

UNIVERSITY of  
NORTHERN COLORADO



*University Libraries  
Office of the Dean*

September 29, 2006

Dear Colleague:

The following report on the *University Libraries Symposium: Envisioning the Future* begins with the statement that “The University Libraries Assessment Committee has an ongoing commitment to assessing user’s perceptions of our services.” Because of the active participation of the University community in providing your perspectives, the UNC libraries is enabled to effectively assess services, collections, facilities, equipment, communications, and websites. In 2005, you provided perspectives through the LibQUAL+<sup>®</sup> survey instrument; and last spring, many of you did so by attending the Symposium. In fact, Symposium attendance was over 90% of invited participants.

Thanks to you, the efforts of the Libraries Assessment Committee are productive in informing the planning and budgeting processes. Our planning process is significantly based on assessment, and, in turn, our budgeting requests and initiatives, whether through the prescribed university process or external fund raising, are based on identified planning goals. The assessing → planning → budgeting continuum allows us to work with you to identify your needs, plan to meet those needs, and budget accordingly.

In the report, the section on “Suggestions that have been Implemented,” specifies those services or materials already in place to help you succeed in the teaching and learning process. Some of these are services or materials that we may need to promote more actively. For example, in 2004 we purchased *Social Sciences Citation Index* online to support scholarship and teaching in the social sciences. We continue to offer areas for quiet study as well as individual and group-study areas. We strive to enhance and simplify access to electronic resources and research tips, as well as the aesthetics of both libraries. We have an established curriculum on the access use of information in multiple formats from multiple sources. These successes are a direct result of our partnership with campus colleagues.

The section on “Suggestions that are in Process” describes the planning goals that we are actively pursuing. JSTOR has been purchased! Some marketing initiatives for students and faculty are underway; others have been identified and will be part of our budgeting priorities. Priorities for the FY08 budgeting process will include many of the items listed in this section.

In addition, some of the “Suggestions that will be Forwarded to Library Administration” through the assessment process and based on your unique perspectives will become planning goals to inform the budgeting process both this year and in future years.

Through the University Libraries Assessment Committee, we will continue the assessing → planning → budgeting process, and, with your continued involvement in future LibQUAL+<sup>®</sup> surveys and symposia, you will assist us in identifying your needs, which we will heartily strive to meet.

Thank you very much for helping us help you!

Sincerely,

Gary M. Pitkin, Ed.D.  
Dean of University Libraries



University Libraries Symposium:  
Envisioning the Library's Future



## REPORT ON THE 2006 SYMPOSIUM

### Overview

The University Libraries Assessment Committee has an ongoing commitment to assessing users' perceptions of our services. The committee strives to follow an assessment cycle model consisting of: (1) assessing, (2) analyzing data, (3) providing data to appropriate library personnel, and (4) reassessing. Following this cycle helps the Libraries adapt to the changing needs of our campus community. Previous survey data, including LibQUAL+™ in 2003 and 2005, has helped the Libraries identify unmet user needs.

The Library Symposium began taking shape as a unique assessment activity in Summer 2005. Library faculty and staff who participated in creating and implementing the Symposium came from a broad representation of the University Libraries. The goal of the Symposium was to create a forum in which the University community collaborated in developing viable strategies for University Libraries to more effectively meet campus needs. The Symposium enriches LibQUAL+™ results by providing a more detailed explanation of user desires and expectations through the use of focus groups. A consultant from Clemson University provided an enhanced understanding of the Symposium concept and training for focus group facilitators.

56 people from across the campus attended the Symposium on the afternoon of April 11, 2006 in Centennial Hall. Two sets of "focus group" sessions generated more than 75 pages of flip chart responses. These comments are presented in the following pages. The topics for focus group sessions were: Collections, Communications, Equipment, Facilities, Service, and the Website.

The next step in the assessment cycle requires that Libraries administration integrate the Symposium data into the Libraries' planning process in an effort to make changes that better meet campus needs. The Libraries Assessment Committee will continue to gather and analyze data as we strive to improve collections and services for the campus community. Proposed 2006-07 projects include LibQUAL+™ 2007, continuing the two-year cycle of assessment and in partnership with the Statistics Taskforce, a structured effort to gather relevant statistics to meet external accreditation needs

### Summary Of Symposium Results

Some participant suggestions had been executed prior to the symposium (See [Implemented](#), below). Additional suggestions mirrored Libraries' projects already underway ([In Process](#)), while others brought a new perspective to Libraries planning ([Forwarded](#)).

