Planning for Achievement:

A Hunter College Library for the 21st Century

Report of the President's Task Force on the Hunter College Libraries

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EXECUTIVE SUMMARY

"Whatever you can do, or dream you can do, begin it. Boldness
has genius, power, and magic in it. Begin it now." — Goethe

I. A Vision for the Hunter Libraries

Libraries are the hearts of the world's excellent universities. Significant improvements to the Hunter College Libraries are essential for achieving the status we are poised to claim as one of the finest liberal arts institutions in the country. Our vision is that our Libraries will effectively and efficiently support the College's missions of research productivity and innovation, professional preparation, and world-class undergraduate and graduate education. Central to this goal is making the Libraries energizing and welcoming spaces, designed to enable the functions of a modern college library, which include:

- Facilitating access to and use of materials;

- Providing a comfortable and safe place for students and faculty to work and interact;

- Supporting individual and group learning and study;

- Contributing to information literacy by enabling users to identify, access and evaluate available resources;

- Partnering with students and faculty to create new knowledge and share it with peers, colleagues, and the larger—increasingly *global*—community.

> *The Libraries are the intellectual crossroads for all of the essential activities of the College.*

Enabling our Libraries to serve these functions requires bold leadership, imagination, planning and significant resources and should rank among the College's highest priorities. Careful thought and planning both to improve programs and facilities and to better integrate the library into the learning community are critical to making our Libraries central to our College and learning community.

For the Libraries to be the intellectual crossroads of the campus and serve as a center for the College's academic mission, we need to create a space that houses an ever-evolving array of tools and resources, both print and digital, for teaching, learning, and research. And for the Library to carry out this role effectively, all stakeholders must be integrated into the Libraries' planning,

development, and assessment processes. The College should create processes and systems that engage representatives from all segments of Hunter's diverse community to ensure that our Libraries meet their needs and effectively communicate the services and materials available to them. Creating such systems will require high level leadership, direction, and resources.

The library of the 21st Century is a learning space with a mission that extends far beyond storage and retrieval of information. In this global age, information is stored and retrieved and knowledge is conveyed through a wide range of media, many of which are dependent on increasingly sophisticated technology (White, 2005). Libraries face tremendous challenges in providing access to materials and delivering services and programs that educate patrons in using, manipulating and sharing these materials.

In this sophisticated milieu, traditional reference services have changed. They have become increasingly interactive, requiring changes in the physical environment—space and furniture— to encourage interaction and collaboration. Library programs and services are often delivered using multiple media, including reference services. Librarians provide reference and other services not only in person, but also on-line, through distance-learning courses, and via portable electronic devices such as text messaging to wireless handheld devices. They help students and faculty develop materials for presenting research and knowledge. All of this requires constant staff development to keep up with rapidly changing technology and resources. Moreover, libraries are the primary teachers of information literacy, a critical educational function in any college.

> *The quality and the inviting nature of the actual physical plant remains critical.*

Even with greatly increased remote access to library services and materials, the quality and the inviting nature of the actual physical plant remains critically important, particularly at an institution like Hunter which has large numbers of commuting students and a dearth of public spaces suitable for study, collaborative research, or group project initiatives. The Task Force embraces the recommendations of our undergraduates who have stated, "Our library needs a complete physical renovation in order to enhance it as a learning environment," so that it can become "an environment one looks forward to coming to study in" (LibQUAL, 2005).

The literature on academic libraries suggests that the difficulty of safely housing hard copy collections, the changing role of a library in an academic institution and the lack of space for resources and study is not unique to Hunter College. Others are exploring new approaches to address the problem of space and the technological challenges on campuses like ours that have constrained space and budgets and are making substantial investments in their libraries.

Our present Libraries are not yet ready to take up the challenges of meeting the expectations sketched above. They are lacking in vital areas: facilities, relevant technologies and mechanisms for planning. Moreover our Libraries lack sufficient faculty and staff to deliver the desired outcomes, particularly in the areas of technology services and development. At the current funding levels, the Libraries will not meet these expectations in the future. In sum, planning and development are urgently needed to create a library system that can adequately support Hunter's missions.

The path to successfully addressing the chronic shortcomings of the Libraries is hampered by several factors:

1. **Overall lack of resources, including staff**
2. **Lack of a dedicated funding stream** - essential for long term planning;
3. **A physical facility (Wexler) that was never adequate and has deteriorated significantly**.

An ambitious plan is urgently needed to make the Library a space that is beautiful: Where there is natural lighting and fresh air, where students and faculty enjoy going to learn, study, do research, contemplate, or curl up with a book. We need a library with flexible spaces for teaching and group and individual study. We envision a Library with increased energy efficiency and a smaller environmental footprint that makes Hunter College a model for the rest of the City to emulate. The Library needs to be re-invented from the inside out in light of technology and student needs. We need to re-envision the space, expand the services and programs, adopt and adapt new technology, and do aggressive marketing so the Library has a presence everywhere on campus and is front and center in every student and faculty member's consciousness.

Mission: The mission of the Hunter College Libraries and the mission of the College itself must be compatible and synergistic. We believe that a thoughtful reevaluation of the Library's mission should be considered as part of the larger planning processes. In his article "Designing for Uncertainty: Three Approaches," Scott Bennett (librarian emeritus of Yale University) argues that a college's mission should be the foundation of all planning for library change. Bennett believes that an institution that uses its mission to ground its planning process will not only succeed in achieving the kind of library that is responsive to the evolving needs of its users, but it will also *protect the College's investment*—in other words, it will be more likely to save money in the long run (Bennett,

2007). If the Hunter College Libraries are to embody the spirit of the College mission, it is incumbent on the College itself to devote significant resources and planning to the rethinking of the Libraries, including retrofitting the existing physical facilities, supporting increased staff development and training, and expanding and enriching programs and services.

II. Facilities

The Libraries should become *the* campus destination for students to seek knowledge, enhance and enrich their understanding, collaborate with others to produce new knowledge, and share what they have learned. To achieve this, the Libraries need to have appropriate facilities that are inviting and inspiring. The priorities governing planning for renovated and redesigned Libraries should address:

- Functionality and Efficiency: Space should be consistent with and responsive to patron usage and program needs, enable multiple uses, and build in flexibility for accommodating predictable and unpredictable changes; and make optimal use of energy,

The Libraries should become the campus destination

- Sustainability: Retrofitting should employ environmental measures that consider the health of the staff and students, the collections, and the equipment;

- Appeal: The physical condition of our learning spaces should be enhanced so that they communicate our priorities, expectations, and aspirations as set forth in the College and Library mission statements—we envision spaces that are dynamic, stimulating, and motivating.

The physical conditions of our Libraries—especially Wexler—are incompatible with responsible care of the collections and the health and well-being of the faculty and staff and the students who use them. Just as importantly, the facilities are unattractive and downright inhospitable for use as a place to study. Patrons find the Libraries difficult to use, due, in part, to inadequate signage and poor lighting. Of 800 students providing written comments on the recent LibQUAL survey, 100 complained about the facilities, stating that they were dirty, noisy, dark, and rundown. One undergraduate in geography summed up the conditions:

The Libraries must use their spaces as efficiently as possible.

> The physical condition of the library [Wexler] is deplorable and embarrassing. It is ugly, dark, stifling and cramped. It is often unbearably hot in the winter. Moreover, the library cannot accommodate computer terminals very well. The workstations are often too tightly spaced together and the furniture is uncomfortable (LibQUAL, 2005).

Even recent improvements in the Browsers' Lounge in Wexler, for example, can be quite literally dampened from leaks. A formal, well-thought out, professionally led planning process is essential to ensure that renovations are done effectively and efficiently.

Our Libraries face a significant shortage of space. Even in the unlikely event that additional space is acquired, the Libraries will continue to need to use their space as efficiently as possible. This will require significant investment in planning, design, and infrastructure that facilitates multiple uses of spaces designed for teaching and studying, compact shelving, and staging for minimal disruption of library services.

Studies have consistently shown that improving the physical plant will result in increased use and enhanced student learning (Freeman, 2005; Shill and Tonner, 2003). Shill and Tonner's 2003 study of physical improvements in 354 academic libraries found that trading "outdated, poorly lit, underfinanced, and depressing" space for a library with "basic comforts" including pleasing ambience and excellent lighting, high quality and ergonomic seating, easily available and usable wired and wireless internet access, public access computers, adequate instruction laboratories, and good temperature and air quality control will increase student usage. "Eighty percent of the libraries located in new or significantly renovated buildings saw their traffic increase" (Carlson, 2005). Many saw usage increase 100 to 200 percent. According to Shill and Tonner (2003) the most important features of libraries experiencing 100 percent increase in usage included:

- Overall facility ambience;
- Natural lighting;
- User seating quality;
- Public access computers;
- Telecommunications infrastructure;
- Instruction lab.

While "successful" library renovation almost invariably resulted in increased usage of the library physical space, lack of innovative, distinctive design, inadequate planning, and long delays were responsible for renovations that did not increase usage. Moreover, Tonner suggests that libraries in public colleges that did not increase usage after renovation engaged architects who were

not experienced working with libraries, "used more conservative 'institutional' design approaches" and suffered from inadequate funding resulting in, a "mix-match of old and new, cheap furniture, lack of computers and signs, and insufficient staff to keep the facility open and functioning well." He further pointed out that renovations that only addressed problems created by significant overdue maintenance problems "without an eye to the holistic function/form of the 21st century libraries may worsen the users' experience in the library" (Tonner, 2007) .

Students at other colleges want the same things our students and faculty do:

- More group study spaces;
- Many additional computer workstations with internet access;
- Tables for collaborative work;
- Comfortable lounge seating;
- Information Commons (combined technology/research help desk).

Group study space is urgently needed in all of our libraries as study, research, and learning become more and more collaborative in nature (Association of College and Research Libraries, 2006). Adequate group study space is needed not only to provide collaborative study space, but also to ensure that the quiet study areas actually are quiet. Students also request 24 hour access.

Green Building Initiatives

The Task Force urges the College to explore a comprehensive and green retrofit of the Libraries that would resolve major and long-standing problems with the mechanical systems and the use of space. As a major NYC public building, the College is an obvious place to realize Mayor Bloomberg's plans for energy and water conservation, giving us access to City and State assistance and incentives. A renovation that improves building efficiency and reduces operating costs could not only attract funding beyond what we might otherwise obtain to renovate the Libraries, but would also attract a great deal of positive publicity for Hunter College.

Need for planning

The Task Force wishes to emphasize the importance of planning and the use of consultants experienced in planning and designing *college libraries and library services* and embracing the principle of doing things *right* rather than cheaply. The planning process should be led by expert library planners and architectural and engineering firms that are experienced and skilled in college library functioning, design and maintenance, as well as energy efficiency and sustainable retrofits. This planning must integrate concerns with building systems, ongoing maintenance and cleaning, library programs, and technology and space needs.

To sum up, planning must:

- Be guided by experienced library planners and firms experienced and skilled in college library functioning, design and maintenance as well as energy efficiency and sustainable retrofits;
- Be carried out in close collaboration with library staff as well as ICIT and other stakeholders;
- Integrate concerns with building systems, library program, technology and space needs;
- Include designs for multi-use space and staging for minimal disruption of library services.

