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# Final Report

## Task Force on McKeldin Library Research Commons

University of Maryland Libraries  
July 2013

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Photo courtesy of Rebecca Wilson

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## Executive Summary

Higher education institutions are undergoing a fundamental transformation in their role in our society, economic structure, and value system. The University of Maryland (UMD) Libraries find themselves in the midst of this constantly changing environment where new technologies, new pedagogies, new publishing models, and new environments evolve every day. Librarians are being challenged to undertake new roles in order to support the research activities of their user population and to foster research and teaching initiatives across the university.

With these trends in mind, the Research Commons Task Force was charged to research and plan for implementing new services and creating new research spaces on the fourth floor of McKeldin Library (see Appendix A). To accomplish this task, the Research Commons Task Force consulted the literature (see Appendix B) and conducted an extensive environmental scan by interviewing those involved in the creation of research commons at other universities, meeting with internal partners, and surveying graduate students and faculty at the University of Maryland.

Both faculty and graduate students listed bibliographic management support as a high priority, which will require the purchase of additional software and the coordination of workshops and troubleshooting support in a more centralized manner. Students are interested in meeting spaces and refreshments in addition to writing, data management, and bibliographic citation support. In essence, they desire a place to meet, get needed assistance and some food/drink while they are in the space. Faculty, on the other hand, are more interested in assistance with their research proposals, meeting with a librarian, and getting support to teach online or in blended courses. Faculty want to use the services in the space for specific purposes, as a dedicated location where they can receive specialized and individualized help.

Specific highlights for each phase include:

### Phase One

1. Hire Research Commons Director.
2. Build a strong web presence.
3. Determine what services can be offered immediately.

### Phase Two

1. Hire an architect/designer.
2. Space is emptied and prepped for construction.
3. Marketing plan is in place.

### Phase Three

1. Full staff is hired and in place.
2. Fully redesigned fourth floor.
3. All partner moves have taken place.

If the Library Management Group (LMG) desires a highly effective Research Commons in a short period of time, the Task Force strongly recommends that the key resources be dedicated from the outset, as detailed in Phase One. Many of the other organizations with similar commons

suffered numerous setbacks due to insufficient funding and staffing. It will be crucial to have a full-time staff person, not a graduate student, shape the administrative work and manage the facilities and operations with a strong focus on services, rather than on solely equipment and spaces.

Assessment will be vital to prove the value of the Research Commons to the larger University of Maryland community, to provide leadership for other institutions considering the research commons model, and to provide dynamic and fluid services supporting UMD's research mission well into the future.

This report intends to serve as a guide for developing and implementing this model at the UMD Libraries and we have attempted to provide a robust yet flexible framework for the future.

## I. Methodology

### *a. Environmental Scan*

After an extensive review of the websites of those research institutions who had already implemented a research commons (see Appendix C), the task force identified the top three: the University of Illinois at Urbana-Champaign<sup>1</sup>, the University of California at Los Angeles (UCLA)<sup>2</sup>, and the University of Washington<sup>3</sup>. We interviewed representatives from all three. We also conducted a review of the literature on trends in library services and spaces for faculty and graduate students (see Appendix B). The research review process included, but was not limited to, articles, SPEC kits, and research commons websites at other academic libraries.

The task force members completed a thorough needs assessment, which included a survey of faculty and graduate students regarding which UMD Libraries services are most important to them. The group also considered input from internal library partners regarding their potential contributions in order to accurately shape our plan and recommendations. We also stayed abreast of concurrent UMD Libraries initiatives, to determine how they might contribute to the research commons model.

All the information gathered from these sources provided a strong framework for our work, and helped us identify five core areas on which to focus: spaces, services, staffing, partnerships, and marketing. Based on those core areas, the task force developed interview questions for both internal and external contacts (see Appendix D). While internal library partners joined a task force meeting to provide their answers (see p.5 for details), the questions were sent electronically to external contacts. Two of three chose to answer via phone interview, while one answered via email. A number of important points emerged from their experiences:

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<sup>1</sup> University of Illinois at Urbana-Champaign, Scholarly Commons, <http://www.library.illinois.edu/sc/>

<sup>2</sup> University of California at Los Angeles (UCLA), Research Commons, <http://www.library.ucla.edu/libraries/researchlibrary/research-commons>

<sup>3</sup> University of Washington, Research Commons, <http://commons.lib.washington.edu/>

## External Contacts

### *Spaces*

- All three libraries reported that their research commons are very popular, especially among undergraduate students, despite being designed for graduate students and faculty. Some have decided to move to a reservation system, giving graduate students and faculty the ability to reserve a pod or a group study room in advance of undergraduate students.
- The completely open research commons design presents some challenges, with several entrances but no way to limit access or funnel traffic. In addition, the structure and layout of the existing building limited design choices, making sight lines, signage, and way-finding a challenge. Many desire a quiet study environment, which is difficult in an open, collaborative space.
- The spaces are generally open during business hours, although all had adjusted their hours based on peak usage times, with periodic reassessments.

### *Services*

- An equipment loan desk is the main public service point across all the research commons, where laptops are borrowed and the room reservation system is managed. Most questions are technical in nature, regarding specific programs or equipment. Statistics are kept for reservations and equipment checkout.
- All offer some form of in person instruction; the most popular topics are citation management programs, Geographic Information Systems (GIS), Text Encoding Initiative (TEI), and how to formulate a research topic. Some of the workshops serve as a “springboard for librarians and other technology experts” to collaborate in teaching classes within the academic departments, and to be more integrated into the curriculum and digital research projects.
- To assess effectiveness some have used participatory design methods to record behaviors and document usage to determine how to adjust services and publicity.

### *Staffing*

- Staffing a research commons is challenging given an existing infrastructure designed to support undergraduates and traditional instruction. Furthermore, it seems that there is a greater need for staff re-training to build an expert base, given the marked shift toward advanced technological support.
- The primary service points are generally staffed by undergraduate and graduate students. Graduate student assistants do web support and marketing.
- One institution hired two new employees to staff the research commons; the others chose instead to reassign staff on a full- or part-time basis.

### ***Partnerships***

- In general, these research commons have no formal partnership agreements (only one Memorandum of Understanding was mentioned), and they have typically partnered with campus groups having similar missions, or which are working in digital scholarship.
- Frequent partners include the Graduate School and the Writing Center, which typically offer drop-in support from a research commons space.

### ***Marketing***

- The marketing/advertising of the research commons spaces across these academic libraries started slowly, with no major marketing campaign during the first year. Promoting space usage has proved to be less of a challenge than service usage, as most spaces were filled when the doors opened.
- So far the most commonly used set of media tools and strategies has been a combination of: websites, email, blogs, Facebook, Twitter (most heavily used promotion tool), and flyers, along with “word of mouth.”
- Direct relationships with faculty, especially with those in the Digital Humanities and the Information Studies programs have been the most important, serving as a model of behavior and interactions that the space was designed to support.

### ***General Advice***

- To reach intended audiences, they all emphasized the importance of continued user needs assessment in more sophisticated ways.
- Rather than just providing equipment, they focused on services and staffing.
- All those interviewed are very much open to collaborations with other libraries creating a research commons. They firmly believe that it will take several institutions working together to determine how to make these areas work for graduate students and faculty.

### **Internal Partners**

A number of important points in the five core areas also emerged from the discussions with our internal partners, which included Access Services, the Maryland Institute for Technology in the Humanities (MITH), the Information Technology Division (ITD), Government Information, Maps and GIS, Nonprint Media Services, Research Data Services, and User Education Services.

### ***Spaces***

- Flexibility is key to best utilize the space, for collaboration, individual study, formal presentations, perhaps even performances. Spaces should be able to be reserved.
- Librarians and staff should be visible, but insulated from the everyday hustle and bustle of the floor.

### *Services*

- Support for graduate students when researching and writing their dissertations, from assistance with proposals and funding to citation management and final submission procedures is crucial.
- Services should focus on niche markets that will generate more interest and buy-in (i.e. EndNote Web for chemistry graduate students, rather than all graduate students).
- Copyright, scholarly communication, author rights, and electronic publishing will continue to be focal points.

### *Staffing*

- To create a successful Research Commons, one coordinator should be hired to manage everything, rather than splitting duties among various people or relying on graduate students.
- Instructional technology, and the coordination of information technology support at a high level, should be supported by the Research Commons staffing model.

### *Partnerships*

- Logical partners include the Division of Research and the Graduate School, but also the various intellectual property committees that have been formed around campus and also the iSchool.

### *General Advice*

- The Research Commons will be more attractive when librarians can use and teach the technology offered there, rather than just knowing it exists, and if the services offered build on the collections and research strengths of the library.

## **b. Survey**

The task force conducted an online survey of faculty and graduate students to understand their needs and inform our thinking on the Research Commons. The 10-question anonymous survey was created using Qualtrics software, and open for a period of three weeks. As an incentive, the survey also included an optional drawing for an iPad. The survey was marketed through liaison librarians, administrators, listservs, the library website, and social media.

## **Results Analysis**

### *Demographics*

A total of 1,256 people took the survey. The breakdown of respondents is shown in Appendix E, Figure 1, with a majority (23%) of respondents from the College of Arts and Humanities. Because the majority of participants were students, we realize that the data will be skewed to

show their preferences. We do however make a comparison between their responses and those of faculty and staff side-by-side in order to draw conclusions from all three groups, but it is clear that this suite of services will be mostly geared towards graduate students (see Appendix E, Figure 5).