## Suggestions That Have Been Implemented

Suggestion, including original Symposium topic area, in CAPs.	University Libraries response
COMMUNICATIONS: Orientations & workshops; market to specific groups	Libraries Instructional Services participates in new Faculty Orientation and New GA/TA Orientation, as well as New Student Orientation over the summer. The Course-integrated Library Instruction Program (CLIP) offers sessions tailored to the needs of any given instructor. Discipline-specific instruction is provided by Subject Librarians. Find out more at <a href="http://library.unco.edu/instruct/">http://library.unco.edu/instruct/</a> .
EQUIPMENT: Social Sciences Citation Index	Available on the UNC Libraries' Article Finder list ( <a href="http://library.unco.edu/articlefinder.htm">http://library.unco.edu/articlefinder.htm</a> ) from 1989-present.
EQUIPMENT: Chat with librarians	AskColorado is a free online research and information service for Colorado students and faculty that UNC librarians participate in along with other academic librarians from across the state. The service is available 24 hours a day, 7 days a week (except certain holidays). Find it at <a href="http://library.unco.edu/assistance/ask.htm">http://library.unco.edu/assistance/ask.htm</a> .
FACILITIES: NOISE LEVEL: Designated places for groups and individual study, including a quiet floor or room.	The third floor of Michener Library has been designated a quiet floor. Study rooms are available on a first-come, first-served basis, as well as by reservation. Find out more at <a href="http://library.unco.edu/services/computing.htm">http://library.unco.edu/services/computing.htm</a> We're working on designing better solutions for group study space.
COMMUNICATION: Explain how faculty can utilize GAs/TAs to obtain library resources (check-out)	Research assistant procedures can be found at <a href="http://library.unco.edu/services/facasst.htm">http://library.unco.edu/services/facasst.htm</a> .
WEBSITE: Better categories by discipline, topic - shortcut to relevant journals, research, other libraries	The UNC Libraries' website ( <a href="http://library.unco.edu/index.asp">http://library.unco.edu/index.asp</a> ) has been redesigned. We hope that you'll find it easier to use.
COMMUNICATIONS: Where are drop-offs located; do students know hours change during finals week?; list of subject area librarians for students too!	Library materials can be returned at three campus locations: Michener Library, Skinner Music Library, and a book drop at the University Center's north entrance. Subject librarians do indeed serve students as well as faculty. Find a list at <a href="http://library.unco.edu/assistance/subjectlib.htm">http://library.unco.edu/assistance/subjectlib.htm</a> .
WEBSITE: Task list or research tips; What I want to do: (e.g., Research a topic, Generate a bibliography, Current events, Data on topic)	Take a look at our new "How Do I . . ." site ( <a href="http://library.unco.edu/assistance/how.htm">http://library.unco.edu/assistance/how.htm</a> ). We've tried to anticipate your needs; if we've missed one, please let us know at <a href="mailto:library.reference@unco.edu">library.reference@unco.edu</a> .
COMMUNICATIONS: Ask Me email	You are welcome to contact our reference staff using any of these methods: <a href="http://library.unco.edu/assistance/ask.htm">http://library.unco.edu/assistance/ask.htm</a> .
EQUIPMENT: Can scanner equipment for microprints convert files to text files?	Michener Library has acquired equipment with this capacity; visit the Periodicals area on the 2 <sup>nd</sup> floor to learn more.
WEBSITE: Be consistent with the UNC Websites; simplicity is <u>critical</u> .	Again, the website redesign addresses this concern - in fact the University Web Management Office was directly involved in this effort.