Recommendations:

- ***Commence planning for redesign and necessary maintenance of physical plant:*** The physical condition of the Libraries needs long-term attention. Wexler is poorly designed and is inadequate as presently configured. We recommend that the college:
  - o Consult experienced planning, engineering and architectural firms to determine the opportunities and costs of retrofitting the Libraries to address endemic failures in the design of the physical plant including the building's systems. A plan should be developed to provide sufficient and properly designed spaces for collections and student use and improve the building's air quality, ventilation, and temperature control while increasing energy efficiency.
  - o Consult an experienced Library Planner to advise library faculty, architects, and others in developing a plan to integrate continuing and innovative library programs with facility and technology improvements, including new study and classroom spaces and the re-location of patron services (e.g. reference), and operational activities. Both the main Library and the branch Libraries need flexible study spaces for small and large groups. Changes or additions to the Libraries space should be made with flexibility in mind as spaces should be adaptable to changing conditions and needs both day-to-day and over longer periods of time.
  - o Consider offering a "studio" planning course in Fall, 2007 or Spring, 2008, so that masters level planning students might contribute to the rethinking of the design of the

Libraries. These students' findings could be summarized in a report to the President and otherwise funneled to expert planning consultants.

- *Fix the urgent problems immediately:* Immediate attention should be focused on improved lighting, cleaning, signage, and leaks. In the slightly longer term the full range of Heating, Ventilation and Air Conditioning (HVAC) system problems must be resolved so that temperature and air circulation can be controlled adequately. Group study spaces should be created as quickly as possible. High quality, comfortable, functional and ergonomically designed furniture needs to be purchased to replace worn out furniture.

- *Hire a facilities manager* to ensure that the immediate and urgent needs of repairing and maintaining Wexler and the Branches are consistently met so that the working and studying conditions are improved and the collection is protected. Administrative responsibility for the care and maintenance of the Libraries' physical plant must be clarified to ensure that the Libraries' are adequately cleaned and maintained.

II. Technological Capabilities and Innovations

Libraries are places where intellectual work is accessed, produced, and reproduced in an increasingly digitized and globalized environment. Faculty and students alike are expected to produce and present their ideas in ways that meet professional organizational and design standards, and the competitive edge surely goes to those who are able to present their ideas in formats that can be shared and transmitted

> *The Libraries must have greater capabilities to provide students with the tools, instruction, and support to effectively utilize new technologies.*

with speed and ease. Consequently, libraries need improved capabilities for providing the tools, instruction, and support faculty and students require to effectively use new technologies to access electronic and print resources and to create materials to share the learning they have acquired. Such services are most often provided in an "Information Commons" where students can interact, get technology support and research assistance and use computer based learning resources (see http://www.lib.uiowa.edu/commons/index.html).

The Information Commons would provide quality service, expert help, and seamless access to information in a supportive high-tech environment that would allow the Hunter community to access, evaluate, and use the entire range of the Libraries' resources. Such a space would provide research and presentation instruction to assist students in making use of technology for gathering materials and organizing and sharing their ideas, including formal and non-formal information

literacy instruction. It would allow for the addition of new academic and information technologies to support the educational mission of the college and potentially provide an integrated and more comprehensive perspective on how technology is utilized in the Libraries and what deficiencies and long term needs exist.

The Information Commons would also integrate traditional library reference, student workstations, and technical assistance for using all the programs on these workstations for identifying, accessing and using library and course materials. Staff and faculty providing services in the Information Commons would have expertise in the hardware and software in use as well as expertise in reference. This combined expertise in both knowledge and technology is a key element in the success of an Information Commons. In addition, the workstations themselves need to facilitate student collaboration by having adequate space around each computer for several students as well as extra chairs that can be gathered where needed in the workstation areas (Indiana University, 2007; Brigham Young University, 2007; University of Florida, 2007).

Recommendations:
- *Create an "Information Commons" at the entrance to each library.*
- *Support greater collaboration between the Libraries and ICIT by examining administrative organization.*
- *Create a technology planning, development, and assessment group for the Libraries.*
- *Establish a schedule for conducting usability analysis of the Libraries' web pages on an ongoing basis.*
- *Include the use of personalized technology (PIE: Personalized Information Environment) in planning for services.*
- *Hire appropriate staff and provide appropriate on-going training to execute the above recommendations.*

IV. Programs and Services

Hunter's Libraries are used heavily. While many colleges report that "most undergraduates either do not visit their campus library or do so only one or two times per year" (Association of College and Research Libraries, 2006), the gate count at Wexler averages more than 4,000 users on weekdays when school is in session and is increasing. These numbers suggest that as much as 19% of the student body use the Library on any given weekday. The Libraries provide a wide range of

services to students and faculty to support their use of library resources both in the Libraries and remotely, including instructional services, course reserves including electronic reserves, interlibrary loan, and journal alerts service for faculty, circulation, and reference. The Library provides many programs and instructional services for information literacy reaching almost all incoming freshman. While programs for graduate students are expanding, we are less successful in reaching our transfer students and new faculty who need customized or personalized orientation and targeted opportunities to learn about the Libraries' services and collections. Programs and appropriate administrative infrastructure need to be developed to ensure that transfer students are appropriately introduced to the Library and its services and receive information literacy training as needed.

The need for continuing and expanded information literacy instruction will increase as technology and resources change and multiply. Information literacy is currently provided in several different settings: Departmental faculty invite librarians to teach sessions in their classes on information literacy and using the library to do research, and more should be encouraged to do so. Library faculty also teach freestanding information literacy classes. It is important that all these classes be held in classrooms where students can actually practice what is being taught at computer workstations "thereby increasing their knowledge of—and comfort level with—a wide range of electronic resources" (Shill and Tonner, 2003). The library needs to expand access to such services in informal and formal settings, in person and on-line. Of course, increasing information literacy instruction is likely to require additional library faculty.

Providing expanded services dependent on emerging technology will also require ongoing professional development for library faculty. Bennett (2007) points out:

> Librarians are much more often asked to learn new substantive skills than are information technologists, student tutoring staff, or media/AV staff. Cross training in substantive skills and in service outlook are comparable in frequency. These figures may correlate with the observation often made that librarians must learn more about technology to function successfully in a collaborative work space, while information technologists must learn more about a service outlook.

Over the last several years, the Hunter Libraries have endeavored to respond to student and faculty requests for easier and faster on-line (and off-campus) access to digital materials. The proxy server has been made more efficient and easier to use, and more materials have been made available from remote locations. Reference services and electronic bibliographic software have been made available on-line and 24/7.

Marketing of these programs should be integrated into an overall library marketing plan since many students and faculty are not familiar or even aware of the resources and services available through the Libraries The Library needs an aggressive outreach and marketing program that will make its presence ubiquitous on campus. Such a program might include something comparable to ICIT's back-to- school technology week to help faculty:

- Set up reserves and electronic reserves;
- Assist in arranging for copyright permission;
- Set up in-class sessions on information literacy and using library resources to identify materials useful for class assignments and research.

Students and faculty in market research might be able to contribute to the design of such a marketing program. Ultimately, the goal of programs and services is to provide timely, user friendly and user identified programs and services to meet the needs of students, faculty and staff in support of their academic and professional pursuits.

Recommendations:

- ***Create an Information Commons for the purposes of coordinating and integrating workspace, service delivery and technology to provide expert assistance to students and faculty in research, learning, and the development of presentations.***
- ***Consolidate academic support services in close proximity to the Library.*** Consider relocating academic support services, including such units as the reading/writing center, Center for Student Achievement**,** Socrates Center, Mathematics and Physical Sciences Learning Centers, Special Services Program/Tutoring, Honors Program, and Academic Computing to locations proximate to the Library so that their staff can work closely with Library staff and so that the Library's resources are close at hand when students working in these centers need them. Consolidation of these services should enhance use and effectiveness of both the Libraries and the support centers. We might look to the creation of what other colleges call "Student Success Centers." Institutions are finding significant donor interest in creating such centers.
- ***Expand hours and services.***
  - Planned renovations should reconfigure the library layout so that it is possible to extend hours with fewer staff.

- o Increase availability of staff who can help patrons with software and hardware problems including servicing copiers, printers, and computers.
  - o Expand services for undergraduates.
  - o Improve access to reserves and encourage faculty to use electronic reserves.
  - o Provide more services for faculty such as handling copyright issues.
- *Enhance information literacy services through collaborative work with faculty to integrate information literacy standards into course syllabi*.
  - o Establish stronger relationships between Library and disciplinary faculty for meeting information literacy needs.
- *Develop a comprehensive strategic plan for marketing library services* that seizes opportunities to use all forms of electronic communications with the Hunter community (e.g., the Libraries' web pages, which are currently not developed extensively for this purpose).
- *Training of library and student staff should be enhanced and expanded.*
  - o Student staff members play an important role in delivering library services; additional training should allow them to better assist patrons. Higher salaries may reduce turnover.
  - o Provide for staff development and cross-training (especially with regard to technology services) of library faculty and staff.

V. Collections

We recognize that our Libraries have some outstanding resources, interesting and helpful programs, and superb professional staff and library faculty. However, the support, resources and assessment mechanisms for collection development are lacking. For many years, Hunter's library collections were underfunded, even relative to other senior CUNY colleges. Improving the collections will require additional funds that are secure and stable enough to allow proper planning.

The Task Force was unable to fully assess the Libraries' holdings because no systematic assessment procedures are in place. However, informal investigation by participating library and departmental faculty suggests that the collections are in many ways impressive, but are uneven. Moreover, the data clearly show that collection of needed print materials is declining with the rising costs of periodical subscriptions and electronic media, and Hunter is sorely lagging behind its peers in the CUNY system. These facts merit serious consideration in planning for a library system that is suitable specifically for Hunter. While the Task Force members greatly admire and appreciate the

designs of the libraries at Baruch and Brooklyn, we note that Hunter is still distinguished from them in that it needs to cover the broader range of disciplines that Hunter teaches.

It must be a priority to include all stakeholders in processes of development and assessment.

Collection acquisitions and related technology planning require significant consultation and collaboration with faculty and students in order to be effective and respond to their needs. Therefore, all stakeholders need to be included in processes of development and assessment of the collection and technology planning.

The planning process should also focus on storage and sharing issues, which are critical to the long term efficiency of the Library. A system-wide analysis considering a range of strategies for collections storage, such as off-site facilities for infrequently used materials should be completed. A CUNY-wide common storage site might facilitate sharing and consolidating holdings, and ultimately free funds for other uses. However any plan for off-site storage must provide for adequate and timely retrieval of materials. Analysis of the collection, acquisitions, and storage and sharing issues must involve key stakeholders including library and departmental faculty, students, and high level administration.

Recommendations:

- ***Engage faculty and students in collections maintenance and development.*** The Libraries need a systematic way to involve all the stakeholders—departmental faculty, students and librarians— in collections development and marketing of the Libraries and their services. The involvement of these stakeholders is key to better integration of the Libraries into the broader academic community. While there is a process in place for consultation between the librarians and departmental faculty on collection development, there is very little participation on the part of the faculty. Improving the collections development system requires high level academic leadership to secure the involvement of academic departments. Faculty and students also need to be involved in developing on-going collection assessment systems.
- ***Increase resources to improve the digital and print collections.***
- ***Establish systematic means of communication between departments and library faculty to insure that collection decisions are made collaboratively.***
  - Develop feedback loops with students and faculty so that the Library can regularly assess the needs of its clients for resources, teaching, and learning.
  - Use technology to reach out and respond to faculty and students.

o   Develop a mechanism—with support from departmental faculty, provost and ICIT—to ensure that Library selectors are provided with reading assigned in all classes. (Blackboard might be one mechanism for communicating this information.)

