRINTS, GLOSSY OR MATTE *

| | (from digital images) | | (from copy negatives) |
	B&W	COLOR	B&W
4x5	5.00	7.00	7.50
5x7	5.00	7.00	7.50
8x10	6.50	8.50	9.00
8.5x11	8.00	10.00	10.50
11x14	12.00	14.00	15.50
11X17	19.50	21.50	N.A.

* Sepia toning surcharge for B&W prints is available at extra cost
* Dry-mounting for prints is available at extra cost

2x2 (35mm) SLIDES, B&W or COLOR   5.00   (minimum order 15.00)

35mm BLACK-AND-WHITE MICROFILM

Camera negative, per exposure   .50   (minimum 15.00)
Positive film copy, per foot   .50   (minimum 15.00; 5.00 if order incl. camera neg.)
Reel and box   2.00   (required for each negative / positive film roll)

STANDARD ELECTROSTATIC "XEROX" COPIES (up to 11x17)
Black & White .25   Laser - Color   .79 & up

Prices for Commercial Photoduplication Services (electrostatic copies larger than 11x17, photographs larger than listed above, blueline or blackline copies, and electrostatic copies from microfilm) are available upon request.

Please note: prices are subject to change without notice.

Assessment

SURVEY

Help us improve our Special Collections services

For the following aspects of the services provided at the Circulation/Information, please mark [x] the five (5) items **most important** to you, the five (5) things you feel we **do best**, and the five (5) areas in which you feel we most **need to improve**. If you don't think that an item applies to you because you have never used this service, mark N/A (i.e. not applicable).

Most Important	Do Best	Need to Improve	N/A	
☐	☐	☐	☐	Explaining the search process/showing how we got the answer
☐	☐	☐	☐	Help providing alternative access to missing or checked out items
☐	☐	☐	☐	Help providing alternative access to items we don't own
☐	☐	☐	☐	Help identifying Special Collections materials for your research topic
☐	☐	☐	☐	Explaining our policies and procedures
☐	☐	☐	☐	Help with other equipment problems/questions (e.g. PC, multi-media station, microfilm readers, etc…)
☐	☐	☐	☐	Showing an interest in assisting you and treating you with courtesy
☐	☐	☐	☐	Length of time you have to wait to consult materials
☐	☐	☐	☐	Spending an appropriate amount of time to answer your question(s)
☐	☐	☐	☐	Referring you to the correct person or place if we can't answer your question
☐	☐	☐	☐	Acceptable hours of service
☐	☐	☐	☐	Provide photocopy and digital reproduction services for Special Collections materials
☐	☐	☐	☐	Helping you learn how to use the collection
☐	☐	☐	☐	Providing exhibits that interest you
☐	☐	☐	☐	Providing online access to digitized resources and finding aides from Special Collections
☐	☐	☐	☐	Providing a suitable environment for research and study

I am an:

☐ Undergrad   ☐ Grad Student   ☐ Faculty   ☐ Staff   ☐ Other

Please use the back of this page for any comments/feedback.

When completed, please leave this survey in one of the collection boxes at the Circulation Desk.

Thank You.

SELECTED RESOURCES

DOCUMENTS

Books and Journal Articles

Allen, Susan M. "Rare Books and the College Library: Current Practices in Marrying Undergraduates to Special Collections." *Rare Books and Manuscripts Librarianship* 13, no. 2 (Spring 1999): 110–19.

Allison, Anna Elise. "Connecting Undergraduates with Primary Sources: A Study of Undergraduate Instruction at Archives, Manuscripts, and Special Collections." Master's thesis, University of North Carolina at Chapel Hill, 2005.

Auchstetter, Rosann M. "The Role of the Rare Book Library in Higher Education: An Outsider Surveys the Issue." *College and Research Libraries* 51 (May 1990): 221-–30.

Barnett, Le Roy. "Standing on the Other Side of the Reference Desk." *Archival Issues* 19, no. 2 (1994): 119–29.

Belanger, Terry, editor. "Rare Book Librarianship: A Special Intensity." *Wilson Library Bulletin* 58 (October 1983): 96–119.

Bengston, Jonathan B. "Reinventing the Treasure Room: The Role of Special Collections Librarianship in the 21st Century." *Advances in Librarianship* 25 (2001): 187–207.