## Suggestions That Are In Process

Suggestion, including original Symposium topic area, in CAPs.	University Libraries response
COLLECTIONS: Make more use of electronic versions of reference materials and journals (JSTOR, more resources like SciFinder)	JSTOR is available as of September 2006! We'll continue to work on other resources.
COLLECTIONS: Be mindful of print resources for certain areas (e.g., curriculum & teacher education materials) should not be displaced by other expenditures	University Libraries continues to strive to find the appropriate balance between print and electronic resources. We have shared this specific concern with Joan Lamborn, Head of Library Administrative Services, who is responsible for Collection Development decisions. A task force has been convened to review budget allocation.
COLLECTIONS: Important to market services to freshmen and new faculty. Inducements (wine & cheese?) to get faculty and staff to learn more about the Library	<i>Cheese &amp; Chat for Faculty</i> was held in early September 2006 to welcome new and veteran faculty back to campus. Libraries faculty will continue to explore marketing opportunities such as this.
COLLECTIONS: Very difficult to find full article sources online - most are abstract only (\$\$)	Locating full-text articles varies by discipline. We continue to consider affordable full-text resources as they become available. Although not every article is available in full-text, the redesigned website makes it easier to locate citations in all disciplines. See <a href="http://library.unco.edu/articlefinder.htm">http://library.unco.edu/articlefinder.htm</a> .
COMMUNICATIONS: Connect/inform/train faculty/students. Increase communication w/faculty re: discipline specific needs	We concur. The Libraries' recently created Advancement Committee addresses this concern directly, working to improve awareness of the Libraries through participation in the Fall Bizarre, Homecoming, and other campus community activities. Subject Liaisons continue to serve disciplines on campus by providing information tailored to research needs. Read out about other library advancement initiatives in <i>Library Letters</i> at <a href="http://library.unco.edu/about.htm">http://library.unco.edu/about.htm</a> .
COMMUNICATIONS: Explore ways to link library resources from College/unit webpages; larger role on UNC Homepage/URSA portal; explore ways to incorporate library resources into Blackboard Shells	The Library is working to better incorporate our information in other campus webpages. All new Blackboard shells include a direct link to the libraries in the primary navigation menu; CETL can arrange for this link to be added to older Blackboard shells.
EQUIPMENT: Room for presentation practice (possibly including video camera to critique themselves) FACILITIES: Add projection equipment to small group rooms; space/equip available to practice presentations	Currently group study rooms are available in Michener Library. Plans have been forwarded to upgrade equipment for presentation practice.
EQUIPMENT: Cards for copying; money for copying on IDs; Color copying/ color printing	Campus IT programs have provided color printing in Michener Library. Black and white self-service photocopiers are located on the first and second floor of Michener Library, and in Skinner Music Library. At this time we do not support a copy card program.
IMPROVE COLORS/TEXTURE: Update color scheme; cover exposed concrete; add wall	Comfortable seating is being recovered in vibrant colors as part of an ongoing multi-year project to

cover/tapestries/artwork/plants	update furnishings within Michener Library. New end tables and vertical blinds have also been added. Live plants have been reintroduced.
EQUIPMENT: As a moneymaker, sell thumb drives and CDs	CDs are already offered at the Michener Library Circulation Desk, although not for profit, only as a convenience for our users. Adding thumb drives seems like a good idea.
SERVICES: Like electronic delivery of articles - more would be great! Access to online Chronicle of Higher Ed, "ARTstor" database; assist in providing electronic reserve or w/Xanadu.	As they become available, electronic resources comprise a greater proportion of our acquisitions each year - we're glad you like them! The <i>Chronicle of Higher Education</i> is available through the Source, or via this link: <a href="http://tinyurl.com/pkky9">http://tinyurl.com/pkky9</a> . The Libraries Access Services department provides assistance with E-reserves. See <a href="http://library.unco.edu/services/ereserve.htm">http://library.unco.edu/services/ereserve.htm</a> .
SERVICES: Online resources are easier to access for person w/visual impairments (need a "reader" to help while in the library). Not sure who to ask for help in library.	We continue to increase online collections. For assistance in the Library, please ask any staff member. We'll be happy to answer your question or find someone who can.
COMMUNICATIONS: Profile services, heritage (Michener, community) in (UNC Today, Exhibits)	Look for a celebration of James A. Michener's centennial in 2007. Archival Services continues to feature James A. Michener and University memorabilia in public display cases on the main floor of Michener library. The Skinner Music Library also has prominent display space in their lobby area. The Mari Michener Gallery in Michener Library presents rotating exhibits throughout the year. Find a calendar of future exhibits at <a href="http://library.unco.edu/about/michgallery.htm">http://library.unco.edu/about/michgallery.htm</a>
WEBSITE: Library introductory course - training on website use; a workshop on online self-sufficiency (how to use Google, etc.)	LIB150, Introduction to Library Research, is offered Fall and Spring semesters. It covers the use of library resources, including online research tools. Library Instructional Services is always interested in developing new library sessions to better serve our students.