- *Ensure timely delivery of materials not available at Hunter.*
    o   Make regular arrangements for faculty and doctoral students to access other University libraries as needed.
    o   Ensure that interlibrary loan services are adequate and timely.
- *Explore alternate methods of storage of collections.*
    o   Consider appropriate off-site storage for older journals that are now available electronically. Consider consolidating such storage with other CUNY libraries.
    o   Incorporate compact storage in renovation planning process.

VI. Special Concern for Branches

All of the above recommendations, especially those relating to technology, collections, and services apply to the Branch Libraries as well as to the Main Library at 68th Street. Both the School of Health Professions and the School of Social Work are relocating. Wherever these libraries are housed, the recommendations for collections, technology, and programs and services are applicable to them. If branches will remain in their current locations for more than three years, both need an overhaul aimed at providing additional group study space and increasing the efficiency of usable space employing green building technology where possible.

Recommendations:

- *Branch facilities, collections, programs and collaboration with ICIT should be enhanced*, even while changes or relocations are being considered for the current Branch Libraries.   Whole generations of students can be expected to pass through these libraries before any move takes place. Their education cannot be put at risk.
    o   Careful consideration and planning are required for any transitional swing space and any permanent new space.
    o   Librarians need to be actively involved in the planning and implementation stages of any new library spaces.
    o   Both new and transitional spaces need to have adequate library resources.

VII. Leadership and Organization

The Library's ability to successfully complement and enhance the College's mission is dependent upon deeper and broader interaction with the Hunter community and improved access to resources. Administrative and organizational relationships should be studied to see how best to achieve these objectives. As the American Library Association points out,

The Libraries' mission should be reflected in the highest priorities of the College.

If a library is to make a significant contribution to achieving an institution's strategic purposes, universities and colleges need to regard the head librarian as a key player in the decision making process.…Librarians need to be in positions to give forceful expression not just to the problems but also to the solutions the library can provide (Association of College and Research Libraries, 2006).

The college should evaluate the Library's relationships with academic support centers and look for ways to strengthen, coordinate and possibly integrate their activities. Moreover, leadership at the level of the Office of the Provost is needed to systematically engage faculty and students in important decision-making processes related to the Library. The involvement of these stakeholders is key to better integration of the Libraries into the broader academic community.

The Hunter Libraries face a particularly difficult challenge in that they operate under conditions of austerity and, at the same time, are expected to support multiple levels of research and instruction across a broad spectrum of disciplines. The Libraries need to support undergraduate, masters, and, increasingly, doctoral students in completing coursework and guided and independent research and learning. New doctoral programs will surely increase these weighty responsibilities. The Libraries, as currently constituted, are unable to adequately support faculty research, and under current conditions, it is highly unlikely that

Hunter's highest levels of administration should be creative and bold in thinking about how to best meet the Libraries' challenges.

they will be able to do so in the future. To improve the situation for the near future, the College and Libraries, working with faculty and through the Provost's and Deans' offices, should develop plans for supporting and facilitating faculty access to research materials at other institutions. Hunter's highest levels of academic administration need to be creative and bold in thinking about how to best meet the Libraries' challenges.

Recommendations:

- ***Enhance the visibility, priority and presence of the Library in the College's budget process.***

- *Re-evaluate the administrative organization of the Libraries and ICIT.*
- *Enhance the Libraries' access to services from facilities.*
- *Re-evaluate the administrative and physical relationship of the Libraries and the academic support centers.*
- *Develop systems for increasing communication between library and departmental faculty regarding service, programs, and collections.*

VIII. Funding and Fundraising

The mission of the Libraries is so important and their charge is so weighty that it requires an ambitious plan that will aspire to deliver the resources necessary to support the overall mission of the College and address the social and political challenges faced by public institutions. CUNY funding of Hunter's libraries, measured by dollar per FTE, has been low for many years. Hunter's library expenditures have increased significantly recently ($3.5 million in FY 2005 to $4.4 million in FY 2007), but benchmarks with peer institutions still offer direct evidence for substantial budgetary increases.

There is a need to raise the priority of the Libraries in the College planning and budgeting

Ambitious planning will support aggressive fundraising.

process in order to secure the additional resources required to maintain and update the Libraries' collections. Elevating the position of the Chief Librarian within the College hierarchy should be considered to better position the Libraries to secure needed resources and ensure that the Libraries have more input as changes are implemented.

The current focus on "green" and energy efficient buildings presents the College with an opportunity to attract funds to fix our building systems and make them more efficient. By making the library part of the process of meeting Mayor Bloomberg's goals for increasing energy efficiency and water conservation and decreasing our environmental—especially our carbon—footprint, we can attract additional resources while contributing to the urgent need to slow climate change and become a model for the rest of the City to emulate.

Ambitious planning will support aggressive fundraising. An uninspired and modest proposal to meet a minimal level of cosmetic changes and technical capabilities will be unlikely to attract prospective donors and public supporters. Moreover, we believe a modest plan would not adequately support our students and faculty.

Recommendations:

- ***Develop a comprehensive fundraising plan, and increase baseline budgets for the Libraries.***
  Some specific financial recommendations include:
  - Make substantial additions to the baseline budget;
  - Build increases in to the Library budget sufficient to support inflation and growth of the student body;
  - Ensure funding in a timely and dependable manner for collections and supporting technology, including maintenance, staff support and regular equipment replacement or upgrades;
  - Add funds to the Libraries as new programs are added to the College curriculum;
  - Resources must follow students. Doctoral students studying at Hunter are officially registered at the Graduate Center, but need to and do use Library resources at Hunter. The Libraries need the necessary resources to support these students and campus-based doctoral programs;
  - Fund preservation and archiving of physical and digital collections;
  - Apply for grants for a Green retrofit of the main library (e.g. Kresge Foundation Green Building Initiative, Clinton Foundation, New York Power Authority).

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PLANNING FOR ACHIEVEMENT:

A Hunter College Library for the 21ˢᵗ Century

Report of the President's Task Force on the Hunter College Libraries

July, 2007

I. Introduction

Libraries are the hearts of the world's excellent universities, essential for enabling students and faculty to access existing knowledge and evaluate, use and add to it. Our vision is that the Hunter College Libraries[1] will effectively support the College mission of research productivity and innovation, professional preparation, and access to world-class undergraduate and graduate education. Central to this vision is that the Libraries be intellectually welcoming and energizing spaces, designed to:

- Provide a continually evolving gateway to current information and research tools in print, digital and other formats;

- Provide a comfortable and safe place for students and faculty to work and interact;

- Support individual and group learning and study;

- Contribute to information literacy by enabling users to identify, access and evaluate available resources;

- Partner with students and faculty to create new knowledge and to share it with peers, colleagues, and the larger—increasingly *global*—community;

- Ensure that the Libraries are networked appropriately with other libraries, both within and without CUNY, so that users can access necessary materials wherever they are housed.

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[1] Throughout this report we refer to "Libraries" in the plural to emphasize the fact that Hunter has 3 library facilities, Wexler, the Social Work Library, and the Health Professions Library, and that—except where specifically noted—our descriptions and recommendations apply to all the Libraries. When we use "Library" in the singular, we refer to the institution or administrative entity of the Library.

> *The Libraries are the intellectual crossroads for all of the essential activities of the College.*

Our Libraries should be the intellectual pillars of the College's academic mission, integrated fully into all of the College's diverse learning communities. This requires that representatives of these communities be integrated into the assessment, planning and development processes to ensure that our Libraries meet their needs and communicate effectively about the resources available.

The library of the 21st Century is a learning space whose mission extends far beyond storage and retrieval of information. In this global age, information is conveyed through a wide range of media, many of which are dependent upon increasingly sophisticated technology (White, 2005). This technological transformation has profound impact on multiple layers of library services and functions. In order for Hunter College to fulfill its mission, our Libraries must have seamless access to this technology and must be able to educate users and Library faculty to use it effectively.

Our present Libraries are simply not up to the immediate and future challenges of meeting the expectations sketched above. They are lacking in virtually every vital respect: the facilities are dilapidated, the utilization of relevant technologies is lagging; the relevant planning is practically non-existent. Moreover our Libraries lack sufficient faculty and staff to deliver the

> *At the current levels of funding, the Libraries will certainly fail to meet their expectations.*

desired outcomes, particularly in the areas of technology services and development where essential expertise is lacking. The path to successfully addressing the chronic shortcomings of the Libraries is impeded by several obstacles:

1. **Overall lack of resources**. At least 90% of the Libraries' annual budget is fixed (salaries and subscriptions). This leaves very little room for large-scale projects, which often require significant sums of money;

2. **Lack of a dedicated funding stream** (essential for responding to emergencies in a timely fashion and for doing *any* serious long term planning);

3. **Inadequate physical facility** (Wexler) that was unsatisfactory since its inception and has been allowed to deteriorate significantly.

Significant investment is needed to enhance the Libraries' physical space and technology to serve an expanding academic community that includes faculty, staff,

undergraduate, masters, and now doctoral, students. An urgent and ambitious plan is needed to transform the Libraries' spaces so that they are intellectually stimulating, where there is natural lighting and fresh air, where students and faculty enjoy going to learn, study, do research, contemplate, or curl up with a book. Space should be adaptable to changing demands and be able to provide teaching, group and individual study areas. Systems and resources are needed to ensure that the Libraries have sufficient collections, technology and staff to make the Libraries a fully functional partner in the College.

Our Libraries must be reinvented from the inside out: We need to re-envision spaces, expand services and programs, adopt and adapt new technologies, and do aggressive marketing so that each Library is front and center in every student and faculty member's academic and intellectual consciousness. We envision Libraries that meet Mayor Bloomberg's goals for increasing energy efficiency and water conservation to decrease our environmental footprint so that we can contribute to the effort to slow climate change. In so doing, Hunter can be a model for the rest of CUNY to emulate. Such a Library would send a message that Hunter is a place with a vital and pertinent academic mission for the 21st century. It would be a model of what can be done in an existing building at a public college with limited resources to create an environment that is beautiful, functional and sustainable. A proposal for such a library, will attract funds to do more than we could do with a modest proposal. It will serve not only the students, the faculty and the staff, but also the institution. We believe that by envisioning Libraries that are all we need and deserve, we open up new possibilities for obtaining the resources needed to achieve them.

We predict that like other colleges that have renovated their libraries, Hunter's renovated libraries will see greatly increased usage. The academic and public library literature reveals that many institutions are exploring new approaches to addressing the problem of space and the technological challenges of 21st century libraries on campuses like ours that have constrained space and budgets. These studies find that what is important to increased use is a pleasing ambience and excellent lighting, high quality and ergonomic seating, easily available and usable wired and wireless internet access, public access computers, adequate instruction laboratories, and good temperature and air quality control (Shill and Tonner, 2003). Despite increasing use of digital materials available from remote locations, the library space remains critical to its (and its institution's) success (Shill and Tonner, 2003; White, 2005; Bennett, 2007).