## Services

Respondents were asked which of the services they would utilize, and their overall preferences are shown in Appendix E, Figure 6, with coffee/refreshments (49%), research group meeting space (46%) and support for bibliographic citation and reference management tools (45%) as the top three in the list. It is clear that students are interested in meeting spaces and refreshments in addition to writing, data management and bibliographic citation support. They basically want a place to meet, get their needed assistance and not have to leave to get food while they are in the space. It is unclear from the breakdown in Table 1 if they would come into the space to simply use the services themselves or if they see them as an extension of the other types of activities they would perform anyway. This also indicates that we need to make certain these spaces meet all of their needs as they are the primary draw for graduate students and have been highlighted in the open response section as well.

Services	Students (out of 792)	Faculty (out of 229)	Staff (out of 62)	Other (out of 65)
Website usability testing	93 (12%)	32 (14%)	9 (15%)	12 (18%)
Coffee / refreshments	409 (52%)	89 (39%)	20 (32%)	20 (31%)
Research group meeting space	392 (49%)	78 (34%)	16 (26%)	18 (28%)
Advanced writing services/dissertation writing support	378 (48%)	25 (11%)	13 (21%)	10 (15%)
Data services	357 (45%)	88 (38%)	21 (34%)	16 (25%)
Support for bibliographic citation and reference management tools	353 (45%)	112 (49%)	16 (26%)	18 (28%)
Scholarly publishing support	347 (44%)	80 (35%)	11 (18%)	15 (23%)
Support for developing research proposals and designing research projects	323 (41%)	94 (41%)	19 (31%)	20 (31%)
Statistical consulting services	278 (35%)	59 (26%)	11 (18%)	15 (23%)
One on one consultation with subject specialists	265 (33%)	92 (40%)	16 (26%)	14 (21%)
Copyright and licensing services	178 (22%)	65 (28%)	7 (11%)	9 (14%)
Open access advice	175 (22%)	71 (31%)	10 (16%)	11 (17%)
Online and blended learning support	156 (20%)	94 (41%)	18 (29%)	11 (17%)
Geographic Information Systems (GIS) Services	140 (18%)	25 (11%)	5 (8%)	12 (18%)
Scholarly communications services	139 (18%)	34 (15%)	9 (15%)	5 (7%)

**Table 1.** Breakdown by service and status

Faculty, on the other hand, are more interested in assistance with their research proposals, meeting with a librarian, and getting support to teach online or in blended courses (see Table 1). This most likely means that faculty want to use the services in the space for specific purposes



and they do not see it as a meeting place per se, but rather a dedicated location where they can receive specialized and individualized help.

In Table 1 it is interesting to note, however, that both groups listed bibliographic management support as a high priority, which will have to be fully developed both in terms of the libraries purchasing additional software (e.g. EndNote) and creating links to other free software packages such as Zotero and Mendeley. In addition, we will also have to either gain the expertise in-house or rely on added positions such as the Research Services Technical Coordinator to teach workshops and troubleshoot the variety of tools available in a more centralized manner.

Both students and faculty conduct most of their research either in their office or at home (see Table 2 and Appendix E, Figure 7). Interestingly, faculty would prefer having a consultation with an expert in McKeldin, while a good number of students would prefer a virtual meeting setting (see Table 3). This is important as we begin to develop an online presence; we will have to determine what the best platform will be to offer this type of service. For example, Canvas has a desktop sharing feature that allows for synchronous and asynchronous meetings as well as exchanges of documents.

Where do you conduct the majority of your research-related activities and academic writing?	Students (out of 792)	Faculty (out of 229)	Staff (out of 62)	Other (out of 65)
In my office on campus	237 (30%)	82 (36%)	42 (67%)	30 (46%)
At McKeldin Library	88 (11%)	4 (2%)	1 (2%)	1 (2%)
At home	386 (49%)	113 (49%)	13 (21%)	19 (29%)
In one of the specialty libraries	22 (3%)	4 (2%)	0 (0%)	1 (2%)

**Table 2.** *Location for conducting research*

I would prefer to meet with my Subject Specialist Librarian regarding research:	Students (out of 792)	Faculty (out of 229)	Staff (out of 62)	Other (out of 65)
In my office on campus	52 (7%)	41 (18%)	9 (15%)	6 (9%)
At McKeldin Library	393 (50%)	106 (46%)	25 (40%)	20 (31%)
Online via a virtual meeting	205 (26%)	29 (4%)	12 (19%)	19 (29%)
In one of the specialty libraries	90 (11%)	26 (11%)	4 (6%)	5 (8%)

**Table 3.** *Preferred location to meet with a subject librarian*

In addition, because all groups indicated that they prefer typical work hours for scheduling purposes, we know we can make most resources available on Monday-Friday from 9am-5pm (see Table 4 and Appendix E, Figure 9).

When do you most often conduct research-related activities and academic writing on campus?	Students (out of 792)	Faculty (out of 229)	Staff (out of 62)	Other (out of 65)
Weekday business hours	424 (54%)	156 (70%)	38 (61%)	35 (54%)
Weekday evenings	199 (25%)	22 (10%)	6 (10%)	7 (11%)
Weekends	67 (8%)	15 (7%)	3 (5%)	3 (5%)
I do not conduct research or academic writing on campus	65 (8%)	19 (8%)	10 (2%)	7 (11%)

**Table 4.** *Time when conducting research*

It was interesting to note as well that email was the preferred method of receiving communication (see Table 5 and Appendix E, Figure 12). Anecdotally, we know that overflowing inboxes and the lack of attention paid to each message is a potential concern for this communication method. It will be crucial for the Outreach/Marketing Coordinator to create a plan that makes the most effective use of this tool. Similarly, our web presence and other online tools will have to be equally well-crafted, as it is clear that both students and faculty will rely heavily on the information they can find on their own.

I prefer to receive information about available research services in the following ways	Students (out of 792)	Faculty (out of 229)	Staff (out of 62)	Other (out of 65)
Email	683 (86%)	201 (88%)	42 (68%)	45 (69%)
Website	419 (53%)	114 (50%)	34 (55%)	35 (54%)
Blog	67 (8%)	23 (10%)	4 (6%)	7 (11%)
Twitter	55 (7%)	15 (7%)	2 (1%)	4 (6%)
Facebook	102 (13%)	10 (4%)	5 (1%)	9 (14%)

**Table 5.** *Preferred method for receiving news from the UMD Libraries*

### **c. Partnerships**

One of the goals of the Research Commons is to bring together services supporting high level research under one roof. Many different entities, both within the Libraries and around campus, offer various types of support, so the task force members knew building relationships with partners would be crucial for the success of the Research Commons.

The task force began by reviewing the websites of the research commons equivalents at the Universities we selected for comparison: University of Illinois at Urbana-Champaign, University of California at Los Angeles (UCLA), and University of Washington. Most included a list of partners or collaborators, some of which were physically present in the space, and others that were only electronically affiliated with the Commons. Some of the partners listed were from outside the Libraries, while others were drawn from its ranks. Several partners were mentioned by more than one site: campus-level Information Technology, Data Services, campus Office/Division of Research, and the Digital Humanities Center, among others.

The task force then identified similar entities here at the University of Maryland who would be viable collaborators for our Research Commons. We first identified the primary candidates that were in line with our peers while also contributing to our planned service model, both outside and within the Libraries (see Table 6). The Future of Information Alliance, within the Division of Research, was identified as a prime candidate, especially given their existing ties with the Libraries. Space should be reserved for the Chief Futurist when renovations begin.

<b>Partnerships</b>	
<b>External</b>	<b>Internal</b>
Information Technology (DIT)	Information Technology (ITD)
Graduate School	Research Data Services
Division of Research (especially the FIA)	Copyright/Repository/Open Access
	Subject specialists/GovDocs/GIS
	User Education
	Media Services

**Table 6.** *Suggested Partnerships within UMD Libraries and on campus*

While the task force determined that it would be more appropriate for the Libraries Administrators and the Director of the Research Commons to reach out and build the external partnerships, we thought it would be very valuable to gather some more in-depth information from our potential collaborators within the Libraries. They graciously agreed to meet with our group to answer some questions regarding their prospective involvement in the Research Commons. We asked them about their goals for participating in the Research Commons, and what types of services they would offer in the space (physical or virtual). The full list of questions is included in Appendix D. We found these discussions to be very useful in general, for many of our colleagues shared good ideas about what researchers need to succeed, not just what their entities could contribute.

Many of the services we planned to offer in conjunction with these partners, such as Data Services and support for Research Proposals and Scholarly Publishing, were rated as being very important by graduate students and faculty in our survey. While full partnership agreements and presence in the space will need to be finalized by the Library Administration and the Director of the Research Commons, we feel that our selection method has indeed identified the collaborators who will help us best serve our target user group.