## Suggestions That Will Be Forwarded To Library Administration

As shown in the above tables, University Libraries is eager to hear and respond to UNC community concerns. We look forward to continuing to improve our services for you. The remaining suggestions, listed below, are grouped by topic, and preceded by the initial question posed to Symposium participants. These suggestions will be forwarded to Library Administration for consideration and possible integration into the Libraries' planning process.

### **COLLECTIONS: Within current fiscal restrictions, how can we better provide the resources you need?**

- Make other collections on campus available through the Library, e.g., Women's Resource Center. Inventory different "libraries" around campus. Why are these materials outside of Library?

Make sure a librarian or someone in the know is always available in Government Documents (and other collections)

- Could the library acquire regularly assigned texts for the collection? Could instructors be encouraged to see that assigned texts are represented in the collection?

- Personal materials of teaching faculty supplant the library because students can't get what they need. Do we select materials that students use?
- Increase holdings of materials useful to English-language learners
- How is the decision process to purchase materials assessed/monitored? Is money being spent wisely? Are appropriate resources being purchased?
- Concern about subject liaison relationships. Sometimes the subject liaison dominates the purchase of materials. Communication about decisions should be with all faculty, not just faculty liaison.
- More opportunity to make requests outside of one's discipline; also important to purchase books that are out-of-print that shouldn't be (obscure, important titles)
- Consider the idea of "boutique libraries" - not necessarily building a new building, but providing a place for the discipline. This might be a concept to market to a donor.
- Solve the problem of access via Macs to all materials on electronic reserve. Develop system to allow faculty to donate journals
- Expanded access to dissertations
- To raise money, could memberships (*to the Libraries*) be sold to community organizations (city government, etc.)? (*charging community members to use the Libraries*)

[Back to the top](#)

**COMMUNICATIONS: How have you usually heard information about resources and events in the Libraries? What would be the best ways to keep you informed?**

- IMAGE (What does library provide) *"more than books, better than Google"*
- Training of student service staff on Library resources (*UNC student services staff*)
- Required workshop on how to use the library - multiple sessions; closer partnership w/Grad School TA's to train grad students in info literacy
- Signage: match student perception of reality; BIG "ASK ME" sign (vs. Reference); (way finders, digital signage (PDAs or laptops); query students to ID FAQs to put on Web; "You are here" maps throughout library; kiosk; Braille signage on stacks; voice activated info)
- Create a notion that the "library" goes with our graduates (*lifelong learning*)
- Highlight SIGNIFICANT EVENTS so that each year these can be anticipated
- Sandwich board marketing or ticker marketing
- International students - mentoring/orientation
- Promote idea of the library as a gathering place -- music or theatrical presentations in library
- Get involved in student activities e.g. CHE, orientations, RAs (Scavenger hunts get students into library); residence halls provide opportunity to connect with students; sleep-overs in the library

[Back to the top](#)

## **EQUIPMENT: What type of office equipment and technology would you expect, want, or like to find at the Libraries?**

- Focus on adaptive technology
- More (copiers, change machines, scanners, laptops, CD burners, CD players and DVD players to checkout (for textbook supplements), digital cameras to download & store files, etc.)
- Better wireless (also ability to print from wireless network)
- Better space for laptops (carrels, "TV trays" type thing for comfy chairs)
- "Ask me" tags for library employees
- Ability for librarians to monitor searches on select machines
- Better ability to find videos
- 
- Check-out turntables; throw pillows
- More outlets for laptops; check outlets - some don't work
- Help w/ creating presentations (How do I...take video clip to PowerPoint?)
- Important to students that ~~equipment~~ everything looks state of the art or modern
- Audiofiles - better support for (podcasts, adaptive technology); real time captioning equipment for lectures or online class & special events; TDD or ability to chat w/librarian (not only for accessibility issues, but for remote students)
- GPS tracking of librarian (*"I can never find a librarian when I want one, it would be great if I could track them like GPS"*)

[Back to the top](#)