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Renovation and Green Building Initiatives

The Task Force assessed whether to attack the Libraries' serious space, facility, and technology problems in piecemeal fashion, or whether to explore a more comprehensive and greener retrofit that would take a bigger, broader look at the mechanical systems and the use of space. Certainly some short-term fixes are essential and make the Libraries more pleasant and functional as have the important addition of wireless internet access and loaner computers. The remodeled Browsers' Lounge and the new circulation desk have indeed enhanced Wexler's efficiency and surroundings, but these renovations leave the fundamental and ongoing problems of heating, ventilating and air conditioning (HVAC), air quality, water seepage, wiring and outlets, and poor use of space unaddressed. Most importantly, they do not address the need for a real strategic assessment and plan.

We have the opportunity to address these critical and basic issues as well as the need for increased resources overall. As a public institutional building, the College can follow Mayor Bloomberg's lead as he promulgates plans for energy and water conservation. We can take advantage of the recently released PlaNYC 2030 (http://www.nyc.gov/html/ddc/html/ddcgreen/) and become one of the first public buildings to accelerate energy efficiency upgrades and add water conservation measures. The College can access City and State assistance and incentives to hire a contractor with the capabilities and experience to assess and compare the long and short term costs of maintaining the East building's current mechanical systems with the costs and benefits of replacing or retrofitting them with newer, better designed, more efficient systems. A well-thought out building renovation that improves building efficiency and reduces operating costs could not only attract funding beyond what we might otherwise obtain to renovate the libraries, but would also attract a great deal of positive publicity for Hunter College.

This report outlines the need for leadership, planning and reorganization to create the new Libraries we envision. It sets goals for the Libraries and proposes means of achieving these goals. It addresses administrative and organizational issues, the Libraries' physical plants, technology, services, collections and branches. It emphasizes several recurring themes throughout, including the need for planning, increased resources, and better communication and coordination between the Libraries and both departmental faculty and students and other college departments especially ICIT and Facilities. It also stresses the urgent need to create library facilities that will support the ways students learn and the

services they need including—in addition to cosmetic and systems improvements—creation of an "Information Commons" in each library.

II. Facilities

The Libraries should become *the* campus destination for students to seek knowledge,

> *The Libraries should become **the** campus destination*

collaborate with others in producing new knowledge, and share what they have learned with others. Many of our students are the first in their families to attend college. Many have not been treated with great respect by the educational institutions they have attended. They have not been given the message that they can learn, or that they can create knowledge. Our Libraries should be places that help to reverse this experience. They should inspire students and faculty. They should not only support learning and teaching but make it happen by bringing together the necessary physical, virtual, and human resources in a space that invites, respects, and engages its users. Space tells you what you are supposed to do in it and how you are supposed to do it. Currently the Libraries are one more "broken windows" environment that makes the users feel disrespected and disrespectful. The priorities governing planning for renovated and redesigned Libraries should be:

- *Efficiency and functionality,* enabling multiple uses, being consistent with and responsive to patron usage and program needs, making optimal use of energy, and building in flexibility for accommodating predictable and unpredictable changes;
- *Sustainability,* employing measures to reduce our environmental footprint while protecting the health of the staff and students, the collections, and the equipment;
- *Appeal*, enhancing the physical condition of our learning spaces so that they communicate our priorities, expectations, and aspirations.

The libraries should provide adequate light, appropriate technology and ergonomic furniture, adequate spaces for individual and group study, classrooms, staff offices, and technological services. The temperature should be within standard comfort ranges without use of space heaters or noisy fans. Heating, cooling and ventilation should be adequate for maintaining comfortable temperature control and good air quality. The air should be free of contamination by mold, volatile organic chemicals, and excess dust and pollen. Currently the

Libraries meet none of these basic needs. Wexler, especially, is poorly designed and cannot meet the needs of the College and is not able to responsibly care for the collections and provide for the health and well-being of its faculty and staff, students and other patrons.

Wexler is housed in a building that is a product of what Mayor Bloomberg has called the "decay and decline of the 1970s." Construction of the building began in 1975 as the City went bankrupt and remained little more than a hole in the ground for five years. Completed in 1982, the building has never recovered. The physical condition of the Libraries has suffered from decades of neglect and inadequate funding. The Libraries' poor temperature control and air quality, insufficient audio visual and technological infrastructure, and deteriorated physical space were documented in the 1999 Master Plan Document (MPD). Most of the problems described in the MDP have remained—including water infiltration, poor lighting and disintegrating, discolored, moldy[2] carpets and ceiling tiles—and were highlighted in an the Task Force's informal survey and the 2005 Library Service Quality Survey (LiBQUAL).

Wexler has been plagued with leaks and related damage for years and evidence of extensive water damage is visible in several areas including B-1, the 7th floor, and the Archives, where there is observable mold growing (see photographs of Hunter Library in the Appendix). The mold represents a danger to whatever materials it is growing on (collections, carpets and walls) and to library users and staff. The Archives have the most severe mold problem of any area we tested; disturbingly, mold is present on unique 300-year-old volumes shelved in this location.   Even recent improvements in the Browsers' Lounge in Wexler are quite literally dampened as water drips from the ceiling, damaging new ceiling tiles and carpeting

The Libraries' facilities are unattractive and downright inhospitable for use as a place to study. Patrons find them difficult to use, with inadequate signage and poor lighting. Of 800 students providing written comments on the recent LibQUAL survey, 100 complained about the facilities, stating that they were dirty, noisy, dark, and rundown. Specific comments highlighted the following problems:

1. Poor Lighting;
2. Dirty and poorly maintained;

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[2] Committee tours of the Library showed moldy carpets and walls, patching of walls that was never completed (although the repairs seem to be begun years ago), missing ceiling tiles, multiple light bulbs blown and never replaced, ceiling grilles and other material left against walls for days/weeks at a time.

3. Noisy;

4. Poor air circulation;

5. Not enough study space, especially group study areas;

6. Dirty, rundown and uncomfortable seating;

7. Group study area and quiet study areas are located too close to each other;

8. Rules should be enforced re: eating, use of cell phones; talking.

One undergraduate in geography stated:

> The physical condition of the library [Wexler] is deplorable and embarrassing. It is ugly, dark, stifling and cramped. It is often unbearably hot in the winter. Moreover, the library cannot accommodate computer terminals very well. The workstations are often too tightly spaced together and the furniture is uncomfortable (LibQUAL, 2005).

Lighting

Wexler's lighting is poorly designed and maintained, creating a significant problem. Circular fixtures on every floor (near the elevator) were custom designed, and replacement light bulbs are no longer available for them. The bulbs are either burnt out or extremely dim, resulting in large areas that are dark. But these fixtures are only one problem of many. Replacing burnt out light bulbs is an ongoing maintenance issue. In April, 2007 all the burnt out light bulbs in the library were replaced. So many bulbs needed to be replaced that it took one person, assigned exclusively to this task, more than 3 days to replace them. Of course, a few weeks later, other light bulbs were out. Stack and other areas in Wexler have motion activated lights which take too long to go on and where there is insufficient background lighting. These areas are so dark that students and others report being afraid to enter them (LibQUAL). Some light needs to be on in these areas all the time; "nightlights," if you will.

Monitoring of light in the library in April, 2007 found that of 19 spaces monitored, more than half had too little light for reading or other library tasks. Light meter readings ranged from 12 lux on B1 next to Room B113 to 570 lux on the 3rd floor in room 312 (where there are public access computers). Industry standards for lighting state that 300-500 lux is an appropriate lighting level for reading tasks in libraries (New York City Department of Design and Construction, 2005), but 10 of 19 spaces monitored had lighting levels below the minimally adequate level of 300 lux: 4 between 200 and 299 lux (appropriate for "visual tasks of high contrast or large size"), 2 between 100 and 200 lux (appropriate for "working

spaces where visual tasks are only occasionally performed"), and 4 below 100 lux (appropriate only for "simple orientation for short temporary visits") (ANSI, 1982).

The physical plant's inadequacies are rooted in a combination of structural, maintenance and organizational problems. Routine maintenance problems reflect an insufficient or neglected maintenance plan. Just as the bathrooms around the building are cleaned on a regular basis, the light bulbs must be replaced as they burn out. Someone *who controls the resources* to fix this problem must have the *responsibility for **routinely** checking for such problems and be **accountable** for taking care of them.* One solution to such problems is to have a facilities manager who is specifically in charge of the Libraries who reports to the chief librarian and can ensure that facilities staff attend to regular maintenance and other necessary tasks.

Better maintenance and cleaning, new floor coverings, and greatly improved lighting could transform many areas of the Libraries. Even basement spaces can be made bright and pleasant (see photographs of the Brooklyn College Library in the Appendix). The lower floors might also be better used for compact shelving for storage of infrequently accessed materials or possibly for some back room functions. In any case, the Libraries need to be dry and appropriately lit.

Heating, Ventilation and Air Conditioning (HVAC) Systems

Professionals, staff and students alike, comment on the inadequacy of the HVAC system in Wexler. There are parts of the building where staff run space heaters year round because there is inadequate heat in the winter and too much air conditioning in the summer. Even without sophisticated monitoring, it is obvious that the HVAC system is circulating dirty air (air with particulates in it) as the ceiling tiles around each vent are black with dirt from the system. It appears that, at a minimum, the vents need to be cleaned and the system needs to be re-balanced. In addition, the HVAC system as currently configured interferes with creating acoustically separate spaces for group study, classrooms, and other activities as walls cannot be installed that go from floor to ceiling.

Creating a satisfactory HVAC system has been the greatest challenge for colleges that have recently built or renovated their libraries (Tonner, 2007), suggesting that any work done to significantly improve this system include a commissioning process. Commissioning ensures, through documented verification that the system and other renovations perform optimally and interactively as they are supposed to and as contract documents specify, and

that facility personnel are trained to properly maintain and operate new or renovated systems and equipment (Working Buildings, 2007).

Furniture

The furniture in the Libraries is worn, often tattered, and uncomfortable. It needs to be replaced with appropriate, attractive, ergonomically designed furniture that will meet the program needs of the libraries. Students move the furniture around the building, often to be near a light source or to accommodate group study. Seymour, a University of Pennsylvania librarian, asserts that "one sure sign your library is up for redesign is when students move furniture that isn't meant to be moved" *(Library by Design*, 2007, p.7). One proposed solution is to provide furniture that is meant to be moved. Elizabeth Martin from MDA Design Group recommends furniture that "can be broken down, shifted, and moved as needed...tables that break into smaller tables as well as acoustic barriers and lights (*Library by Design,* 2000, p.7).

Signage

The Libraries lack properly placed and designed signage, and students complain that it is difficult to locate books, copiers, bathrooms and other needed resources and services. The Task Force recommends that the placement, content and design of signs be addressed systematically, and notes that this is especially important in a multi-level library facility in which services and materials are scattered throughout several floors and therefore can be difficult to locate. We provide below an incomplete list of places where signs would be helpful:

- At Library entrance providing information on services and locations of materials;
- On every floor at the exit from the stairs and elevators, signs providing information on the location of materials on that floor and throughout the Library. Also signs indicating where copy machines, computers, bathrooms, and drinking fountains are located;
- Signs explaining how to reserve and find group study rooms (at the Library entrance, on each floor, and on study room doors and other appropriate locations).