## II. Service Model

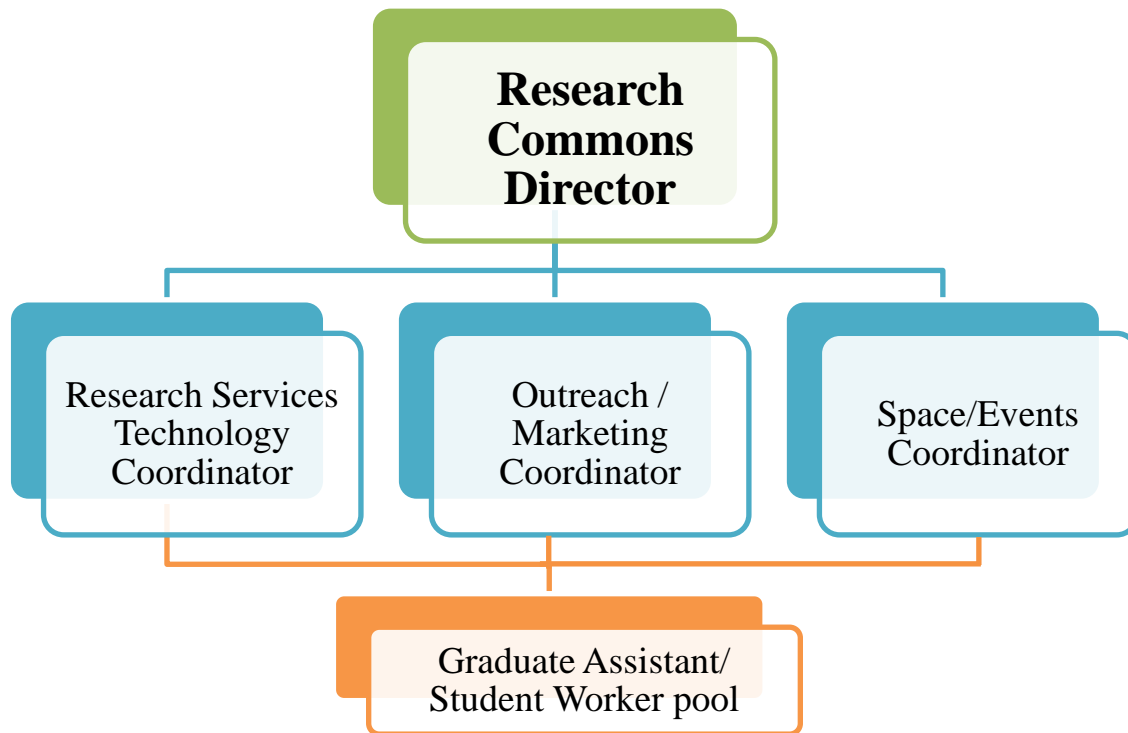
The notion of the research commons has become the new benchmark for service delivery in academic libraries. This model functionally and spatially integrates library, data management, scholarly research services, production support and learning spaces to provide a continuum of services to graduate students, faculty and staff. This concept expands the boundaries of the traditional library and calls for a reconfiguration of spaces, resources and services focused on supporting the learning needs of our community and university campuses.

Best practices inform the broadening of library services by building relationships with campus academic support units and cross-training staff to create a synergistic combination that redefines our users' research experience by supporting them along the entire duration of their journey from identifying their initial need, to the creation of the final product of their work, whether it is a paper, presentation, or other form of output.

Based on the results of the survey as well as our discussions with partners and the environmental scan, we have determined that the implementation of the various services identified as part of the Commons should take place over three phases, each with its own timeline of staffing and space development. Our recommendations for the implementation of the Research Commons at the University of Maryland Libraries are outlined below, with Phase One forming the backbone for the other, more fully developed stages.

### *a. Staffing*

The task force recommends the following staffing model:



**Figure 1.** *Recommended staffing model for the Research Commons*

Selected job responsibilities are outlined in Appendix F and sample job descriptions are included in Appendix G.

### *b. Recommendations for Services Implementation*

Phase One is the most critical, providing a baseline with must-have services in place before anything else is undertaken. We recognize that we are already offering most of these services and we can proceed with Phase One before the commons space is built which will give us time to create our brand, market to the campus, and determine how to best move forward.

#### **Phase One (1 year)**

In this phase, marketing to build awareness of services will be crucial. See below for initial ideas regarding what services we can offer using existing spaces and resources in addition to starting the implementation of the staffing model shown on Figure 1.

1. Hire the Research Commons Director position to facilitate this initial planning.
2. Build a web presence, which includes:

- Available services, contact information, documents, etc.
  - Consultation form to schedule a meeting with a subject librarian and/or any other experts.
  - Virtual meeting capabilities: This can be done via an existing tool like Canvas or some other synchronous tool that allows for face to face discussion, and sharing of documents and the workspace.
3. Identify immediate, low cost aesthetic improvements, such as improved signage, perhaps a coat of paint, and an updated arrangement of current furniture:
    - Differentiate fourth floor and identify it as the future space of the Commons.
    - Consider exploring the usage of the new lounge space on the floor as a prototype of the commons to offer consultation and meeting space. Determine what type of equipment is needed to use this space for this purpose.
  4. Will have completed relocation of 4<sup>th</sup> floor collections.
  5. Begin conversations with partners
    - Division of Research
    - Future of Information Alliance (FIA) – Chief Futurist
    - Division of Information Technology (DIT) – Director of Learning Technologies and Environments
    - Internal Libraries’ collaborators
      - Director of Communications for signage, marketing, etc.
      - Digital Stewardship
  6. Initial Services (bring together on website)
    - Centralized support for bibliographic management tools
      - Determine what additional tools need to be purchased.
      - Internal training needs.
      - Training for faculty and students.
    - Data management services (work with Digital Stewardship/Research Data Services to determine what they are prepared to offer: consultations, online support, data storage and analysis and what format is best, e.g. office hours, online presence, etc.)
    - Research proposal support
      - What is the librarians’ role in this effort?
      - Librarian consultation services.
      - Working with the Division of Research.

- Writing/Dissertation support (this is already happening in collaboration with the Graduate School, but we need to define what the role of librarians is in this or if we are just providing space and general marketing support).
- 7. Prepare to hire designer/architect; create Request for Proposals (RFP) and solicit interested firms.
- 8. Gather baseline usage data for priority services and assess Phase One experiences
  - Create assessment to determine awareness of these services, overall satisfaction, and suggestions for improvement. The director will identify the best methodology and approach for doing this.
  - The director begins drafting a strategic plan for the Research Commons.

## **Phase Two (3 years)**

1. Move existing collections from the fourth floor.
  - Assess government documents and maps collections.
2. Clear out any other furniture, etc. that needs to be moved.
3. Hire designer/architect and begin to build needed spaces.
4. Hire other positions (the Space Coordinator position may need to wait for the floor to be completely re-built).
5. Finalize partners/space.
6. A fully implemented marketing plan is in place.
7. Offer additional services:
  - Coffee (while the space is being built, this might have to take the form of a roving coffee cart in the areas where the services are being offered).
  - Blended learning support:
    - Work with the Director of Learning Technologies and Environments from DIT to define librarians' roles, as this is a campus-wide initiative.
    - Train librarians to offer this type of support.
    - Define a clear plan for implementing this and making it part of the librarians' workflow and other responsibilities.
    - Determine if other areas of the libraries, such as Teaching and Learning and the Terrapin Learning Commons (TLC) have a role in this process, from a training and technology perspective.
    - Create an assessment methodology to measure effectiveness of library involvement and feedback for further development.

### Phase Three (5 years)

1. Full implementation of service model/staffing/space recommendations.
2. Highlights:
  - Campus is aware of services offered.
  - Benchmarking data in place and in use, with a larger assessment plan developed or being developed.
  - Web presence is integrated into Libraries' website.
  - Workshops and events are offered on a regular basis.
  - Services offered by the libraries directly have been incorporated into operational and strategic planning.
  - Our model is garnering national attention.
3. Full staff is hired and in place.
4. Fully redesigned fourth floor.
5. All moves have taken place.
6. Reading room and flex offices are fully operational.
7. Ongoing evaluation and services adjustment.

## VI. Spaces

In considering what type of space would be most appropriate for the Research Commons, the task force members conducted a literature review, utilized an informal survey of subject librarians to determine their office needs, spoke to institutions that have already constructed similar spaces, and discussed space needs with internal stakeholders. The results of the survey of faculty and graduate students conducted as part of the task force's work also provide insight into space considerations. While suggestions are provided below, the task force recommends that a professional architect and/or designer, preferably with academic library experience, be hired to create the Research Commons.

### *a. Design Considerations*

Creating an atmosphere conducive to research depends on a number of factors. The design of the Research Commons should be well thought out, consistent, and perhaps above all flexible, since the space and its uses may change very rapidly. Some of the elements that should be emphasized include:

- **Division of spaces / noise levels:** These should be graduated, from open and collaborative seating on one end of the building to a quiet, contemplative reading room on the other end. Offices, classrooms or labs, and consulting areas can be positioned in between. All collaborative spaces should be soundproof. The flow of foot traffic should be such that no bottlenecks at entry or exit points are created.

- **Aesthetics:** An emphasis on views and natural light whenever possible is ideal. The space should have clear signage and a consistent look throughout. It is important for the space to be inspirational and for sustainable design and materials to be considered.
- **Flexibility:** Furniture, group meeting space, partnership spaces, and instruction spaces may need to change within the first five years of the Research Commons as evaluations and experimentation dictate. For this reason, modularity may be helpful.
- **Technology:** Technology will support, not drive, the services and operations of the Research Commons. There should be sufficient data and electric connections to support a wide range of hardware and software, including “wired” furniture.

## ***b. Staff Areas***

Librarians were unanimous in their preference for office spaces that have some level of privacy and on the need for a collaborative meeting space. The task force suggests the following:

- Offices for 20 librarians. Five of these should be flex offices for branch librarians, staff, additional subject specialists, or short-term use. If offices or cubicles have glass or transparent material, it should only be on the top half. Ideally, each office would have a door and a source of natural light, or upgraded artificial lighting.
  - One of these offices will be reserved for the Chief Futurist.
- Flexible work space for approximately 15 student workers.
- Processing areas for those who need them.
- A large meeting space for up to 20 people, with video/voice conferencing equipment and flexible tables and seating.
- A soundproof small collaboration room for group work or individual meetings and phone calls.
- Shared printer/copier area.
- A kitchen/lounge area.
- Staff restrooms if possible.