Blais, Gabrielle, and David Enns. "From Paper Archives to People Archives: Public Programming in the Management of Archives." *Archivaria* 31 (Winter 1990-91): 101–13.

Bopp, Richard E., and Linda C. Smith. *Reference and Information Services: An Introduction*. Westport, CT: Libraries Unlimited, 2001.

Burke, Frank G. *Research and the Manuscript Tradition*. Lanham, MD: Society of American Archivists and Scarecrow Press, 1997.

Byrd, Robert L. "'One Day ... It Will Be Otherwise:' Changing the Reputation and Reality of Special Collections." *RBM* 2, no. 2 (Fall 2001): 163–74.

Case, Barbara, and Ying Xu. "Access to Special Collections in the Humanities: Who's Guarding the Gates and Why?" *The Reference Archivist* 47 (1994): 129–46.

Chalou, George. "Reference." In *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Edited by Maygene F. Daniels and Timothy Walch. Washington, DC: National Archives and Records Service, 1984.

Chodorow, Stanley A., and Lynda Corey Claassen. "Academic Partnership: a Future for Special Collections." *Journal of Library Administration* 20, no. 3–4 (1995): 141–48.

Chute, Tamar G. "What's in a Name? Outreach vs. Basic Services: A Survey of College and University Archivists." *Journal of Archival Organization* 1, no. 2 (2002): 5–40.

Clapinson, Mary. "Services and Development Issues Related to Manuscripts and Other Unique Materials." *Journal of Library Administration* 19, no. 1 (1993): 35–52.

Cloonan, Michele Valerie, editor. *Recent Trends in Rare Book Librarianship* [special issue]. *Library Trends* 36, no. 1 (Summer 1987): 3–256.

Cohen, Laura B. "Introduction: Reference Services for Archives and Manuscripts." In *Reference Services for Archives and Manuscripts*, edited by Laura B. Cohen. New York: Haworth Press, 1997.

Conway, Paul. "Facts and Frameworks: An Approach to Studying the Users of Archives." *American Archivist* 49 (Fall 1986): 393–407.

Conway, Paul. *Partners in Research: Improving Access to the Nation's Archives*. Pittsburgh: Archives and Museums Informatics, 1994.

Cook, Sharon Anne. "Connecting Archives and the Classroom." *Archivaria* 44 (Fall 1997): 102–17.

Cook, Terry. "Viewing the World Upside Down: Reflections on the Theoretical Underpinnings of Archival Public Programming." *Archivaria* 31 (Winter 1990-91): 123–34.

Cox, Richard J. "Researching Archival Reference as an Information Function: Observations on Needs and Opportunities." *Reference Quarterly* 31 (Spring 1992): 387–97.

Craig, Barbara. "Old Myths in New Clothes: Expectations of Archives Users." *Archivaria* 45 (Spring 1998): 118–26.

Craig, Barbara L. "What are the Clients? Who are the Products? The Future of Archival Public Services in Perspective." *Archivaria* 31 (Winter 1990-91): 135–41.

Cross, James Edward. "Archival Reference: State of the Art." *The Reference Librarian* 56 (1997): 5–25.

Dearstyne, Bruce W. "Archival Reference and Outreach: Toward a New Paradigm." *The Reference Librarian* 56 (January 1997): 185–202.

Dowler, Lawrence. "Facing Up, Facing Out: Reference, Access, and Public Programming." *Archivaria* 31 (Winter 1990–1991): 90–141.

Duff, Wendy M., and Catherine A. Johnson. "A Virtual Expression of Need: An Analysis of E-mail Reference Questions" *American Archivist* 64, no. 1 (Spring/Summer 2001): 43–60.

Ferguson, Stephen. "Rare Books in University Libraries." *Library Trends* 36 (Summer 1987): 157–69.

Gakobo, J. "The Role of Special Collections in the Academic Library." *International Library Review* 17 (October 1985): 405–18.

Gundersheimer, Werner. "Against the Grain." *RBM* 1, no. 1 (Spring 2000): 14–26.

Heald, Carolyn A. "Reference Service in Archives: Whither a Professional Ethos?" *Canadian Library Journal* 49, no. 5 (October 1992): 353–59.