Space

Our Libraries face a significant shortage of space. The 1999 Master Plan Document (MPD) reported that all three Libraries lacked space for virtually all their functions and could not adequately house collections and provide for student group and quiet workspace. They were designed to serve a student body of 9000 FTE students and by 1997 were already serving 11,000 with a 22% space deficit that was projected to be 60% by 2006. In addition, Wexler's multiple floors and small floor areas fragment services and the collection and increase the complexity (and cost) of operations. This problem is exacerbated by the fact that many back areas in Wexler are in disarray and poor repair. They cannot be used in their current condition either by staff or students because they are not properly configured and lack needed wiring and furniture. Some are filled with furniture or equipment that is no longer in use and some have leaks, holes in the walls and other problems. Space use and needs should be systematically evaluated as part of the renovation planning process. Staff areas should be redesigned and/or relocated to create improved working space including providing more privacy and sound separation for staff as they prepare for classes and carry out other activities that require concentration.

In general, our Libraries face a significant shortage of space for resources and study.

The Libraries must use their spaces as efficiently as possible.

Even in the unlikely event that additional spaces are acquired, the Libraries will continue to need to use their spaces as efficiently as possible. This will require significant investment in planning and design and will likely necessitate substantial and on-going investment in new equipment, such as compact shelving, and infrastructure that facilitates multiple uses of spaces designed for teaching, studying, and meeting. Planning should include designs for these multi-use spaces and staging for minimal disruption of library services.

Various studies have found that students at other colleges want the same things our students and faculty do:

- More group study spaces,
- Many additional computer workstations with internet access,
- Tables for collaborative work,
- Comfortable lounge seating,

- Information Commons (combined technology/research help desk).

Group study space is urgently needed in all of our libraries as study, research, and learning become more and more collaborative (Association of College and Research Libraries, 2006). These spaces are needed not only to respond to the way students study today but also to help keep spaces for individual study quieter and more usable. On an urban campus with few places for students to gather, the libraries suffer from competition between lounge and study areas and a lack of clear boundaries between work and study space. These problems are aggravated by the lack of group study space.

Studies have consistently shown that improving the physical plant will result in increased use and enhanced student learning (Freeman, 2005; Shill and Tonner, 2003). Shill and Tonner's (2003) study of physical improvements in 354 academic libraries found that trading "outdated, poorly lit, underfinanced, and depressing" space for a library with "basic comforts" including natural lighting, quality work spaces, a heating and air-conditioning system that provides appropriate controlled temperatures, and a comfortable and inviting overall ambiance, will increase student usage. The study found "computer and Internet access—such as the number of data ports, the quality of the telecommunication system, and the quality of the public-access workstations—also vital to the success of a building.…Eighty percent of the libraries located in new or significantly renovated buildings saw their traffic increase" (Carlson, 2005). Many saw usage increase 100 to 200 percent. According to Shill and Tonner (2003), the most important features of libraries experiencing 100 percent increase in usage included:

- Overall facility ambience;
- Natural lighting;
- User seating quality;
- Public access computers;
- Telecommunications infrastructure;
- Instruction lab.

Need for planning

We wish to emphasize the importance of planning and the use of consultants experienced in planning and designing *libraries and library services* as well as the benefits of imagination and doing things *right* rather than cheaply. The planning process must be led by

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expert library planners and firms experienced and skilled in college library functioning, design and maintenance as well as energy efficiency and sustainable retrofits; it is recommended that College representatives tour cutting edge urban retrofitted libraries and reach out to the firms that designed them to interview and select the right architectural, planning and engineering firms to meet our needs.

Shill and Tonner blame lack of innovative, distinctive design, inadequate planning, and long delays for less successful renovations. They suggest that libraries in public colleges that did not increase usage after renovation used architects who were not experienced working with libraries, "used more conservative 'institutional' design approaches" and suffered from inadequate funding, resulting in a "mix-match of old and new, cheap furniture, lack of computers and signs, and insufficient staff to keep the facility open and functioning well." Tonner further points out that renovations that address problems created by significant overdue maintenance problems "without an eye to the holistic function/form of the 21st century libraries may worsen the users' experience in the library" (Tonner, 2007) .

The College should develop a comprehensive and detailed plan that integrates facility and technology improvements and program needs into short and long term plans for renovating the Libraries. A formal, well-thought out, professionally led planning process is essential to ensure that renovations are done effectively and efficiently. This planning must integrate concerns with building systems, ongoing maintenance and cleaning, library programs, and technology and space needs.

A Note on Food

Students eat in the Libraries despite the fact that it is not allowed and signs to that effect are posted prominently. Trash cans are overflowing with food wrappers, leftovers, etc. Both the eating and the trash attract vermin and make it more difficult to keep the libraries clean. While it might very well be preferable to keep food out of the libraries, this does not seem to be a realistic policy, and most college libraries have given up trying. Many college libraries have put cafes or other kinds of food service in the library. Few forbid food in the library and those that do, do not enforce the rules. Instead they have installed large covered trash containers and made it clear that any spills should be reported immediately to staff. Some campuses provide spill-proof cups and allow only these cups in the libraries. Certainly larger covered trash cans should be placed in the Libraries and spill-proof cups should be considered. Such cups, distributed at student orientation and with a library logo, could even be part of a library marketing campaign.

Recommendations

- *Fix the urgent problems immediately:* Immediate attention should be focused on cleaning, improved lighting, signage, and leaks. In the slightly longer term the Heating, Ventilation and Air Conditioning (HVAC) system problems must be resolved so that temperature and air circulation can be controlled adequately. Flexible study spaces for small and large groups should be created at both the Main Library and the Branch Libraries as quickly as possible. Worn out furniture needs to be replaced. Except for cleaning and eliminating leaks, these steps should be taken in consultation with a Library Planner.

- *Hire a facilities manager* to ensure that the immediate and urgent needs of repairing and maintaining Wexler and the Branches are consistently implemented. Clarify which administrative unit has responsibility for the care and maintenance of the Libraries and the source and control of funding and personnel for this function. Create lines of responsibility and authority that will ensure that the Libraries' physical plants are adequately cleaned and maintained.

- *Develop a plan to integrate continuing and innovative library programs with facility and technology improvements* with the help of an experienced Library Planner. Planners, including library and disciplinary faculty, facilities staff, and students, should create and implement a plan that reconfigures space to better serve student and staff needs and organize the stacks so they are open and inviting. The space should be flexible as needs and conditions will undoubtedly change over time.

- *Determine the opportunities and costs of retrofitting the Libraries to address the endemic failures in the design of the facilities* in consultation with experienced planning, architectural and engineering firms. These firms should collaborate with the Hunter Community to develop a plan to provide sufficient space for collections and student use and improve the building's systems to improve air quality, ventilation, humidity controls and energy efficiency.

III. Technology

Libraries are places where intellectual work is accessed, produced, and reproduced in an increasingly digitized and globalized environment. Faculty and students alike are

expected to produce and present their ideas in ways that meet professional organizational and design standards, and the competitive edge surely goes to those who are able to present their ideas in formats that can be shared and transmitted with speed and ease. While the Libraries have been rapidly expanding electronic services and increasing patron access to on-line materials, they still lag in overall planning and development for technological services and enhancements. Consequently, the Libraries need to have improved capabilities to provide faculty and students with the

> *The Libraries must have greater capabilities to provide students with the tools, instruction, and support to effectively utilize new technologies.*

tools, instruction, and support to effectively utilize new technologies and locate, evaluate and use digital and printed resources, and create materials for demonstrating and sharing the learning they have acquired.

The Information Commons as Showcase and Model for Student Service

Many colleges across the country are creating Information Commons to provide centralized services where students can interact, get technology support and research assistance, and use computer based learning resources (see example: http://www.lib.uiowa.edu/commons/index.html). Information Commons refers to a variety of arrangements that coordinate media and reference services in modern university libraries. Information Commons do not *replace* reference services, but often *transform* the reference service model. Over the past fifteen years, Information Commons have played an increasingly important role in: 1) providing library services relating to research (e.g., use and management of electronic resources); 2) coordinating information literacy efforts; 3) providing students and faculty with high-tech assistance for creating presentations; and 4) providing media and physical spaces conducive to collaborative research and learning.

At Hunter, an Information Commons would provide quality service and seamless access to information in a supportive high-tech environment that would allow the Hunter community to access, evaluate, and use the entire range of the Libraries' resources. Staff would circulate among students working in the Information Common, and they would accept appointments for personalized services. Such a space would provide research and presentation instruction to assist students in making use of technology for gathering materials and organizing and sharing their ideas, including formal and non-formal information literacy instruction. It would allow for the addition of new academic and information technologies to support the educational mission of the College and potentially provide an integrated and

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more comprehensive perspective on how technology is utilized in the Libraries, how to correct deficiencies and facilitate long term technology planning.

The Information Commons is the nexus for the library services that most immediately connect with the academic mission, since it assists in the discovery, integration and creation of new ideas. Information Commons facilitate the acquisition, sharing, and production of knowledge rather than solely providing sets of data or technology skills. Hunter should have an Information Commons that aspires to provide the expert assistance, software and hardware needed to plan and create presentations. While Information Commons help students learn certain technical skills as they relate to the operation of multimedia equipment or the use of computer databases and software, the best Information Commons have a core mission of helping students translate their course assignments into concrete research and presentation plans. Presentation planning and skills should not be underestimated or regarded as superficial. How research is presented and shared reflects the externalization of cognitive processes. These are transferable skills that are highly valued in all sectors of professional life beyond college. Information Commons staff should include reference librarians who have expertise in the hardware and software in use and either possess advanced training in educational technologies or who partner with those who do.

Information Commons can play major roles in campus communication, identification, and 'branding' the college as a place where exciting things are happening. Done well, it can showcase the best technology services available to faculty, staff, and students, cutting-edge research of faculty and students.

Below are additional considerations for planning and developing an Information Common, reflecting the best practices drawn from our survey, and including suggestions for immediate actions:

- ***Plan carefully for investing in an Information Commons***. Such planning should occur in the context of a comprehensive plan for the Libraries and a comprehensive technology plan for the College. However, planning-related research and pilot projects can and should begin as soon as possible (See Brigham Young University, 2003).
- ***Space planning and design for the Information Commons must be integrated into the overall plan for renovating the library***.

- o Workstations should facilitate student collaboration by having adequate space around each computer to accommodate several students as well as extra chairs with that can be gathered where needed in the workstation areas (Indiana University, 2007; Brigham Young University, 2007; University of Florida, 2007).
- o Consider converting and/or utilizing space immediately outside of the library, in the small lounge behind the escalator, and possibly along the pedestrian bridge or spaces in the library now used for other purposes.
- o Flexibility is a key. Flexibility in space planning and operations should be responsive to limitations on space and the rapid nature of developments and changes in available technologies. Mobile units, swappable components, and plug-and-play outposts are therefore preferable to fixed, heavy and immovable walls, furniture and technological equipment.