## ***c. Relocations***

To incorporate the Research Commons and subject librarians into the fourth floor of McKeldin Library, some changes will need to be made to existing spaces and collections. The task force recommends the following:

**Remain on fourth floor:** Subject specialist librarian offices; User Education Services

**Move from fourth floor:** East Asia Collection; Public Services administrative offices; Collection Management offices



**Move to fourth floor:** Reference collection (to be incorporated into reading room); subject librarians from fifth floor; copyright/open access/publishing specialist

**Evaluate:** Government documents/Maps/GIS

#### ***d. Recommendations for Space Improvement***

In background research and discussions, the task force found many possibilities for resources to enrich a research-oriented space that could be included in a later stage of remodeling or construction. Some of these include, but are not limited to:

- Service desk or kiosk
- Printers/copiers/scanners in a separate area to limit noise
- Paging system
- Updated study carrels (possibly mobile)
- Shared tables, whiteboard tables
- Upgraded restrooms
- Soundproof cell phone areas
- Lockable storage space at tables
- Overhead scanner
- Water bottle filling stations
- Soft seating / lounge space in open areas
- Video/media production space and equipment
- Computers with double monitors

## **VII. Marketing Plan**

The first step of this marketing process, the market survey, reached out to researchers at the University of Maryland to determine their needs and preferences. The plans below reflect these findings in regard to target markets, communications, assessment, promotions, and strategic planning.

### **Target Markets**

Of the 1,158 total respondents who completed the survey of UMD researchers, 69% were students and 31% were faculty, staff and others.

### **Communications**

Ninety percent of respondents want to receive information about available research services via email, and 56% want to receive the information via a website.

We recommend establishing an online presence that highlights the top research services, and a regularly scheduled email newsletter. Both vehicles should conform to best practices for design, user testing, usage tracking, and effectiveness measures.

A strong, effective, usable Online Research Commons is critical for the support of research services at UMD, as 48% of respondents indicate that they conduct the majority of their research-related work and writing at home, 36% in their office on campus, and just 9% at McKeldin Library.

## **Assessment, Feedback, and Demonstrating Value**

To demonstrate value and to assess the effectiveness of the services and communication about them, usage of the services themselves, as well as the website and email, should be tracked using accepted standards. A baseline of usage statistics for the key research support areas should be established immediately. These measures are critical to demonstrating the value of both the online and physical representations of the Research Commons.

## **Promotions**

There are two areas of focus for promotions: (1) the users of research services including student and faculty researchers, and (2) the internal and external university community at large. It is important to build and maintain awareness of the Research Commons in both of these areas. Some efforts, such as press releases, will reach both areas, while other efforts, such as the email newsletter, will focus more specifically on the users of research services.

- 1. Press Release** (Publish a press release on the recommendations of the task force, the results of the survey and next steps).
- 2. Online Research Commons:<sup>4</sup>**
  - Develop a website, based on the service priorities of researchers.
  - User-test website prior to going live:
    - Quick Test with a paper prototype.
    - Test during development; establish a feedback team of faculty and students.
    - Explore potential partnerships with Human-Computer Interaction Lab (HCIL) students.
  - Design and code site.
  - Test site.
  - Release and promote Web Research Commons.
  - Track and evaluate effectiveness, plan on continuous improvements.

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<sup>4</sup> Establish the online materials first, as the email newsletter will link to the web content

### **3. Email Newsletter**

- Identify and collect effective email contact points (Graduate school, Division of Research, individual subscribers to email newsletter).
- Design and create a plan for a regular email newsletter, with linked statistics, and supporting web content.
- Track and evaluate effectiveness, ask for feedback, and plan on continuous improvements.

### **4. Strategic Planning**

- Confirm the alignment of the Research Commons plans with University strategic plan and Libraries' strategic plan.
- Identify key potential users and personally craft connections with them.
- Design and establish related feedback mechanisms.

## **VIII. Conclusions and Future Directions**

The Research Commons in McKeldin will position the UMD Libraries to better support the needs of a world-class research institution. We will bring together expertise from across campus into one location (physically and online) to support the research process from beginning to end, and provide technology and human resources to support a wide range of scholarly activities. Ongoing assessment, paired with targeted readjustments, will ensure that the Research Commons meets and exceeds these objectives in the future. By continuing to reach out to new partners and embrace innovative scholarship, while keeping up with future trends in higher education, we can ensure that Research Commons staff and the UMD Libraries as a whole can respond to the needs of the faculty members and graduate students of tomorrow. Establishing a Research Commons will advance the University's mission to stimulate innovation, creativity, and entrepreneurship.

## IX. APPENDICES

### *APPENDIX A: Task Force Charge*

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#### **Project:**

Develop a “Research Commons” on the 4<sup>th</sup> Floor of McKeldin Library

#### **Background:**

In today’s busy research university library, many advanced level researchers need specialized research support. As libraries develop learning commons and other popular spaces, the library is becoming more associated with undergraduate learning. Many research libraries are developing separate “research commons” to:

1. Support research and teaching needs for faculty, graduate students, upper-level undergraduate students, and visiting scholars.
2. Provide an environment with specialized research services including:
  - a. One on one consultation with subject specialists
  - b. Data and GIS Services
  - c. Support for bibliographic citation and reference management tools
  - d. Support for developing research proposals and designing research projects
  - e. Statistical consulting services
  - f. Advanced writing services/dissertation writing support
  - g. Scholarly communications services; copyright and licensing services
  - h. Support for the integration of new technologies into teaching and for supporting online and blended learning courses
3. Create spaces where advanced researchers can work together and with librarians in a collaborative environment that is less distractive than the social environment of the learning commons. Also serve as spaces for faculty to meet with small groups of their students to work on projects, and for adjunct faculty who may not have office space on campus. Should subject librarians offices be located on the 4<sup>th</sup> floor, if so where and how.

#### **Problem Statement:**

The libraries would like to develop a “research commons” on the fourth floor of McKeldin Library. In order to do so, the library will need to gather information and plan the following:

1. Services – How would services be provided in the research commons? By appointment or should there be a staffed service point? How do these services work in conjunction with existing services?
2. Spaces – Where will this be located and how to design. What will the physical space look like? What would need to move and where would it go?
3. Marketing and promotions – How do we raise awareness of new services?

**Documents to consider:**

1. Existing plan of the floor
2. Stats from LibAnswers on the activities of subject librarians (as they are reported). This might help with design of service: by appointment, staffed service, days of weeks, times of days, etc.
3. Faculty and Grad Students drawing from the Participatory design project (Fall 2011). There are about 20 for each group.
4. 2012 Liaison Task Force Report
5. Environmental scan and literature review of other institutions

**Duration:**

1. Work to commence in February 2013
2. Report Due to Gary White and Yelena Luckert by July 1, 2013.

**Deliverables:**

1. Services Model – A detailed plan of the services to be offered and how they will relate to existing services, especially those on the first floor and in the learning commons. Should include operational details such as staffing and equipment. The model should also include information on needed partnerships with other units outside of the library, such as the Graduate School, DIT, Honors, etc.
2. Space for the 4<sup>th</sup> Floor of McKeldin – Suggestions for design of how the research commons will look. What needs to stay, what can be moved, what needs to be brought in?
3. Preliminary Marketing Plan – How will the library promote this new space and suite of services? Who is our target market?

**Contact persons:**

Yelena Luckert, Gary White

## APPENDIX B: Bibliography

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## APPENDIX C: Research Commons – University Models

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1. University of Illinois at Urbana-Champaign – *Scholarly Commons*  
<http://www.library.illinois.edu/sc/>
2. University of California at Los Angeles (UCLA) – *Research Commons*  
<http://www.library.ucla.edu/libraries/researchlibrary/research-commons>
3. University of Washington – *Research Commons*  
<http://commons.lib.washington.edu/><sup>5</sup>
4. University of Virginia (UVA) – *Scholars Lab*  
<http://www2.lib.virginia.edu/scholarslab/about/events.html>
5. North Carolina State University (NCSU) – *Learning Commons*  
<http://learningspacetoolkit.org/space-browser/space-type/ncsu-libraries-learning-commons/>
6. Ohio State University – *Research Commons for Graduate Students*  
<http://library.osu.edu/news/giving-to-the-libraries/place-students-first/research-commons-for-graduate-students/>
7. Penn State University- University Park – *Knowledge Commons*  
<http://www.libraries.psu.edu/psul/admin/knowledgecommons.html>
8. Indiana University- Bloomington – *Scholars Commons*  
<http://www.libraries.iub.edu/index.php?pageId=530000144>

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<sup>5</sup> This website has been updated since we did our scan, and now includes very useful content that could inform our Research Commons website.



## **APPENDIX D: Interview Questions**

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### **I. To Library Internal Stakeholders**

#### *Individuals interviewed:*

- Maggie Cunningham, User Education Services
- Uche K. Enwesi, ITD
- Tim Hackman, Access Services
- Carleton Jackson, Nonprint Media Services
- Trevor Muñoz, MITH/Research Data Services
- Celina Nichols, Government Documents
- Karl Nilsen, Research Data Services
- Terry Owen, Digital Stewardship

#### *Questions*

1. What would be your goals in participating in the Research Commons?
2. Based on our list of potential services, identify which ones you would/could assist with.
3. What are you already doing that fits in with our plan?
4. What level of support could you provide?
5. Current staffing and/or additional staffing
6. What are your equipment/software needs?
7. Do you have any space considerations?
8. What other Library/Campus partners or collaborators would you consider are important to working with?
9. Others?

### **II. To Research Institutions with Research Commons in Place**

#### *Individuals interviewed:*

- Lauren Ray, Research Commons Librarian at the University of Washington
- Sarah Shreeves, Co-Coordinator of Scholarly Commons and Coordinator for the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS) at the University of Illinois-Urbana Champaign
- Allison Benedetti, Librarian for Advanced Research and Engagement, and Zoe Borovsky, Librarian for Digital Research and Scholarship at the University of California- Los Angeles (UCLA).

