

Appendix A
Charge to the Committee on The Library of the Future

The Committee should explore future directions for the Hamilton College libraries in light of trends in teaching and scholarship, electronic presentation and access to information, and the costs of information resources. The final report of the committee should recommend key strategies on which our Library should focus in the next 5 – 10 years. The work of the Committee will inform the search for the next Couper Librarian. The final report is due to the President by May 2, 2011.

In doing its work the Committee should meet with campus constituents and national library experts, review institutional and national reports on library services and future possibilities, and visit libraries that are identified as innovative or exemplary in providing services in the liberal arts environment.

Some Trends to Consider:

- the growth of materials in digital formats;
- the varied ways of accessing information electronically;
- the increasing costs of library materials;
- the changing nature of student and faculty expectations and experiences;
- the use of materials in formats other than print in both teaching and scholarship;
- the growth in scholarship published through electronic means.

Some Questions To Be Explored:

- What is role of the library as a physical space at Hamilton, particularly in light of other recent renovations?
- What should the relationships be between the Library, ITS, Writing Center and Oral Communication Center in providing support services to students and faculty?
- How should the library be supporting the changing nature of teaching and learning, and the development of information/visual literacy?
- What are additional ways in which we can leverage our membership in consortia to provide library services and resources?
- How do we balance our acquisitions of print and electronic collections?
- How do the development of e-book readers and the digitization of books (Google Book Project) change the strategies for acquisitions and services?
- What is the appropriate balance between access to and ownership of materials? How do we assess faculty and student needs and maximize use of current and future resources/ holdings?
- What should be the rationale and focus for special collections/ rare books at Hamilton?

Appendix B

Readings

- Bell, Steven. "Fit Libraries are Future-Proof." *American Libraries* 41, no. 10 (October, 2010): 37-39. <http://americanlibrariesmagazine.org/features/09212010/fit-libraries-are-future-proof>.
- Case, Mary M. "Partners in Knowledge Creation: An Expanded Role for Research Libraries in the Digital Future." *Journal of Library Administration* 48, no. 2 (August, 2008): 141-156. [PDF in folder]
- Council on Library and Information Resources (CLIR). *No Brief Candle: Reconceiving Research Libraries for the 21st Century*. CLIR Publication no. 142. Washington, DC: Council on Library and Information Resources, 2008. <http://www.clir.org/pubs/reports/pub142/pub142.pdf>.
- Deiss, Kathryn, Mary Jane Petrowski, and Association of College and Research Libraries. *ACRL 2009 Strategic Thinking Guide for Academic Librarians in the New Economy*. Chicago: Association of College and Research Libraries, 2009. <http://bibpurl.oclc.org/web/34561>.
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- Lewis, David W. "The User-Driven Purchase Giveaway Library." *EDUCAUSE Review* 45, no. 5 (September/October, 2010): 10-11. <http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume45/TheUserDrivenPurchaseGiveawayL/213955>.
- Naylor, Susan and Rashelle Karp. "The Academic Library: Issues and Challenges for the Future." In *Defining Relevancy: Managing the New Academic Library*, 237-264. Westport, Conn: Libraries Unlimited, 2008. [PDF in folder]
- Oakleaf, Megan J. and Association of College and Research Libraries. *The Value of Academic Libraries a Comprehensive Research Review and Report*. Chicago, Ill: American Library Association, 2010. <http://www.acrl.ala.org/value/>.
- Pritchard, Sarah M. "Deconstructing the Library: Reconceptualizing Collections, Spaces and Services." *Journal of Library Administration* 48, no. 2 (October, 2008): 219-233. [PDF in folder]
- Reyes, Verónica. "The Future Role of the Academic Librarians in Higher Education." *Portal: Libraries & the Academy* 6, no. 3 (July, 2006): 301-309. [PDF in folder]
- Schonfeld, Roger C., Ross Housewright, and Ithaka S + R. *Faculty Survey 2009 Key Strategic Insights for Libraries, Publishers, and Societies*. New York, N.Y.: Ithaka S + R, 2010. <http://bibpurl.oclc.org/web/40082>.