- *Invest in the human resources necessary to execute the project*. Smart staffing and creative and aggressive outreach are necessary in order to achieve success. Modes of marketing and customer service that are familiar to students should be utilized, such as a café approach modeled on the Apple Store design where "research assistants" would greet students as they enter and direct them to appropriate resources. A service desk might be modeled on something analogous to the "Genius Bar" one finds in an Apple Store.

- *Service should be individualized and personalized* so that a student could bring an assignment, and get help from a technology-reference team to translate that assignment into an action plan for research and project design. Since providing this kind of help can be difficult because it requires familiarity with varied technologies some Information Commons employ student assistants who become specialists in one or more presentation forms and the technology used to produce them. The library faculty and professional staff work to pair patrons with the appropriate *student* specialist. *Since the library would have to invest in training such*

student specialists, they should be adequately compensated to reduce turnover.

Concrete Plan for Immediate Action

Options for immediate courses of action include: 1) taking no action other than planning; 2) beginning a piecemeal operation; 3) conducting pilot projects to find the ideal Information Commons model for Hunter. The task force supports option (3). The advantage of beginning small is that we will be able to use these first steps to determine what works, what students and faculty need and how services and technology are used. We can use this information in further planning for a successful Information Commons. The following actions can be initiated immediately:
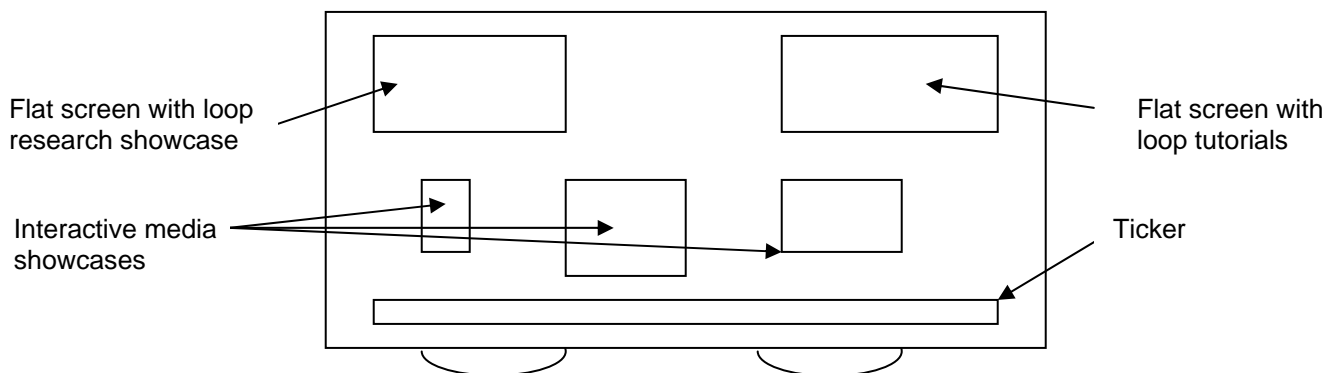
1. Coordinate existing media services in the Libraries. Equipment should be relocated and adequate signage, maintenance and staff support should be provided. Students have complained that equipment such as printers, copiers and related equipment are difficult to locate since they are scattered throughout the Libraries; often, once found, they are not working or needing supplies (e.g. paper, toner).

2. Promote the existing services, including the new wi-fi access and laptop loan programs. For example, consider printing bookmarks promoting the Libraries' electronic resources and reference services, and explain how to connect to the wireless network. These bookmarks could be distributed to students over the course of several weeks at the main entrances to the campuses.

3. Commence planning for an Information Commons. The planning group should include representation from all stakeholders, including students, Library and disciplinary faculty, ICIT, and Administration. The plan should identify specific services that the new Information Commons should include, and should make recommendations for supervision and assessment that allow the Information Commons to be adaptable to changing user needs and available resources. Deadlines for reporting progress and implementation should be included in the plan.

4. Extensive planning and development should be undertaken to determine student needs and patterns of usage following vigorous and coordinated marketing of services. In the interim, a "rolling" or mobile commons can

be created to showcase faculty and student works, to demonstrate
prospective new services, and to allow students to experiment with
services.

Innovative Space Design

The Hunter Information Commons should make the most of multi-use and gateway
spaces to attract attention, generate excitement, and encourage the use and coordination of
existing Library services. There is presently "dead space" that could be utilized in front of the
Wexler Library and immediately behind the escalator. The guard stand provides minimal
security and the library could be better protected with card access, freeing more space.
Plexiglas display panels/room dividers could be used both for displaying faculty and student
work and to create spaces for portable media, reference, and learning stations.   Equipment
could be displayed securely behind the Plexiglas in these portable stations, and wireless
devices could be available. If the Library planning committee worked with arts, film and
media studies faculty, cutting-edge research and student activities could be presented that
would run on a loop on a flat panel display. Another screen might provide demonstrations
and tutorials for available software, research databases, and presentation formats, inviting
students to come to the library and try them out. A news ticker might run along the bottom or
top, advertising campus events and activities. Swappable devices could be installed in other
portions of the unit. These units could be placed in the lounge area behind the escalators, at
the entrance of the library, even on the pedestrian bridge. A design idea appears below.

Figure T-1: Possible Design for Information Commons Display

Flat screen with loop
research showcase

Flat screen with
loop tutorials

Interactive media
showcases

Ticker

These units would serve both as initial segments of an Information Commons and as
marketing for new services within the Libraries, increasing the Libraries' visibility and
providing information about services offered.

Web as window and door to library resources

The Library uses technology to present its resources and services to patrons and to enhance access and use of these resources and services. The library web pages, which received close to 450,000 hits in the Spring, 2006 semester, are perhaps the most important gateway the library provides.

The Library web site provides basic information on the Libraries, plus access to:

- pod casts and on-line tutorials related to information literacy and using the library's resources;
- 25,000 full text electronic journals on 167 databases;
- electronic reserves;
- on-line real time reference services;
- CUNY Libraries Inter-Campus Services;
- Interlibrary loan;
- CUNY+ (CUNY's electronic library catalog);
- RefWorks and EndNote (database software for managing references).

Recent improvements in the "proxy server enables currently registered college students, faculty and staff to access the Libraries' electronic resources remotely by simply entering a user ID and password" (Hunter Library Internal Technology Report, 2007). Use of the web pages is expected to increase as more resources and service access points are made available electronically.

Technology Interface, Organization and Presentation of Resources

Web pages are perhaps the most important gateway the library provides, and it is imperative that the information presented on the web presents a full account of resources available in a user-friendly and intuitive presentation. Fortunately, a professional web designer has been hired recently, and ICIT has also been involved in website improvement. However, the library needs permanent staff dedicated to maintaining and updating the website on a regular basis.

Given these facts, three areas for attention are suggested:

1. *Routinely scheduled usability analysis* of the library's web pages (Nielsen, 2000; Krug 2000). (For details see the Technology sub-committee report).

2. *Staff and technology to facilitate ongoing website management*:
    Keeping the library's web pages up to date requires a great deal of
    attention to detail, as well as staff time. Currently, there is one Systems
    person dedicated to maintaining the web pages. However, a team of two
    staff with a background in database-driven technologies, web services,
    web design, and multimedia design might better be able to handle overall
    management of the site and ongoing changes that might be necessitated
    by usability analysis, addition of a Personalized Information Environment
    (PIE) system, etc. Technology designed to minimize staff time when
    updating/managing the web pages should also be considered.

3. *Planning and development issues*: The challenges faced by the Libraries
    in planning and development for technological services and
    enhancements include the rapid changes in technology combined with
    increased expectations of patrons and staff for the availability of such
    services. The rate of change outpaces Hunter's institutional budgeting,
    planning, and assessment cycles. Since resources are not infinite and
    technological enhancements can be so costly to implement, the planning
    and development of these enhancements must be continual, persistent,
    and adept at predicting the future so as to avoid misuse of allocated
    assets. *Most major technology advances require human support and user
    education, and this must be considered in all planning activities.* Planning
    and development include not simply the acquisition of computers and
    access to databases but also support services for adapting new
    technologies and innovations so the Libraries can address the persistent
    problems of space, storage, and research support.

Support/Budget Needs

Planning and development for technology in the Libraries is hindered by the same
problems that affect overall library planning, plus several specific to technology planning:

- Overall lack of resources. At least 90% of the Libraries'
  budget is fixed each year (salaries and subscriptions). This
  leaves very little room for large-scale technology projects,
  which often require significant sums of money.

- Lack of technology planning in the academic educational mission reflected at all levels of administration.
- Lack of a dedicated funding stream (essential for responding to emergencies in a timely fashion and for doing *any* serious long term planning).
- College-wide administrative separation of technology services from the Libraries.
- Lack of the Libraries' own internal organization charged with this mission.

The Libraries are in no position on their own to remedy the first three problematic situations. Item 5 requires central administrative leadership and direction, including increased commitment and effort in system-wide and statewide negotiations for licenses and access to sharable resources. Other portions of this report make further recommendations and suggestions for addressing items 1 and 2.

Technologies are dynamic and are driven by perpetual innovation. The costs of meeting the demands of changing technology are nearly certain to increase for the foreseeable future. The cost of digitization and information technology services has a major impact on rising costs within the Hunter Libraries. These ever growing demands include the control, dissemination and preservation of digital resources, and the technology resources (hardware, software and staff expertise) to manage these resources.

The Libraries are in need of a rotating technology plan that allows hardware and software to be replaced in a timely fashion. The lifespan of a computer is about three years and software updates should be done quarterly. Although the Libraries currently receive a fixed portion of the technology fee, these funds are insufficient for the purposes described in this report. The funds are currently spent nearly entirely on electronic databases (and the Task Force does not question this judgment). The Library and ICIT should cooperatively develop a plan that will build-in and ensure these updates occur.

Resource planning will be necessary to undertake a project as important and sophisticated as an Information Commons. Development of an Information Commons should not come at the expense of collections maintenance or development. This is a new initiative that calls for *additional* funding, and strategizing to acquire funding should be initiated immediately. Money from

foundations and potential corporate partners should be sought for research and development as seed money. The Libraries should also partner with ICIT to investigate ways in which Technology Fees money might be used for experimental and incremental efforts. Other college libraries have reported significant donor interest in Information Commons. A significant project might generate more interest than piecemeal requests.

The Library's systems department is currently so understaffed that it cannot possibly provide adequate support to the Branches. There is also a need for continuity in the library systems department. Presently, project development is often given to students and other part-time personnel. While it is desirable to include students in development; permanent staff should be involved in projects requiring longevity. Lastly, the Library has identified the areas of distance learning and videoconferencing as potential growth areas. We concur that this is an area of great interest in the academic life of the college. The Library, in conjunction with ICIT, should map these common areas of interest and plan accordingly.

Structural Organization and the Relationship between ICIT and the Libraries

At other CUNY institutions and many other colleges throughout the country, instructional and information technology units and the libraries are the responsibility of a single senior administrator (e.g., both Baruch and Brooklyn, the locations of the committee's site visits, have this administrative organization). Such arrangements facilitate coordinating resources, streamline planning and development, and make available both equipment and staff expertise for important technology functions, but they risk focusing library activities to narrowly on technology and/or ICIT activities too narrowly on the library.