## *Questions*

### Spaces

1. How are the public spaces working out for you? Would you change anything?
2. Did you include offices for staff in the Scholarly Commons? If so, how are they working out? Would you change anything?
3. What is your impression of what has worked, and not worked, based on informal observation, specifically considering space design features (e.g. glass walls, closed spaces, open spaces, windows, equipment, noise level, furniture, etc.) for both public and staff areas?
4. Have you observed any use patterns based on time of day/day of the week?
5. Are you keeping gate counts for the Commons?

### Services

1. Did you conduct a survey early on to determine necessary services? How did you decide on the services currently being offered?
2. How are services being utilized? Are they consistent with survey results?
3. Do you have any public service points? If so, what are the most frequently asked questions at those service points? Are you keeping usage/question/etc. statistics?
4. What services are you currently offering? What services are you planning to offer in the future?
5. What type of new equipment/software is being used the most?
6. How are you assessing effectiveness/success?

### Staffing

1. How did you determine staffing needs? Do the affiliated experts and their subject areas represent high need fields? Only two subject librarians are listed as experts – are there others who are not affiliated with the Commons?
2. Did you hire, or do you plan to hire, any new staff for the Commons?
3. How did you fit your existing librarian positions into the Scholarly Commons? How did it impact reference work?
4. Could you provide a list of library staff (and explain how they were selected) who are directly involved with the Research Commons?
5. Do your librarians provide service at the point of need within their departments, as embedded librarians?

### Partnerships















1. How did you select the partners? Do they reside within the Scholarly Commons space?
2. What future partners would you like to add? Have you been approached by potential partners, or are you still actively pursuing them?
3. Do you work with partners outside of the university?
4. What standards and expectations (if any) did you establish for partnerships? Did you draft formal agreements?

### Marketing

1. How was the marketing/advertising of the Scholarly Commons handled at the beginning, and on ongoing basis? Do you have a marketing plan?
2. Who is in charge of marketing, and who carries out regular activities?
3. What media have been most successful? (i.e., email, Facebook, twitter, website, flyers)  
Have direct relationships played a big role in promoting the Scholarly Commons?
4. Did you have any special launch events?
5. Who do you see as your competitors?

## APPENDIX E: Survey Results

Please indicate your college or school.

#	Answer	Bar	Responses	%
3	College of Arts and Humanities		270	22.84%
4	College of Behavioral and Social Sciences		172	14.55%
7	College of Education		103	8.71%
8	A. James Clark School of Engineering		95	8.04%
10	College of Information Studies		93	7.87%
6	College of Computer, Mathematical and Natural Sciences		90	7.61%
11	School of Public Health		80	6.77%
12	School of Public Policy		75	6.35%
14	Other		57	4.82%
2	School of Architecture, Planning, and Preservation		46	3.89%
1	College of Agriculture and Natural Resources		37	3.13%
5	Robert H. Smith School of Business		35	2.96%
9	Philip Merrill College of Journalism		23	1.95%
13	Office of Undergraduate Studies		6	0.51%
	Total		1182	100.00%

**Figure 1.** Survey participants' UMD school/college affiliation

Within your college or school, please indicate your department or program (if applicable).

#	Answer	Bar	Responses	%
113	Other		142	12.98%
44	English Language and Literature		59	5.39%
56	Geography		37	3.38%
59	Government and Politics		35	3.20%
96	Psychology		34	3.11%
63	History		31	2.83%
112	Not applicable		28	2.56%
61	Hearing and Speech Sciences		28	2.56%
35	Counseling and Personnel Services		26	2.38%
51	Family Science		23	2.10%
17	Behavioral and Community Health		21	1.92%
77	Linguistics		21	1.92%
34	Computer Science		20	1.83%
83	Materials Science and Engineering		17	1.55%
109	Urban Studies and Planning		17	1.55%
108	Theatre		16	1.46%
6	American Studies		16	1.46%
32	Communication		15	1.37%
87	Music		15	1.37%
100	School of Languages, Literatures and Cultures		15	1.37%
93	Philosophy		15	1.37%
41	Education Leadership, Higher Education and International Education		14	1.28%
36	Criminology and Criminal Justice		14	1.28%
42	Education Policy Studies		14	1.28%
71	Kinesiology		14	1.28%
70	Journalism		14	1.28%
86	Mechanical Engineering		13	1.19%
107	Telecommunications		13	1.19%
103	Spanish and Portuguese languages and Literatures		12	1.10%
111	Women's Studies		12	1.10%
101	Second Language Acquisition		12	1.10%
43	Electrical and Computer Engineering		12	1.10%
11	Architecture		11	1.01%
53	Fire Protection Engineering		10	0.91%
28	Chemistry and Biochemistry		10	0.91%
79	Management and Organization		10	0.91%
62	Historic Preservation Program		10	0.91%
104	Special Education		9	0.82%
90	Neuroscience and Cognitive Science Program		9	0.82%
3	Aerospace Engineering		9	0.82%

[View More](#)

**Figure 2.** Survey participants' UMD departmental affiliation

I prefer to receive information about available research services in the following ways (select as many as apply)

#	Answer	Bar	Responses	%
1	email		971	89.58%
2	website		602	55.54%
5	Facebook		126	11.62%
3	blog		101	9.32%
4	Twitter		76	7.01%
6	Other (please specify)		15	1.38%
	Total		1891	100.00%


**Figure 3.** Preferred methods for receiving information about research services

If you are affiliated with any research centers on campus, please list them below.

Text Entry
Nutrition and Food Science research
Center on Young Adult Health and Development
MSAL
Human Computer Interaction Lab
UMIACS
N/A
UMIACS, MIND lab
CRGE
UMD Infant Studies
N/A
<a href="#">View More</a>

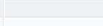

**Figure 4.** Survey participants' affiliations with other research centers on campus

**What is your status at the University of Maryland?**

#	Answer	Bar	Responses	%
8	PhD student		410	35.41%
7	Master's student		310	26.77%
9	Undergraduate student		82	7.08%
11	Other (please specify)		65	5.61%
10	Staff member		62	5.35%
1	Professor		61	5.27%
3	Associate Professor		59	5.09%
2	Assistant Professor		50	4.32%
6	Lecturer		34	2.94%
4	Adjunct		18	1.55%
5	Instructor		7	0.60%
	Total		1158	100.00%

**Figure 5.** *Participants' UMD job status*






I plan to use the UMD Research Commons for the following, if made available (select as many as apply):

#	Answer	Bar	Responses	%
15	Coffee / refreshments		538	48.73%
14	Research group meeting space		504	45.65%
6	Support for bibliographic citation and reference management tools		499	45.20%
2	Data services		482	43.66%
7	Support for developing research proposals and designing research projects		456	41.30%
9	Scholarly publishing support		453	41.03%
8	Advanced writing services/dissertation writing support		426	38.59%
1	One on one consultation with subject specialists		387	35.05%
3	Statistical consulting services		363	32.88%
13	Online and blended learning support		279	25.27%
11	Open access advice		267	24.18%
12	Copyright and licensing services		259	23.46%
10	Scholarly communications services		187	16.94%
4	Geographic Information Systems (GIS) Services		182	16.49%
5	Website usability testing		146	13.22%
16	Other (please specify)		68	6.16%
	Total		5496	100.00%

**Figure 6.** Preferred Research Commons services



**Where do you conduct the majority of your research-related activities and academic writing?**

#	Answer	Bar	Responses	%
46	At home		531	48.27%
44	In my office on campus		391	35.55%
45	At McKeldin Library		94	8.55%
48	Other (please specify)		57	5.18%
47	In one of the specialty libraries		27	2.45%
	Total		1100	100.00%






**Figure 7.** *Location for conducting research*

**In which specialty library?**

#	Answer	Bar	Responses	%
6	Michelle Smith Performing Arts		7	25.93%
2	Architecture		5	18.52%
5	Nonprint @ Hornbake		4	14.81%
4	Engineering & Physical Sciences		4	14.81%
3	Chemistry		4	14.81%
7	Shady Grove		3	11.11%
1	Art		0	0.00%
	Total		27	100.00%

**Figure 8.** *Preferred library for conducting research*

**When do you most often conduct research-related activities and academic writing on campus?**

#	Answer	Bar	Responses	%
1	Weekday business hours		653	59.91%
2	Weekday evenings		234	21.47%
4	I do not conduct research or academic writing on campus		101	9.27%
3	Weekends		88	8.07%
5	Other (please specify)		14	1.28%
	Total		1090	100.00%








**Figure 9.** *Time for conducting research*

**I would prefer to meet with my Subject Specialist Librarian regarding research:**

#	Answer	Bar	Responses	%
2	At McKeldin Library		544	50.18%
3	Online via a virtual meeting		265	24.45%
4	In one of the specialty libraries		125	11.53%
1	In my office on campus		108	9.96%
6	Other (please specify)		42	3.87%
	Total		1084	100.00%

**Figure 10.** *Preferred method for contacting a subject librarian*

**In which specialty library?**

#	Answer	Bar	Responses	%
4	Engineering & Physical Sciences		43	34.40%
6	Michelle Smith Performing Arts		29	23.20%
2	Architecture		21	16.80%
5	Nonprint @ Hornbake		14	11.20%
3	Chemistry		9	7.20%
1	Art		7	5.60%
7	Shady Grove		2	1.60%
	Total		125	100.00%

**Figure 11.** Preferred library to meet with a subject librarian

**I prefer to receive information about available research services in the following ways (select as many as apply)**

#	Answer	Bar	Responses	%
1	email		971	89.58%
2	website		602	55.54%
5	Facebook		126	11.62%
3	blog		101	9.32%
4	Twitter		76	7.01%
6	Other (please specify)		15	1.38%
	Total		1891	100.00%

**Figure 12.** Preferred method to receive news from UMD Libraries

## ***APPENDIX F: Staffing and Selected Job Responsibilities***

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### **Research Commons Director** (full time<sup>6</sup>, administrative level position)

#### *Selected responsibilities:*

- Strategic partnerships with campus collaborators
- Implementation, management, and assessment of priority research services
- Filling Coordinator positions

### **Outreach/Marketing Coordinator**

#### *Selected responsibilities:*

- Web strategy (back end programming will be completed by Technology Support Coordinator)
- Social media strategy

### **Space/Events Coordinator**

#### *Selected responsibilities:*

- Organize classes, special events, room bookings, workshops, space usage of subject librarians/internal partners, usage statistics (workshop attendance, space requests, etc.)