- Sennyey, Pongracz, Lyman Ross, and Caroline Mills. "Exploring the Future of Academic Libraries: A Definitional Approach." *Journal of Academic Librarianship* 35, no. 3 (May, 2009): 252-259. [PDF in folder]
- Staley, David J. and Kara J. Malenfant. "Futures Thinking for Academic Librarians: Higher Education in 2025." *Information Services & Use* 30, no. 1 (January, 2010): 57-90. [PDF in folder]
- Stoffle, Carla J., Kim Leeder, and Gabrielle Sykes-Casavant. "Bridging the Gap: Wherever You Are, the Library." *Journal of Library Administration* 48, no. 1 (July, 2008): 3-30. [PDF in folder]

Appendix C

People Consulted Via Telephone Call

Person	Institution	Date	Time
February			
Dave Pilachowski	Williams	February 15	4 p.m.
Ray English	Oberlin College	February 17	4 p.m.
Jeff Trzeciak	McMaster U	February 18	9 a.m.
Stephen Abram	Cengage Publishing	February 21	3 p.m.
Stephen Bell	Temple U	February 22	10 a.m.
Joan Lippincott	CNI	February 22	11 a.m.
Richard Fyffe	Grinnell College	February 22	3 p.m.
Gene Wiemers	Bates College	February 24	3 p.m.
Mike Keller	Stanford U	February 24	4 p.m.
Sarah Pritchard	Northwestern U	February 25	5 p.m.
Susan Perry	Mellon Foundation	February 28	3 p.m.
Bart Harloe	St. Lawrence	February 28	4 p.m.
March			
James Neal	Columbia U	March 1	10 a.m.
Michael Roy	Middlebury College	March 3	2 p.m.
Donald Waters	Mellon Foundation	March 3	3 p.m.

Questions asked: Looking ahead for the next 5-10 years and beyond:

1. What is role of the library as a physical space, or a place of serendipitous discovery at Hamilton, particularly in light of other recent renovations?
2. What should the relationships be between the Library, ITS, and academic support centers (e.g., Writing Center) in providing support services to students and faculty?
3. What are additional ways in which we can leverage our membership in consortia to provide library services and resources?
4. What impact will the development of e-book readers and the digitization of books (e.g., Google Book Project) have on acquisitions and services policies?
 - o How do we balance our acquisitions of print and electronic collections?
 - o If some print materials are to be “retired” what approaches could be used to do that?
5. How can special collections/ rare books at Hamilton be better integrated into the curriculum?
6. What sorts of changes do you anticipate in faculty demands on the library for teaching and research and the relationships between faculty and librarians? How do you prepare for them?

- How should the library be supporting new methodologies used in teaching and learning, and the development of information/ visual literacy?
- 7. How might the library better engage faculty in the task of raising student awareness of the library's capabilities?"
 - How do we assess faculty and student needs, and maximize use of current and future resources/ holdings?
- 8. How might the Faculty and the Library cooperate in efforts to make access to scholarly research more accessible and affordable?

Appendix D

Faculty Survey on Library

How often do you go (physically, not virtually) to Burke Library? (excluding regular class meetings)

At least once per week

Maybe a few times per semester

Rarely (once a semester)

Never

Comment

How often do you browse (physically, not virtually) the book collection in the stacks?

At least once per week

Maybe a few times per semester

Rarely (once per semester)

Never

Comment

How often do you browse (physically, not virtually) the recent periodicals on the first floor of Burke Library?

At least once a week

Maybe a few times a semester

Rarely (once a semester)

Never

Comment

Approximately what percentage of your use of library resources is on-line?

Comment

Do you involve librarians in your scholarly research?

Mainly to help me find resources

To go beyond finding resources and help in other ways (be specific below)

I rarely or never involve librarians in my scholarly research

Comment

How important is Burke Library's printed collection (including bound periodicals) to your scholarly research?