While the Hunter Libraries and ICIT have occasionally collaborated on projects and plans (e.g., the recent wiring project to deliver wi-fi to Wexler), the present administrative arrangement at Hunter has two structural features that are cumbersome and inefficient: ICIT and the Libraries are separate administrative units with no formal structural relations and ultimately reporting to different sides of the overall organization (the Library reports to the "academic" side, ultimately to the Provost, while ICIT is on the "administrative side," ultimately reporting to the Vice President for Administration). One problem that arises from this arrangement is that library staff has limited input, influence, or control of changes to their own network. Major projects involving technological enhancements and maintenance dictate that the Libraries' staff must juggle communication, coordination, and support needs from both ICIT and Facilities (for electrical needs and wiring), thereby creating obstacles to

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timely and efficient assessments of needs and implementation of new projects. This administrative division may ultimately lead to counterproductive competition for resources.

In the current environment of electronic databases, on-line journals and other teaching and learning materials, it is imperative that the Library and ICIT have a close and functional relationship that facilitates coordinating resources, streamlines planning and development, and insures the availability of equipment, service, and staff expertise for important technology functions. The College administration should consider the following questions: Should the Libraries and ICIT both ultimately report to the same senior administrator? Should there be a position analogous to a "Chief Information Officer" that combines the Libraries and ICIT? Should such a position be a vice presidential level post so that s/he is able to more effectively participate in the budget process and coordinate activities? If such larger organizational changes are not made, should the Chief Librarian's position be changed to be a peer with the head of ICIT (such that both positions are at the vice presidential level)?

Internal Planning

Planning and development for short-term technology needs (e.g., staff computers, more efficient copy machines, etc.) is largely reactive and ad hoc. The Libraries have computers, printers, and copiers available for student use; however there are problems keeping this equipment working and supplied with paper, toner, etc. There appears to be little long-term planning, partly as a result of lack of an assured budget as discussed elsewhere. It is recommended that there be a standing committee on technology for the Libraries' with representatives from Wexler and the Branches, ICIT, Facilities, disciplinary faculty, and students.

Recommendations:

- ***Integrate technology planning in the academic educational mission and reflect it as a priority at all levels of administration***.
- ***Study the administrative organization of the Libraries and ICIT***. Considerations might include: combining the two units under a single administrator (however, the committee thinks it is essential that the chief administrator possess immediately relevant expertise and advanced education in library science), elevating the Chief Librarian position, and/or otherwise organizing the administration to reflect structural integration of the Libraries and ICIT.

- ***Technology planning for the Libraries should include partners and stakeholders in the delivery of library services*** including some members of the Technology Committee, other faculty, students, ICIT, Facilities other administrative units.

- ***Establish a schedule for conducting usability analysis of the library's web pages every two years*** in concert with the library systems department and the internal library Web Committee. Funding to support the analysis should be built into the budget.

- ***Develop a comprehensive strategic plan for marketing that seizes opportunities to use all forms of electronic communications with the Hunter community*** (e.g., the Libraries' web pages, which are currently not developed extensively for this purpose).

- ***Include the use of personalized technology (PIE: Personalized Information Environment) in planning for services***. Refer to innovations in the use of "portals," such as the "MyLibrary" environment – an open-source, unified interface to collections of library, electronic and internet resources, in use at institutions such as Cornell, North Carolina State, and Notre Dame. Such a landscape might include personalized links, pre-filled out forms for services such as ILL and Reserves, automatic reminders for creating/accessing Reserves, suggestions for resources relevant to research based on previous searches, links to Blackboard, etc. (See North Carolina State: http://www.lib.ncsu.edu/mylibrary/about.html).

- ***Secure a steady funding stream for technology so that effective planning and development can occur***, regardless of whether or not it is tied to the creation of a technology resource center such as an Information Commons.

- ***Hire appropriate and sufficient staff to executive the recommendations above***. This requires hiring a team of at least two staff with a background in emerging technologies applications in library science, including database-driven technologies, web services, web design, and multimedia design might better be able to handle overall management of the site and ongoing changes that might be necessitated by usability analysis, addition of a PIE system, etc.

While many colleges report that "most undergraduates either do not visit their campus library or do so only one or two times per year"(Association of College and Research Libraries 2006), the gate count at Wexler averages 4000 users on weekdays when school is in session. These numbers suggest that at least 19% of the student body use the Libraries on any given weekday providing additional evidence that the physical library facility is essential on a commuter campus where many students need the Libraries as places to study and do their work. The Libraries provide a wide range of services to students and faculty to support their use of library resources both in the Libraries and remotely. Services provided fall into three broad categories:

- **Access services** - document delivery, duplication services, circulation, electronic reserves;
- **Reference Services** - research consultation, virtual and chat reference;
- **Instructional Services** - on-line tutorials, library classes, informal instruction in utilizing library technology resources, including engaging in collaborative and consultative projects.

Overview of Current Services

Access services

The Libraries' access services cover a variety of areas, including but not limited to:

Course Reserves	906 books currently on course reserve
Electronic Reserves	As of Fall 2006: 91 professors participating, 1059 scanned documents, 24 journal links, 49 Powerpoint presentations
Interlibrary Loan	6349 total transactions in 2006
TOC/Journal Alerts Service	38 faculty participating
Circulation	In 2005-2006 there were 138,525 check-outs, 25,269 renewals and 148,363 check-ins at the three Hunter campuses combined

The LibQUAL survey and anecdotal reporting indicate that some students have difficulty accessing reserve material. Electronic reserves could be greatly expanded with significant benefit to students who currently complain about difficulty accessing print

materials on reserve. Faculty may not use electronic reserves because, despite the Libraries' attempts to inform them, they do not fully understand how it works or because it is time consuming to arrange for copyright permission for material used for more than one semester. If the Libraries centralized arranging for copyright, it could be made much more efficient and might increase use of electronic reserves substantially.

Interlibrary loan (ILL) is not routinely available for undergraduates; many faculty and graduate students are not aware that forms for ILL are available and can be submitted on line. Publicizing ILL and expanding it to undergraduates would allow the Libraries to provide better and expanded service.

Reference Services

Reference includes the provision of 115 hours of reference desk service, Monday through Friday, by a team of 17 librarians at the Hunter main campus.   Additional reference hours are provided at the Social Work and Health Profession campuses and on weekends. Online reference (Ask A Librarian) has been a component of reference since 2002 (during July 2005 – May 2006, 202 questions were received and answered) and the Library's new "Chat reference service," available 24/7, debuted Spring 2007. Research consultation is provided at the reference desk and can also be scheduled individually with a reference librarian.

The Hunter Libraries have endeavored to respond to student and faculty requests for easier and faster on-line and off-campus access to digital materials. The proxy server is now easier to use, and more materials have been made available from remote locations. Reference services have been made available on-line and 24/7. Electronic bibliographic software has been made available, but teaching the Hunter Community how to use this software needs to be expanded.

Low use of on-line reference services may be an indication that many faculty and students are not aware of the availability of these services or that they can schedule appointments with a reference librarian. In addition, reference services in the Libraries are not easy to find. In Wexler, they are on the fourth floor and there is no sign at the third floor entrance that tells you where to get reference help. The branch libraries also lack signage indicating where to get reference services.

Instructional Services

Current instructional services include three models for providing instruction on

Information Literacy (IL):

The Introduction Model	IL is incorporated into FYE programs, such as the ORSEMS.	Each student in the ORSEMS must take VOILA! the Library's online tutorial that introduces students to the Library. It is required to pass the course. **Statistical Overview:** Since Fall 2002, 7180 students have taken VOILA! Other Information Literacy tutorials are available on line and podcasted from the Library's web site.
Information Literacy Course Model	A stand-alone credit-bearing course	LIB 100, now offered at Hunter College and taught by library faculty. A course for graduate students in public health is also being offered. The library also offers graduate instruction, which continues to increase. The library faculty also teach a graduate thesis seminar which is also very successful – **Statistical Overview:** 22 students registered for the first offering of LIB 100 during the January intersession. 20 students took the Spring 2007 class. During 2005-2006, 49 graduate-level classes received library instruction. Since 2002, approximately 250 students have taken the thesis level seminar.
The On-Demand Model	Individual classes with librarians on an as-needed basis	**Statistical Overview:** Between September 2006 and March 2007, 7528 students received library instruction via this method at Hunter. 370 classes were taught during this time period. During the Spring of 2006, 95% of ENG 120 classes received library instruction.

The Libraries' many programs and instructional services for information literacy reach almost all incoming freshman. While programs for graduate students are expanding, no program is in place to systematically provide information literacy assessment and instruction for graduate and transfer students. The Urban Public Health Program has worked closely with library faculty at the Health Professions Library to develop an introductory information literacy program for its graduate students, and this program should be considered as a model for other graduate programs. Programs and appropriate administrative infrastructure must be

developed to ensure that transfer students receive appropriate orientation and targeted opportunities to learn about the Libraries' services and collections as well as information literacy training as needed.

The need for continuing and expanded information literacy instruction will increase as technology and resources change and multiply. The libraries should expand access to such services in informal and formal settings, in person and on-line. The marketing of these programs needs to be integrated into an overall library marketing plan. Many departmental faculty include class sessions on information literacy and using the Library to do research in their classes taught by librarians, and more should be encouraged to do so. Library faculty are also teaching freestanding information literacy classes. While this responsibility is embraced by library faculty, it stretches both staff and classroom resources.

Expanding information literacy instruction is likely to require additional library faculty and access to additional classroom space with student computers. It is important that these classes be held in classrooms where students can actually practice what is being taught at computer workstations "thereby increasing their knowledge of— and comfort level with— a wide range of electronic resources" (Shill and Tonner, 2003). Providing more services dependent on emerging technology will also require ongoing professional development for library faculty and staff, including student staff.

The Hunter Libraries provide extraordinary service considering the resources they have available. National Center for Education Statistics (NCES) comparison data for a group of 19 urban university libraries (Table S-1) reveal Hunter's programs and services to be comparable to peer institutions in many areas, but the level of support the Library receives per FTE student was the lowest of all libraries in the cohort. Moreover, despite the fact that demands on the Library have steadily increased, library faculty and staff positions have actually been cut. Table S-1 shows that the number of librarians fell from 32 to 25 (27%) from 1982-83 to 2006-2007. Total library staff fell from 63 to 46 (27%) over the same period. During this period the number of classes taught by library faculty rose from 56 (900 students) to 464 (8,996 students).