### **Research Services Technology Coordinator**

#### *Selected responsibilities:*

- Collaborate with ITD, but located in the Research Commons
- Provide tech support for Research Commons users
  - Assess and evaluate support needs and propose support solutions to meet both high and low level needs
- Recommend appropriate hard and software to support Research
- Web programming
- Data storage platforms and interfaces

### **Student worker pool**

As best fits goals of three Coordinators, student workers<sup>7</sup> (combination of Graduate Assistants and hourly graduate and/or undergraduate students) will cover public service point, provide technological assistance, contribute to marketing/social media initiatives, teach specialty workshops, etc.

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<sup>6</sup> Several of the organizations started with half-time, internal hires and found that to be ineffective, therefore we recommend that the director be dedicated to the Research Commons

<sup>7</sup> Students should not be assigned to ongoing, higher-level, strategic projects, given the likely high turnover rate for this population. Those projects are better managed by full-time, dedicated staff members.

## UCLA LIBRARY

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### Professional Position Posting

## Librarian for Digital Research and Scholarship

**Department:** Collections, Research & Instructional Services (CRIS)

**Rank and Salary:** Salary and appointment level based on experience and qualifications.

- Associate Librarian I (\$48,029) – Associate Librarian VII (68,892)
- Librarian I (68,892) – Librarian IV (\$88,488)

**Position Availability:** Immediately

The UCLA Library seeks applications/nominations for the position of Librarian for Digital Research and Scholarship.

### **Description of Institution and Library**

One of ten University of California campuses, the University of California, Los Angeles (UCLA) is located in Westwood Village, approximately five miles from the Pacific Ocean near Santa Monica. Comprised of the College of Letters and Science and 11 professional schools, the 419-acre campus features 174 buildings, including the Center for Health Sciences. UCLA has more than 6,300 faculty and academic staff and approximately 26,000 employees. Founded in 1919, UCLA offers 118 undergraduate degree programs and 200 graduate programs and has more than 24,800 undergraduates and 10,800 graduate students. Academic excellence, faculty distinction, and a comprehensive curriculum are hallmarks of UCLA, which is a member of the Association of American Universities. Among the faculty are five Nobel Laureates, nine National Medal of Science winners, seven MacArthur Grant winners, and 52 Guggenheim Fellows. UCLA is California's largest university and is a model for public institutions of higher education. As the 10th largest employer in the region, UCLA generates almost \$9 in economic activity for every \$1 state taxpayers invest in UCLA and generates an annual \$6 billion economic impact on the greater Los Angeles region.

Ranked among the top ten academic research libraries in North America, the UCLA Library is comprised of 8 major libraries and 13 library wide departments and the Southern Regional Library Facility, the remote storage facility for the southern UC campuses, reporting to the University Librarian. In addition, there are 12 affiliated libraries and library units located on the campus. There are approximately 125 librarians on the campus, and the UCLA Library has a staff of approximately 350 and approximately 600 – 700 student employees. The Library has an organizational structure that includes the use of teams in conjunction with departments and units. The library collection consists of more than 9 million volumes and more than 78,000 current serial titles and an aggressively expanding electronic resources collection. The Library's annual budget is in excess of \$33.9 million; more than \$10 million supports the acquisition of print and digital material, and the library is part of the California Digital Library. The UCLA Library is a member of the Association of Research Libraries (ARL), the Coalition for Networked Information (CNI), the Center for Research Libraries (CRL), the Council of Library and Information Resources (CLIR),

International Federation of Library Associations and Institutions (IFLA), and the Scholarly Publishing & Academic Resources Coalition (SPARC).

Based in UCLA's Charles E. Young Research Library, the CRIS department is composed of area and subject specialists who are responsible for building, managing, and providing access to the research collections in all formats in support of humanities and social sciences research and teaching. CRIS librarians serve the faculty and students in these disciplines by providing high-level reference and research services in person, via telephone, and electronically (i.e., e-mail and chat). The department is responsible for staffing the Research Library reference desk. CRIS librarians actively participate in UCLA's Information Literacy Program, taking the lead in the design and delivery of specialized instruction sessions for upper division and graduate level courses. Subject specialist librarians in CRIS work closely together and in cooperation with librarians from other UCLA Library units to meet faculty and student needs. They serve as liaisons to academic departments and research units in their areas of responsibility. Liaison librarians are also responsible for library exhibits, including the faculty case, in their subject areas.

### **Position Duties**

Reporting to the Social Sciences and Humanities (SSH) Team Leader in CRIS, the incumbent is responsible for the following duties:

#### **Digital Research Coordination, Support, and Outreach**

- Plays a central role in developing digital collections and services for the newly renovated Research Library and other campus libraries. Cultivates print collections in the Research Library that sustain digital tools, collections, and services for humanities and social sciences research. Promotes use of existing digital collections and scholarly tools at UCLA.
- Works closely with Digital Humanities and Social Sciences faculty and students in supporting their e-research and teaching needs, and in developing new research projects. Acts as key liaison for the new Digital Cultural Mapping minor at UCLA.
- Keeps abreast of new modes of research in the Humanities and Social Sciences.
- Provides demonstrations of currently mature Digital Humanities resources to interested faculty, staff, librarians, the research community, and library supporters. Links to major digital projects at UCLA are available at <http://www.idre.ucla.edu/hasis/research/default.htm>.
- Works closely with the AUL for Digital Initiatives and Information Technology, the Digital Library Program, Digital Collections Services, and other library partners in providing innovative and emerging new technologies for faculty and student use in the Research Library Research Commons, Digital Sandbox, Laboratory for Digital Cultural Heritage, and other library locations. Links faculty and students with librarians and technologists in supporting digital scholarship, developing new research projects, and engaging in fundraising to support those activities.
- Provides vision and strategic leadership as well as coordination of services for the Research Library Research Commons and digital lab space.
- Works closely with others throughout the UCLA Library system to develop robust digital collections, services, and programs for our faculty and students in data visualization—GIS, maps, statistics, and multimedia. Coordinates with maps specialists and the project manager on the Historical Maps Digitization Project in CRIS.
- Works closely with the Digital Library Program, Library IT, Library Preservation, and other specialists to meet collection development, data storage, preservation, stewardship, and access challenges related to digital content creation and knowledge management.
- Develops additional capacity among the librarians and staff to support work in digital scholarship through instruction, training, demonstrations, lectures, and workshops.

- Partners with other campus stakeholders, such as the Center for Digital Humanities, the Institute for Digital Research and Education-Humanities, Arts, Social and Information Sciences (IDRE-HASIS), the Institute for Social Research, Academic Technology Services, and various research centers to develop robust digital scholarship programs at UCLA and to position the library as central to those programs.
- Works closely with members of Access Services, CRIS, the East Asian Library, the Arts and Music Libraries, and other library stakeholders in developing and implementing a robust and innovative new public services package to support digital scholarship activities in the Research Library.
- Serves as the Research Library's point person for digital scholarship.
- Partners with other leading libraries nationally and internationally in developing new digital scholarship initiatives and programs. Develops a national reputation for the UCLA Library in these areas.

#### Collection Development

- Develops and manages print and electronic collections for a humanities or social sciences subject area.

#### Outreach

- Acts as liaison to campus departments and/or programs related to collecting subject area.
- Participates actively in scholarly communication instruction, projects, and outreach at UCLA and more broadly.

#### **Required Qualifications**

- ALA-accredited Master's Degree in Library or Information Science OR significant graduate-level coursework toward such a degree OR equivalent education and experience (subject expertise combined with professional library education and/or experience).
- Understanding of current trends in humanities computing and digital humanities scholarship.
- Familiarity with tagging and metadata standards including TEI, GIS, XML, XSLT, etc.
- Demonstrable engagement with digital humanities communities in the academy.
- Significant project management experience in an academic setting.
- Teaching experience at the college and/or graduate level.
- Demonstrated ability to lead diverse campus groups while managing individual expectations.
- Understanding of the academic environment and business functions in order to develop and organize requirements, explain available alternatives, and share project direction with constituents.
- Excellent oral and written communication skills and interpersonal skills to work effectively with culturally diverse library users and colleagues.
- Demonstrated proficiency and capabilities with personal computers and software, the Web, and library-relevant information technology applications.
- Working knowledge of standard computer office applications such as Microsoft Outlook, Word, Excel, Access, PowerPoint or other productivity software.
- Excellent organizational, time, and project management skills.
- Ability to work creatively, collaboratively, and effectively both as a team member and independently and to promote teamwork among colleagues.
- Capacity to thrive in the exciting, ambiguous, future-oriented environment of a world-class research institution and to respond effectively to changing needs and priorities.
- Commitment to fostering a diverse workplace and building a diverse workforce and to supporting professional development and training for employees at all levels.
- Commitment to professional issues, demonstrated through strong interest in local or national committee work, research, publication, etc., or in subject expertise.

### **Desired Qualifications**

- Advanced degree in a Humanities field.
- Advanced skills in using a variety of digital technologies.
- Experience in developing web-based tools for scholarship and/or teaching.
- Experience in supervising others.
- Experience in providing reference service in libraries.