## **FACILITIES: How can we better create an atmosphere of research or study in the library?**

- UNUSED OUTDOOR SPACE: Patio seating to use outdoor space (entire perimeter); add furniture outdoors in the plaza (would perhaps draw both noise and coffee drinkers outdoors).
- INTERNET ACCESS: Need to encourage student laptop use--more outlets, address problem of wireless "dead spots."
- ADD LIGHT: More light, especially natural light - has improved, but need better location of lights (not on top of stacks, but between; move stacks to interior, furniture closer to natural light).
- ACCESSIBLE SPACE: it is difficult for students with disabilities to maneuver between stacks; also difficult for custodial staff; increase aisle space in stacks.
- RESERVED CARRELS: Designate study carrels for graduate students (with lock); could rent by semester
- VIRTUAL CLASSROOMS: (like old closed circuit TV concept) create space for distance learning (i.e., space in Michener building for our students to observe teaching/nursing in the workplace - virtual operating room, etc.)
- Raze building - start over with a modern building

- Hand out swiffers/feather dusters upon entry to dust stacks as they research.
- Create community by offering special programs & designated times (i.e., Thursday afternoon performances by music students, invite campus to library for coffee/music/conversation)
- Bookdrop closer to parking lot (drive-by drop or move circulation to garden level)
- Space - consider creating specialized libraries w/in colleges (i.e., curriculum literature library in McKee for education materials - build an addition?/find designated space - would create space openings in Michener)
- Temperature issues throughout building
- Collect data on library space use - time of day w/heavy use, is it individuals or groups, empty group rooms?
- VCR/DVD accessibility problematic at times

[Back to the top](#)

### **SERVICES: How can we better respond to your questions or needs as you visit or contact the library?**

- More hands-on experiences for UG, Grad students (bring people in) (*more sessions where faculty bring students to library as classes*); need miniclinics (English and Spanish) to teach students how to use the Library Services
- More services/training on academic integrity - partner w/ CETL to teach faculty/staff
- "Concierge" model - someone you see immediately when you walk in who can help. Treat everyone as a high paying customer. ↑ 1-on-1 focus
- Staff are perceived to be "just behind the counter" (have staff as ambassadors to welcome and help people; use retirees or RSVP individuals during peak times of the year)
- Later hours on Saturdays; Music Library too!; Increase hours of coffee cart
- Educate/update UNC FACULTY re: library services; make GA check out of materials for faculty easier; deliver materials to faculty
- Decentralized approach to providing library/content expertise (*students benefit from in-class orientation by subject librarian...librarians come OUT of the library*)
- Lack of computer technology expertise (*Reference students trained by IT or IT majors*)
- Have 'other' activities in library (tie in to campus center concept) (PVA - concerts, etc.)
- Partnering/sponsor with student orgs - provide facility & equipment
- School outreach → via attendance at meetings, etc.; specialist for nontraditional & international students (already in place @ colleges); are any of our librarians multilingual?
- Secure faculty lounge (*Leave materials while in the library or space to collaborate*)
- Vending: supplies, food/drink or quick food service (e.g. Taco Bell)

- Frequent user program TACTIC: Punch card or stamp card (Incentive = B&N gift card)
- Media array with library news, UNC news, and major networks (ESPN/Weather/CNN?) (sponsored/shared with other UNC units)
- Mascot - UNC grumpy old librarian (in costume)

[Back to the top](#)

### **WEBSITE: What would you like to be able to do from the Libraries' website??**

- Improved names - google-ease
- Directory of faculty research, links to grants/SPARC
- Save searches by category; virtual stacks for students with specific needs; customize your library space ("My Library") or auto log-on page with new items/news/changes that change regularly
- Notification of database trials to Fac/Staff/Students with mechanism for feedback
- Accessible tutorials for beginners and advanced users live and online (in evenings); brief sessions (30-45 minutes) - not during orientation; easy link to FAQs
- Foster faculty collaboration through on-line communities/chat rooms by 1) discipline 2) topic
- Reflect # of hits in prioritizing databases; mimic Amazon's "also read"
- Sound on the web page
- Simplified browsing (easier search tools by type of material, e.g., DVD, CD, book. Even "DVD...action")
- Daily trivia questions → once a month drawings
- Have PowerPoint or online instruction so people can teach themselves. Easier - saves time if online only and don't have to come in
- Better citations - better description of the book in the citation itself
- Use/access to AV materials (how to find and search - and download Podcasts)
- Interactive "idiots guide to the Library" (be aware of different learning styles); conduct focus groups of faculty, staff on how to improve (use decision-support center in Kepner)

[Back to the top](#)

Thank you for your interest in the results of the Spring 2006 University Libraries Symposium. Please feel free to offer comments or feedback [here](#).