Henderson, Cathy. "Negotiating New Borders for Special Collections." *Rare Books and Manuscripts Librarianship* 14, no. 1 (Fall 1999): 9–17.

Hewitt, Joe A., and Judith M. Panitch. "The ARL Special Collections Initiative." *Library Trends* 52 (Summer 2003): 157–71.

Holbert, Sue E. *Archives and Manuscripts: Reference and Access*. SAA Basic Manual Series. Chicago: Society of American Archivists, 1977.

Huttner, Sidney F. "Waving Not Drowning: Rare Books in a Digital Age." *Rare Books and Manuscript Librarianship* 13, no. 2 (Spring 1999): 97–108.

Jimerson, Randall C. "Archives and Manuscripts: Reference, Access, and Use." *OCLC Systems & Services* 19, no. 1 (2003): 13–16.

Jimerson, Randall C. "Redefining Archival Identity: Meeting User Needs in the Information Society." *American Archivist* 52 (Summer 1989): 332–40.

Jones, Barbara M. "Hidden Collections, Scholarly Barriers: Creating Access to Unprocessed Special Collections Materials in America's Research Libraries." *RBM* 5, no. 2 (Fall 2004): 88–105.

Joyce, William L. "Archivists and Research Use." *American Archivist* 47 (Spring 1984): 124–33.

Lavender, K., S. Nicholson, and J. Pomerantz. "Building Bridges for Collaborative Digital Reference between Libraries and Museums through an Examination of Reference in Special Collections." *Journal of Academic Librarianship* 30, no. 2 (2005): 106–18.

Long, Linda J. "Question Negotiation in the Archival Setting: The Use of Interpersonal Communication Techniques in the Reference Interview." *American Archivist* 52 (Winter 1989): 40–51.

Malbin, Susan L. "The Reference Interview in Archival Literature." *College and Research Libraries* 58, no. 1 (January 1997): 69–80.

Martin, Kristin E. "Analysis of Remote Reference Correspondence at a Large Academic Manuscripts Collection" *American Archivist* 64 (Spring/Summer 2001): 17–42.

McCausland, Sigrid. "Access and Reference Services." In *Keeping Archives*. Second edition. Judith Ellis, editor. Port Melbourne: DW Thorpe and Australian Society of Archivists, Inc., 1993.

O'Donnell, Frances. "Reference Service in an Academic Archives." *Journal of Academic Librarianship* 26, no. 2 (March 2000): 110–18.

Panitch, Judith. *Special Collections in ARL Libraries*. Washington, DC: Association of Research Libraries, 2001.

Pederson, Ann and Gail Farr. *Archives and Manuscripts: Public Programs*. Chicago: Society of American Archivists, 1982.

Pugh, Mary Jo. "The Illusion of Omniscience: Subject Access and the Reference Archivist." *American Archivist* 45 (Winter 1982): 33–44.

———. *Providing Reference Services for Archives and Manuscripts*. Chicago, Illinois: The Society of American Archivists, 1992.

Roberts, A. F. "Volunteers and Reference Services with a Special Collection." *The Reference Librarian* 33 (1991): 207–209.

Ruth, Janice E. "Educating the Reference Archivist." *American Archivist* 51 (Summer 1988): 266–76.

Saffady, William. "Reference Services to Researchers in Archives." *Reference Quarterly* 14 (Winter 1974): 139–44.

Southwell, Kristina. "How Researchers Learn of Manuscript Resources at the Western History Collections." *Archival Issues* 26, no. 2 (2002): 91–109.

Sudduth, Elizabeth A., Nancy B. Newins, and William E. Sudduth, compilers. *Special Collections in College and University Libraries* [CLIP Note # 35]. Chicago: College Library Information Packet Committee, College Libraries Section, Association of College and Research Libraries, 2005.

Tibbo, Helen R. "Interviewing Techniques for Remote Reference: Electronic Versus Traditional Environments." *American Archivist* 58 (Summer 1995): 294–310.

Tissing, Robert W. "The Orientation Interview in Archival Research." *American Archivist* 47 (Spring 1984): 173–78.

Traister, Daniel. "Is There a Future for Special Collections? And Should There Be? A Polemical Essay." *RBM* 1, no. 1 (Spring 2000): 54–76.