### **General Information**

Professional librarians at UC are academic appointees and are represented by an exclusive bargaining agent, University Council - American Federation of Teachers (UC-AFT). They are entitled to appropriate professional leave, two days per month of vacation leave, one day per month of sick leave, and all other benefits granted to non-faculty academic personnel. UC has an excellent retirement system and sponsors a variety of group health, dental, vision, and life insurance plans in addition to other benefits. Relocation assistance is provided.

Appointees to the librarian series at UC shall have professional backgrounds that demonstrate a high degree of creativity, teamwork, and flexibility. Such background will normally include a professional degree from an ALA-accredited library and information science graduate program. In addition to professional competence and quality of service within the library in the primary job, advancement in the librarian series requires professional involvement and contributions outside of the library, university and community service, and scholarly activities. Candidates must show evidence or promise of such contributions.

### **Application Procedures**

Anyone wishing to be considered for this position should apply to Jenifer Abramson, Assistant Director of Library Human Resources, UCLA Library, Library Human Resources, 22478 Charles E. Young Research Library, Box 951575, Los Angeles, CA, 90095-1575.

E-mail applications encouraged and can be sent to <<mailto:jobs-hr@library.ucla.edu>>. Applications should include:

- a cover letter describing qualifications and experience;
- a current resume/vita detailing education and relevant experience; and
- the names and addresses for at least three professional references, including a current or previous supervisor.

**Candidates applying by December 1, 2010 will be given first consideration.** UCLA welcomes and encourages diversity and seeks applications and nominations from women and minorities. UCLA seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the university, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning.

***UCLA is an Equal Opportunity/Affirmative Action/ADA-compliant employer. Under federal law, the University of California may employ only individuals who are legally authorized to work in the United States as established by providing documents specified in the Immigration Reform and Control Act of 1986. Employment is contingent upon completion of satisfactory background investigation.***

***Visit the UCLA Library Employment Opportunities Web site at  
<<http://www2.library.ucla.edu/about/employment.cfm>>.***

LHR – 5 October 2010 (ja)



## Graduate and Faculty Commons Librarian (Scholarly Communication)



**Liberty University,  
Lynchburg, Virginia**

**Salary:** Not Specified

**Status:** Full-time

**Posted:** 06/18/13

**Deadline:**

### Graduate and Faculty Commons Librarian (Scholarly Communication)

**JOB SUMMARY:** Develop and promote lecture programs, web sites and other venues to foster an increased level of graduate library research proficiency and awareness of scholarly communication issues. Develop strategic partnerships with other campus departments serving faculty and graduate students. Manage and promote the Digital Commons, the university's digital institutional repository. Encourage and advise faculty on adoption of appropriate open access strategies and copyright issues. Develop and conduct faculty workshops in copyright compliance. Participates in the provision of effective research services, specialized research support, and instruction to graduate students, faculty, and to distributed library patrons through classroom, telephone, e-mail, and other online technologies. Participates in the production and revision of online research instruction tools and training tutorials for graduate students and faculty. Apply knowledge of emerging information technologies, including alternative reference tools and social networking software. Coordinates with other librarians. Communicate and collaborate with the library's internal and external constituencies to provide timely and effective customer service. Ensure that appropriate content and effective approaches to instruction offered to the University's communities. Serve as a liaison to specific graduate programs within his/her areas of expertise. Collect and tabulate service provision statistics in scholarly communications and Graduate and Faculty Commons programming activities. Promote a positive image of the ILRC. Participate in regularly scheduled departmental and faculty meetings including Faculty Senate committee meetings as appointed. Employ a team approach with the other librarians to facilitate the development and review of the policies and procedures of the ILRC's Graduate and Faculty Commons. Participate in both formal and informal professional development opportunities such as conference attendance, professional research and writing, and/or completion of continuing education courses as approved by the University.

**QUALIFICATIONS:**

- MLS/JD, MLS degree from an ALA-accredited institution, or equivalent.
- Five years professional experience in an academic library.
- Demonstrated supervisory skills.
- Strong commitment to identifying and managing details of copyright and scholarly communications initiatives.
- Evident instruction and online reference service interface skills.
- Evident ability to lead in the adoption of emerging practices and utilization of technologies relevant to reference and instruction in the Digital Age.
- Skill/experience in the use of digital resource production and classroom management software such as Camtasia and Blackboard.
- Strong problem-solving skills and excellent organizational, interpersonal, written, and oral communication skills
- Ability to manage multiple responsibilities and effectively respond to the needs of the campus community
- Must demonstrate excellent interpersonal and communication skills, with a desire to provide timely and effective customer service.
- Must be self-motivated, able to work without direct supervision and as part of a team.
- Ability to efficiently set and prioritize goals and tasks.
- Commitment to Christian higher education and endorsement of Liberty University's doctrinal statement.
- Commitment to professional development.
- Congenial and friendly personality with a willingness to assist others.

**TO APPLY:** For more information and to apply for this position, go to: [https://jobs.liberty.edu/applicants/jsp/shared/position/JobDetails\\_css.jsp](https://jobs.liberty.edu/applicants/jsp/shared/position/JobDetails_css.jsp).

# University of California Los Angeles

## Job Description

The Job Description form is used to record the duties, responsibilities, qualifications sought and fiscal impact of classified and nonclassified positions. This information is the basis for determining the title, salary rate, and Fair Labor Standards Act exemption status for positions. To achieve these purposes, it is essential that detailed and exact information pertaining to current duties, responsibilities, and qualifications be accurately recorded on this form.

### Employee Details

Employee First Name:

Employee Last Name:

Employee ID:

### Position Information

JA Number: 1002600

Effective Date: 03/03/2011

Department Code / Name: 5400-GENERAL LIBRARY

Organization Code / Name: 8300-UNIVERSITY LIBRARY

Fund Source: 4-609100-CL-19900-01

### Department HR Contact

Name: Araceli Bermudez

Email Address: bermudez@library.ucla.edu

Phone Number or Extension: 310-825-7947

### Position Title

Title Code: 7275

Title: PROGRAMMER/ANALYST III

Approved Working Title: Research Technology & Support Coordinator

Approved Program: ITP

Approved Grade Level: 3

Range Minimum: 4656

Range Maximum: 9188

Approved Employee Relations (ER) Code: E-All others, not confidential

Approved Bargaining Unit (BU) Code: 99-Policy Covered

Approved Step Level:

FLSA Status:	Exempt
Appointment Type:	Career
Is this a Master Job Description?	No

### Reporting Information

Supervisor Name:	Jessica Mentessoglu
Supervisor Payroll Title:	PROGRAMMER/ANALYST III, SUPERVISOR
Supervisor Working Title:	Supervisor, Instructional Technology Services
Dept Head Name:	Todd Grappone
Dept Head Payroll Title:	DIRECTOR, ASSOCIATE (FUNCTIONAL AREA)
Dept Head Working Title:	AUL, Digital Initiative and Information Technology

### Job Summary

Job Summary Statement:	<p>Under the supervision of the Library Computing Services (LCS) Instructional Technology Services (ITS) Supervisor, the Research Technology and Support Coordinator provides technical support for research and instructional technology services for the Charles E. Young Research Library (YRL) Research Commons, and other computing resources in the Library. Duties include working with faculty and researchers on specialized uses of the Research Commons, advising on the development of the space and resources, and coordinating data needs with the researcher's department, the Library Data Center and Networking (DCN) team, and campus research computing facilities. The incumbent also serves as Help Desk liaison for the YRL, coordinating technical support to staff when needed. Other duties include providing training on instructional technologies, managing the web-based instructional technology scheduling application and database, and providing direct supervision for student staff working in the Research Commons.</p>
	<p>Library Computing Services (LCS) supports the use of technology to encourage innovation in teaching, learning, and research. Under the leadership of the Head of Library Computing Services (HLCS), the staff of 14 career FTE provide services including: Computing Commons electronic learning spaces (CLICC and TLC); equipment for loan (laptop lending service); access to instructional software and research tools; and providing a comprehensive set of tools for discovering Library resources. LCS supports the work of the UCLA Library staff, providing computing resources and supporting their access to technology, enabling them to provide excellent service. Collaborating with campus and community partners, LCS supports approximately 1,700 workstations, 50 server applications (physical and virtual servers), 500 printers, peripheral devices, and audio/visual equipment for 400 library staff members plus all undergraduates, faculty, professional school students and members of the public. Instructional facilities include CLICC (College Library Instructional Computing Commons); TLC (Technology Learning Center); more than 200 laptops for loan to students from 7 library locations; 180 public workstations in all library locations; and 6-8 technology-enabled learning spaces. LCS provides more than 100 instructional software applications, plus 20-30 staff-specific applications. As a major employer of student workers (70-80), LCS also provides a rich training environment for students and staff.</p>

## Type of Supervision Received/Exercised:

Reporting to the LCS Instructional Technology Services Supervisor, the Research Technology and Support Coordinator operates independently within established University and departmental procedures and policy guidelines to prioritize and complete tasks. The incumbent actively performs the duties and responsibilities of the position with minimal instruction or supervision, resolving challenging customer service and technical issues, taking initiative to resolve issues where solutions are not always readily apparent, and prioritizing tasks while working in the midst of frequent interruptions. Performance is reviewed informally on an ongoing basis and formally on an annual basis. An individual work plan is developed annually, and progress measured through the work plan.

The incumbent does not directly supervise career staff, but supervises student employees working in the Research Commons.

## Supervisory Information

Does this job have supervisory responsibilities?