Very important

Somewhat important

Not very important (but I do use it sometimes)

It's basically irrelevant to my scholarly research

Comment

Which of the following best reflects the way you distribute course materials? (check all that apply)

I put printed material on reserve

I use e-reserves

I upload readings to Blackboard

I hand out photocopies

Comment

How do you use the library in your teaching? (check all that apply)

I consult with librarians when developing my courses

I have librarians come to my classes

I give assignments that require my students to use printed sources in Burke Library

I give assignments that require my students to use interlibrary loan

I give assignments that require my students to use electronic resources licensed by the library

I rarely or never require my students to use the library in any of the above ways

Comment

What are the most important services that the librarians can provide for your students? (please rank in order of importance, using a number only one time, 1 being most important)

1

2

3

4

5

Teaching my students to use the catalog to find books in our library

Teaching my students to use inter-library loan

Teaching my students to use library data bases to find scholarly materials

Teaching my students to evaluate the reliability of sources

Teaching my students to revise or refine their research topics

Comment

Which of the following best characterizes your attitude towards e-books (either on-line or on hand-held devices)?

I like them and am comfortable with them

They're OK for some purposes

I prefer traditional books

I have no experience with e-books

Comment

Regardless of your attitude towards e-books, do you think that they will dominate your field within 10 years?

Probably yes

Maybe (I'm not sure)

Probably no

Comment

How important to you is it that the library maintain and build its printed collection?

Very important

Somewhat important (but I'm not losing sleep over it)

Not important the future is in electronic materials)

Comment

How does our library compare to other small academic libraries you have used? What do we do relatively well? What not so well?

Do you favor putting a cafe in Burke Library?

Yes (it's really needed)

Maybe (if we could solve problems like space - spilling and noise)

No (it's a bad idea)

Comment

If you use the Music Library or the Media Library, please comment briefly on how you see their future.

What is the most important advice you would give the new Couper Librarian (head librarian)?

Please identify your area of the curriculum. [Required]

Arts
Humanities/History
Sciences
Social Sciences

Your Age [Required]
Under forty
Forties
Fifties
Over 60

Appendix E
Student Survey

What is one thing you would most like to see CHANGED about the library in the next 10 years.	
<i>Feature</i>	<i>Times Mentioned</i>
General physical appearance (ugly, uninviting, out of place)	44
More comfortable and varied work spaces with better seating and tables	34
Carpeting (bad color, dirty, and worn)	33
Better lighting	17
More/better quiet study spaces for individuals	11
More food options, perhaps a café	11
Better heating	9
More varied book collection, audio textbooks, streaming media, greater accessibility to online materials	9
More/better configured group study spaces	8
More/better placed electrical outlets	5
Better printer options for color and laptop printing	5
More Macs	5
Quieter environment	4
Provide 24 hour access	1
Expand all night reading room	1
More women's rooms	1
Make less crowded	1
What is one thing you would most like to REMAIN UNCHANGED about the library in the next 10 years?	
<i>Feature</i>	<i>Times Mentioned</i>
Place for quiet study	27
Books	14
Computer work stations	13
Helpful staff	11
Space for individual study	10
Variety of study spaces	9
Large glass windows	6
Variety of resources	5
Study atmosphere	2
Accessibility of special collections	2
Location	2
Second floor study area with stained glass windows	2
New stack lights on third floor	1

Please rate how important the following library characteristics are to you.				
	Very Important	Good to Have	Not Important	
Places for individual study	184	18	0	
Places for quiet study	182	20	0	
Comfortable surroundings	173	28	0	
Computer work stations	166	33	3	
Online access to most library materials from anywhere (on and off campus)	166	32	4	
Books	145	45	12	
Natural light	135	60	6	
Central campus library (physical materials all in one place)	121	69	11	
Aesthetically interesting spaces/features	116	84	2	
Personal assistance with research/technical questions	110	87	5	
Places for group projects	101	86	15	
24/7 access to all library materials & staff	89	97	16	
Flexible environment (movable furniture reconfigurable spaces etc.)	86	87	28	
Cafe (like an Opus)	69	90	43	
Materials unrelated to course work (books dvds magazines audio books)	49	122	31	
Social hub	21	58	128	
When I come to Burke Library, I . . .				
	nearly always	often	sometimes	never
look for a quiet place to study	110	59	28	3
use the computers	79	72	42	6
use the library's books	21	41	97	40
study with friends or classmates	15	47	90	46
socialize with friends	9	36	91	64
get help with research or technical problems	8	27	108	54
browse the book stacks	5	24	92	77
use the library's print journals	3	24	82	91
nap	4	16	58	121