———. "Public Services and Outreach in Rare Book, Manuscript, and Special Collections Libraries." *Library Trends* 52, no. 1 (Summer 2003): 87–108.

———. "The Rare Book Librarian's Day. " *Rare Books & Manuscripts Librarianship* 1, no. 2 (1986): 93–106.

Visser, Michelle. "Special Collections at ARL Libraries and K-12 Outreach: Current Trends." *The Journal of Academic Librarianship* 32, no. 3 (May 2006): 313–19.

Wendorf, Richard, editor. *Rare Book and Manuscript Libraries in the Twenty-first Century*. Cambridge: Harvard University Press, 1993. Also published as *Harvard Library Bulletin*, New Series 4, no. 1–2.

Whalen, Lucille, editor. *Reference Services in Archives*. New York: Haworth Press, 1986. Published also as No. 13 (Fall 1985/Winter 1985–1986) of *The Reference Librarian*.

Wilson, Ian E. "Towards a Vision of Archival Services." *Archivaria* 31 (Winter 1990-91): 91-100.

Yakel, Elizabeth. "Thinking Inside and Outside the Boxes: Archival Reference Services at the Turn of the Century." *Archivaria* 49 (Spring 2000): 140–60.

Association Web Sites

ARL Collections Program: Special Collections. http://www.arl.org/collect/spcoll/

Rare Books and Manuscripts Section. Association of College and Research Libraries. A Division of the American Library Association. http://www.rbms.info/

The Society of American Archivists. Reference, Access, and Outreach Section. http://www.archivists.org/saagroups/rao/

Special Collections Home Pages

Auburn University. http://www.lib.auburn.edu/sca/

Brown University. http://www.brown.edu/Facilities/University_Library/libs/hay/PrcdSpecColl.html

University of California, San Diego. http://orpheus.ucsd.edu/speccoll/

University of California, Santa Barbara. http://www.library.ucsb.edu/speccoll/

University of Chicago. http://www.lib.uchicago.edu/e/spcl/research/home.html

Dartmouth College. http://www.dartmouth.edu/~speccoll/

University of Delaware. http://www.lib.udel.edu/ud/spec/

George Washington University. http://www.gwu.edu/gelman/spec/

University of Georgia. http:/www.libs.uga.edu/russell/

University of Guelph. http://www.lib.uoguelph.ca/resources/archives

University of Hawaii at Manoa. http://www2.hawaii.edu/~speccoll/specialmoreinfo.html

University of Houston. http://info.lib.uh.edu/sca/reference/

University of Illinois at Urbana Champaign. http://web.library.uiuc.edu/ahx/

Iowa State University. http://www.lib.iastate.edu/spcl/services/index.html

University of Massachusetts Amherst. http://www.library.umass.edu/spcoll/

McGill University. http://www.library.mcgill.ca/rarebook/cube.htm

McMaster University. http://library.lib.mcmaster.ca/archives/readyweb.htm

Université de Montréal. http://www.bib.umontreal.ca/CS/

University of Nebraska-Lincoln. http://www.unl.edu/libr/libs/spec/

University of New Mexico. http://elibrary.unm.edu/cswr

New York University. http://www.nyu.edu/library/bobst/research/fales/

Purdue University. http://www.lib.purdue.edu/spcol/

Rice University. http://www.rice.edu/fondren/woodson/research_at_wrc.html

University of Texas at Austin. http://www.hrc.utexas.edu/

Note: All URLs accessed 10/5/06.