No

# of Career FTE's this position supervises:

# of Career FTE's supervised through subordinates:

Extent of Supervisory Responsibilities:

## Fiscal Responsibility

Amount:

Type:

Amount:

Type:

Amount:

Type:

## Core Functions &amp; Duties

% of Time	Core Function	Function Letter	Duty Statements
			<ol style="list-style-type: none"> <li>1. Serves as primary developer and architect for the technology available in the Research Commons, creating and maintaining the software images used on the stations in conjunction with other Library Computing Services (LCS)-supported environments.(E)</li> <li>2. Collaborates with Collections Research and Instructional Services librarians and staff to work with faculty, assess needs and implement technology solutions to enrich the research environment. (E)</li> <li>3. Provides expert technical support and guidance to faculty and researchers using the Research Commons, both with provided hardware/software and equipment that users bring into the space. (E)</li> <li>4. Provides on-call technical support for the Research Commons during evenings and weekends. (E)</li> <li>5. Develops software images for MacOS and Windows, including</li> </ol>

developing and supporting dual-boot environments. (E)  
 6. Develops effective implementation methods for deploying workstation images and updates. (E)  
 7. Performs research on emerging technologies with impact on Library and user-related services, including working with vendors in order to gather data and identify critical technology relationships. (E)  
 8. Participates on and/or leads library and campus committees on research technology topics. (E)  
 9. Provides cost/benefits analysis of upgrades and growth in the Research Commons, recommends and performs upgrades as warranted (E)  
 10. Integrates systems and processes with other DI&IT systems, collaborating with staff in the Library and partner departments. (E)  
 11. Manages and configures web-based, database-driven instructional technology scheduling application as well as the digital signage management system.(E)  
 12. Assists users and staff with research and instructional technology technical questions and problems, coordinating work of the student consultants to provide additional support. (E)  
 13. In collaboration with other members of Instructional Technology Services, assists library staff with instructional technology resources, providing testing and troubleshooting for applications and equipment when necessary. (E)  
 14. Supports Library staff in the use of instructional technology hardware, software, equipment, facilities, and services through in-person, telephone or email support and schedules resources as necessary. (E)  
 15. Troubleshoots, identifies and resolves Research Commons Research Commons workstation hardware, software & peripherals problems. Coordinates arrangements for repair and servicing of equipment as needed. Provides general technical support for end-user workstations, applications software and hardware. (E)  
 16. Documents hardware and software solutions, contributing to the technical knowledge base. (E)  
 17. Assists LCS by serving as backup for research and instructional technology support throughout the UCLA libraries. (E)

60 Research and  
 Instructional Technology  
 Resources Design and  
 Support for YRL Research  
 Commons

A

1. Develops and manages database and web application for instructional technology resource scheduling and digital signage including coordinating updates, patches and fixes, and communicating with vendor technical support.(E)  
 2. Provides training and presentations, in-person and on-line for faculty and library staff on research technologies and specific applications such as the resource scheduler including some user management. (E)  
 3. Assists in the delivery of group and individual user training on instructional technology applications and equipment to support research and library services. (E)  
 4. Collaborates with and provides training and guidance when needed to the Technical Assistance Coordinators (TACs).(M)  
 5. Coordinates and collaborates with systems-related projects, software requests from users and in imaging computers. Provides testing and troubleshooting as well as training for users when necessary. (E)  
 6. Works with LCS staff to identify and implement projects related to research computing. (E)  
 7. Assists in maintaining online user documentation for technology services, applications and equipment. (E)

20 Research and  
 Instructional Technology  
 Applications Support and  
 Training

B

8. Working with other LCS staff, assists in installing and configuring applications software according to specified divisional requirements and staff needs, and assists in customizing or modifying programs to meet special circumstances. (E)
9. Performs training for new Library employees, and assists in the development of courses as needed for the user community, including students, faculty and staff. (E)
10. Uses, and supports and provides training for video conferencing and web meeting applications such as Elluminate Live. (E)
11. Participates in projects that involve Instructional Technology Services and LCS.(E)
12. Acts as a technical consultant to end-users to gather information and determine needs. (M)
13. Holds weekly consultative hours for research technologies support. (E)
1. Serves as primary local contact for technical support in YRL and North Campus library locations. (E)
2. Reports, tracks and resolves technical problems by generating Help desk tickets. (E)
3. Assists with periodic Library workstation upgrades including Operating System and applications upgrades, patches and reconfigurations.(E)
4. Installs peripheral equipment such as printers, scanners and bar-code readers in conjunction with new or relocated computer installations. (E)
5. Oversees student Specialists working with hardware and configuration issues and provides any information needed in the training of student Consultants.(E)
6. Serves as a backup for LCS staff with other liaison responsibilities.(E)
7. Coordinates with Library partners and technical staff to install and update software on the LCS user and staff machines.(E)

20 Help Desk Support  
Liaison for YRL and North  
Campus Library Locations

C

#### SKACs

SKAC	Duty Reference	Req/Preferred
1. Minimum of three years experience providing instructional or research computing development and support, including operating system configuration, productivity applications support, troubleshooting, and maintenance in a public or private University and/or academic or research library.	All	Required
2. Demonstrated technical customer service skills, including the ability to define users' (faculty, researchers, students, and staff) problems and effectively convey potentially complex technical solutions in a dynamic research environment.	All	Required
3. Demonstrated detailed knowledge of PC and Macintosh hardware and software (desktop and laptop) sufficient to deploy and administer enterprise services in a heterogeneous multi-domain environment.	All	Required
4. Demonstrated knowledge of audio/visual technology and operations, basic video editing, camera/microphone set-up and collaborative technologies.	All	Required
5. Demonstrated detailed knowledge of desktop operating systems and scripting/control languages (Windows and OS X).	A	Required
6. Technical writing skills sufficient to effectively document systems, technical specifications and processes for a wide range of users and for use in training.	All	Required
7. Oral communication skills sufficient to teach users and staff both formally and informally how to use systems; communicate effectively with technical	All	Required

staff on complex issues; and condense technical information into advice for users and student consultants.

8. Demonstrated organizational skills in juggling several projects and requests simultaneously; ability to re-prioritize and maintain a helpful demeanor in the face of unexpected events.	All	Required
9. In-depth knowledge of common software applications such as MS Office suite, Adobe Applications, iLife, and other standard programs in both the Windows and Macintosh operating environments.	All	Required
10. Demonstrated ability to investigate and evaluate new products and implement new systems and ideas. Ability to easily learn new systems and integrate them into the knowledge base of the group.	All	Required
11. Detailed working knowledge of computer based instructional delivery platforms, programs, applications and authoring tools. Experience in presentation and graphics and authoring software and tools.	All	Required
12. Ability to develop and deliver technical training to non-technical users.	All	Required
13. Ability to develop, maintain, follow and enforce established guidelines, policies and procedures, troubleshoot problems that arise, and recommend and implement changes as situations warrant.	All	Required
14. Experience and skill in supervising student employees, including hiring, orienting, training and development, organizing workflow, delegating responsibility, providing direction, monitoring and evaluating performance, coaching and counseling and taking disciplinary action as necessary.	All	Required
15. Ability to manage, administer, train and use database driven web application for scheduling rooms and resources.	All	Required
16. Interpersonal skills sufficient to interact effectively and cooperatively with unit staff, colleagues, faculty, administrators and campus technology and services units.	All	Required
17. Attention to detail, demonstrated capacity for carrying out tasks in an accurate manner, and ability to check own work.	All	Required
18. Demonstrated sound judgment and ability to work independently, set priorities, and see projects through to completion. Skill in recognizing, defining, and analyzing problems situations, or procedures to define objectives and implement actions plans and recommendations.	All	Required
19. Demonstrated knowledge of technical applications, such as web applications and SQL Server databases. Basic web development skills including database driven web applications.	C	Required
20. Ability to get to work reliably and on time and to be present in the workplace during normal working hours.	All	Required
21. Ability to initiate and maintain cooperative working relationships with co-workers, supervisors, and managers. Ability to work harmoniously and as a team player, thrive in a team-based environment, and skill in fostering teamwork among others.	All	Required
22. Ability to follow directions from supervisors and to provide clear directions to staff and student employees.	All	Required
23. Familiarity with UCLA's online education systems and course management software.	All	Preferred

#### Special Employment Designations/Requirements

Conflict of Interest:

N/A

Critical:

Continued employment contingent upon completion of satisfactory background investigation.



Driving Record: N/A

Other Special Employment Requirements:

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<i>Date</i>	<i>Signature of Supervisor</i>	<i>Name and Class Title</i>
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<i>Date</i>	<i>Signature of Employee</i>	<i>Name and Class Title</i>
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## X. Acknowledgments

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The Task Force would like to extend their sincere thanks to the following individuals for their time, ideas and suggestions for the production of this report:

1. **Guidance and advice:** Gary White, Yelena Luckert, and Eric Bartheld
  2. **iSchool class LBSC 635:** Professor Michael Kurtz; students: Andrew Kaplan, Amanda Deland, Abby Yee, and Kristen Hillgren
  3. **Internal UMD Libraries partners:** Carleton Jackson, Maggie Cunningham, Uche Enwesi, Tim Hackman, Trevor Muñoz, Celina Nichols, Karl Nilsen, and Terry Owen
  4. **Comments on spaces:** Otis A. Chadley, Maggie Cunningham, Patricia J. Herron, Judith S. Markowitz, Alan R. Mattlage, Glenn Moreton, Celina Nichols, and Maggie Saponaro
  5. **External institutions surveyed:**
    - a. *University of Illinois at Urbana-Champaign* – Sarah Shreeves, Co-Coordinator of Scholarly Commons and Coordinator for the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS)
    - b. *University of California, Los Angeles (UCLA)* – Allison Benedetti, Librarian for Advanced Research and Engagement, and Zoe Borovsky, Librarian for Digital Research and Scholarship
    - c. *University of Washington* – Lauren Ray, Research Commons Librarian
-