SPEC KIT TITLE LIST

SP125 Tech Svcs Cost Studies	SP083 Approval Plans	SP041 Collection Assessment
SP124 Barcoding of Collections	SP082 Document Delivery Systems	SP040 Skills Training
SP123 Microcomp Software Policies	SP081 Services to the Disabled	SP039 Remote Storage
SP122 End-User Search Svcs	SP080 Specialty Positions	SP038 Collection Dev Policies
SP121 Bibliographic Instruction	SP079 Internships/Job Exchanges	SP037 Theft Detection & Prevent
SP120 Exhibits	SP078 Recruitment-Selection	SP036 Allocation Materials Funds
SP119 Catalog Maintenance Online	SP077 Use of Small Computers	SP035 Preservation of Lib Materials
SP118 Unionization	SP076 Online Biblio Search Svcs	SP034 Determin Indirect Cost Rate
SP117 Gifts & Exchange Function	SP075 Staff Development	SP033 Intergrat Nonprint Media
SP116 Organizing for Preservation	SP074 Fees for Services	SP032 Prep, Present Lib Budget
SP115 Photocopy Services	SP073 External User Services	SP031 Allocation of Resources
SP114 Binding Operations	SP072 Executive Review	SP030 Support Staff, Student Assts
SP113 Preservation Education	SP071 User Surveys: Eval of Lib Svcs	SP029 Systems Function
SP112 Reorg of Tech and Pub Svcs	SP070 Preservation Procedures	SP028 Gifts & Exchange Function
SP111 Cooperative Collection Dev	SP069 Prep Emergencies/Disasters	SP027 Physical Access
SP110 Local Cataloging Policies	SP068 AACR2 Implement Studies	SP026 Bibliographic Access
SP109 Staff Training for Automation	SP067 Affirm Action Programs	SP025 User Statistics and Studies
SP108 Strategic Planning	SP066 Planning Preserv of Lib Mat	SP024 User Surveys
SP107 University Archives	SP065 Retrospective Conversion	SP023 Grievance Policies
SP106 Electronic Mail	SP064 Indirect Cost Rates	SP022 Private Foundations
SP105 Nonbibliographic Dbases	SP063 Collective Bargaining	SP021 Paraprofessionals
SP104 Microcomputers	SP062 Online Biblio Search Svcs	SP020 Managerial Technical Specialists
SP103 Asst/Assoc Dir Position	SP061 Status of Librarians	SP019 Staff Allocations
SP102 Copyright Policies	SP060 Lib Materials Cost Studies	SP018 Staff Development
SP101 User Studies	SP059 Microform Collections	SP017 Library Instruction
SP100 Collection Security	SP058 Goals & Objectives	SP016 Reclassification
SP099 Branch Libraries	SP057 Special Collections	SP015 Goals & Objectives
SP098 Telecommunications	SP056 External Communication	SP014 Performance Review
SP097 Building Renovation	SP055 Internl Com/Staff & Super Role	SP013 Planning Systems
SP096 Online Catalogs	SP054 Internal Com/Policies & Proced	SP012 Acquisition Policies
SP095 Lib Materials Cost Studies	SP053 Performance Appraisal	SP011 Collection Development
SP094 Fund Raising	SP052 Cost Studies & Fiscal Plan	SP010 Leave Policies
SP093 User Instructions for Online Cats	SP051 Professional Development	SP009 Tenure Policies
SP092 Interlibrary Loan	SP050 Fringe Benefits	SP008 Collective Bargaining
SP091 Student Assistants	SP049 Use of Annual Reports	SP007 Personnel Class Schemes
SP090 Integrated Lib Info Systems	SP048 External Fund Raising	SP006 Friends of the Lib Organization
SP089 Tech Svcs Cost Studies	SP047 Automated Cataloging	SP005 Performance Review
SP088 Corporate Use of Research Libs	SP046 Plan Future of Card Catalog	SP004 Affirmative Action
SP087 Collect Descript/Assessment	SP045 Changing Role Personnel Officer	SP003 A Personnel Organization
SP086 Professional Development	SP044 Automated Acquisitions	SP003 Status of Librarians
SP085 Personnel Classification Sys	SP043 Automated Circulation Sys	SP002 Personnel Survey (flyer only)
SP084 Public Svcs Goals & Objectvs	SP042 Resource Sharing	SP001 Organization Charts

SPEC KIT PRICE INFORMATION

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

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

SHIPPING & HANDLING

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

Canada: UPS Ground delivery, $15 per publication

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

PAYMENT INFORMATION

Make check or money order payable in U.S. funds to the **ASSOCIATION OF RESEARCH LIBRARIES,** Federal ID #52-0784198-N. MasterCard and Visa accepted.

SEND ORDERS TO:	ARL Publications Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531 phone (301) 362-8196; fax (301) 206-9789; e-mail pubs@arl.org
ORDER ONLINE AT:	http://www.arl.org/pubscat/index.html