Table S-1. Comparison of 19 Urban University Libraries, 2004

Library Name	Total FTE 12 month Enrollment	Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)	Total Library Expenditures Per Person Enrolled (FTE)	Salaries/Wages: Librarians and Other Professional Staff	Hours Open in a Typical Week	Gate Count in a Typical Week	Reference Transactions in a Typical Week
Comparison Group Average	16,789	2.73	$526.67	$2,256,922	97	72,470	1,504
State Average (NY)	3,468	4.28	$574.26	$716,530	68	6,463	594
National Average	3,170	3.17	$386.32	$476,487	58	4,276	292
Comparison Group Median	16,777	2.35	$490.47	$1,954,505	95	21,102	1,288
State Median (NY)	1,800	2.68	$292.28	$306,647	72	2,708	171
National Median	1,352	1.82	$193.18	$168,637	67	985	75
CUNY HUNTER COLLEGE, NY (Library of Interest)	**14,749**	**2.09**	**$228.32**	**$1,619,843**	**74**	**31,576**	**1,188**

Source: National Center for Education Statistics (2004)

Table S-2   Change in Library Staff Levels at Hunter College, 1982-83 to 2006-2007

Staff Category	1982-83	2006-07
Library faculty*	32	25
HEO	3	5
CLT	2	1
Research Assistants	2	1
Support Staff	24	14
Total	**63**	**46**

*includes Chief Librarian position

Source: Chief Librarian

Not only does Hunter have fewer staff than other CUNY campuses, but it also has fewer staff today than it had in 1982, almost 25% fewer library faculty and more than 25% less staff overall (Table S-2). Since the number of students has increased, the staff/student ratio has, of course, decreased. Hunter spends less on library salary and wages overall and per student than the other colleges and this amount went down from 2002-2003 to 2003-2004. Just as importantly, Chart S-1 shows that Hunter College consistently spends less per student FTE than Baruch, Brooklyn or City College. The tight Library staffing makes it difficult to plan, extend hours, provide additional information literacy classes, assess and weed the collection, conduct outreach and marketing efforts to faculty and students, etc.

Figure S- 1

**Salary and Wage Expenditure Comparison
3 CUNY Colleges, 1998-2004**
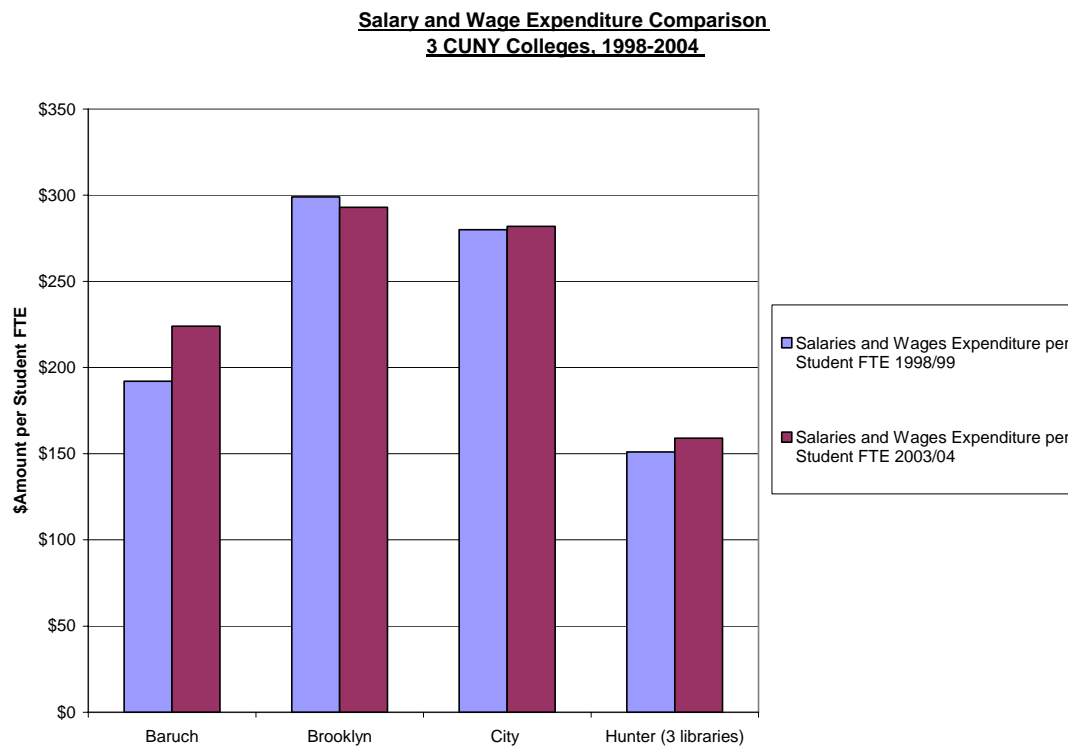
Source: HEDS Report, 1998-2004

Marketing of Library Services

Many students and faculty are not familiar or even aware of all the resources and services the Libraries offer. The Library needs an aggressive outreach and marketing program for its instructional services, new materials, new and existing services and programs, and library faculty expertise that will make its presence ubiquitous on campus, ensuring that students and faculty know what resources and services are available and increasing their desire to use the Library. Students and faculty in market research might be able to contribute to the design of such a marketing campaign.

One element of such a program might include something comparable to ICIT's back-to-school technology week to help faculty:

- Set up reserves and electronic reserves,
- Assist in arranging for copyright permission,
- Set up in-class sessions on information literacy and using library resources to identify materials useful for class assignments and research,
- Learn Ref Works and/or EndNote.

Systematic and continuous marketing of the Library is essential as resources and students are constantly changing. The Internet is one of the most powerful marketing tools available, and the Library should use the web and its own web pages to market itself more aggressively. Another tool that might be used to gather information to promote the library and target areas for marketing might be the statistical software (AW-Stats, currently in place) that monitors activity on the library's web site. A library marketing committee has recently been formed to review these issues. Planning for the future must recognize that successful marketing will result in increased demand for library resources, especially staff and faculty for additional reference, information literacy, and other services.

Recommendations

- ***Consolidate academic support services in close proximity to Wexler.*** Move academic support services such as the reading/writing center, Center for Student Achievement**,** Socrates Center, Mathematics and Physical Sciences Learning Centers, Special Services Program/Tutoring, Honors Program, and Academic Computing to locations proximate to Wexler so that their staff can work closely with library staff and so that the library's resources are close at hand when students working in these centers need them. By

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moving these centers close to Wexler and integrating their services with the information literacy, reference and Information Commons' services provided by the library, we could create what other colleges are calling "Student Success Centers". Institutions are finding significant donor interest in creating such centers.

- *Expand services and hire additional staff and faculty to carry out additional proposed program responsibilities.*
    - o Improve access to reserves and encourage faculty to use electronic reserves to facilitate and enhance class preparation and student access to materials. More faculty might use electronic reserves if the library were able to help obtain copyright permissions needed to post materials.
    - o Expand library hours (In planning renovations, consider redesigning the libraries so that it is possible to extend hours with fewer staff).
    - o Improve inter-library loan (ILL) services and increase availability of ILL for undergraduates.
    - o Whenever the Libraries are open, have staff available in real time who can help patrons with   software and hardware problems including servicing copiers, printers, and computers which are often out of ink, paper or otherwise not functioning properly.
- *Improve integration with ICIT and collaboration with faculty.*
    - o Continue to work with faculty to integrate information literacy standards into course syllabi and expand working relationships between library and disciplinary faculty for meeting information literacy needs.
    - o Improve integration with ICIT with regard to teaching and assisting with using hardware and software Increase electronic communication between the Libraries and students and faculty.
- *Develop a comprehensive strategic plan for marketing the library and its services* that uses all forms of electronic communications with the Hunter community including the Libraries' web pages, which are currently not developed extensively for this purpose.
- *Provide for staff development and cross training (especially with regard to technology services) of library faculty and staff.*
    - o Provide additional training to student staff working in the Libraries. Students need training in customer service as well as the skills and information they need to help

patrons. Trained students should be paid commensurate with their training, skills, and the service they provide in order to prevent the rapid turnover in student staff that the Libraries now experience.

V. Collections

We recognize that our Libraries have some outstanding resources, interesting and helpful programs, and superb professional staff and Library faculty. However, we found many indications that an immediate and ongoing infusion of money is required to bring our collections up to the level of the premier liberal arts institution to which we aspire. A preliminary study of the expenditures per student, comparing library resources at City College, Hunter, Brooklyn and Baruch, consistently shows Hunter receiving the least financial support while we serve the most students on our three geographically separate campuses. Tables CO-1 through CO-5 indicate that in every collections-related category (print, electronic, serials, etc.), the Hunter Libraries are at or near the bottom of the funding distribution according to the 2002-2003 and 2003-2004 Higher Education Data System (HEDS) report (City University of New York, 2005). Table CO-1 shows that at $70/student, Hunter's per-student investment in information resources is the lowest of all senior CUNY colleges. Table CO-2 highlights that, at $13/student, the expenditure on books and e-books is not even one third of that spent by Queens College, and just over one half of that spent at City College. Table CO-3 shows that when compared with the other senior CUNY colleges, Hunter invests the least per student in serials and subscriptions. Hunter has approximately 800,000 books, by far the fewest volumes/student FTE of the senior colleges. It has less than one third of the volumes held by City and considerably less than one half of those held by Brooklyn (Table CO-4). It has the second-lowest number of subscriptions per student FTE and less than 10% of the subscriptions held by City (Table CO-5). The real (inflation-adjusted) dollar amount that Hunter spent on library materials in 2006 ($1,338,053) was actually less than it spent in 1982-83 ($701,360 or $1,500,102 in 2006 dollars). Over the last few years electronically available resources have been greatly expanded and the Libraries now provide access to more than 25,000 journals electronically which are searchable using more than 150 databases. However during this same period the print collections have suffered due to resource restrictions. During 2006-2007 the Libraries added approximately 11,000 volumes in 2006-2007, less than one book per student. Clearly, the Libraries must update

their book collection while maintaining and expanding access to electronic resources if they are to adequately serve students, faculty and staff.

Table CO-1
Expenditures on Information Resources (IR)*

Library Name	Information Resources Expenditures 2003-2004	LAST YEAR 2002-2003	Increase/ Decrease	% Change	IR Expenditure per Student FTE 2003/04	% of Total Library Budget Spent on IR
Baruch	1,008,319	559,754	448,565	80.1	$86	26.7
Brooklyn	962,522	557,212	405,310	72.7	$89	22.7
City	1,375,895	713,764	662,131	92.8	$162	34.1
Hunter	**997,581**	**506,857**	**490,724**	**96.8**	**$70**	**29.6**
Queens	960,008	611,425	348,583	57	$81	27

*includes All Print and Electronic Resources, as well as Preservation
  Source: CUNY Higher Education Data System, 2004

At $70/student, Hunter's per-student investment in information resources is the lowest of all senior CUNY colleges. This is a particularly troubling fact, given that Hunter's allocation is spread over 3 libraries.

Table CO-2
Expenditures: Books and E-Books- Paper And Electronic Books

Library Name	Books and E-Books Expenditures 2003-2004	Books and E-Books Expenditures 2002-2003	Increase/ Decrease	% Change	Books and E-Books Expenditure per Student FTE 2003/04	% of Total Library Budget Spent on Books and E-Books
Baruch	$119,561	$105,348	$14,213	13.5	$10	3.2
Brooklyn	$96,800	$50,000	$46,800	93.6	$9	2.3
City	$198,976	$96,201	$102,775	106.8	$23	4.9
Hunter	**$185,124**	**$166,937**	**$18,187**	**10.9**	**$13**	**5.5**
Queens	$505,878	$367,851	$138,027	37.5	$43	14.2

Source: CUNY Higher Education Data System, 2004

At $13/student, the expenditure on books and e-books is not even ⅓ of that spent by Queens College, and just over ½ of that spent at City College.

Table CO-3
Expenditures: Paper and Electronic Serials and Subscriptions

Library Name	Serials Subscriptions Expenditures 2003-2004	Serials Subscriptions Expenditures 2002-2003	Increase/ Decrease	% Change	Serials Subscriptions Expenditure per Student FTE 2003/04	% of Total Library Budget Spent on Serials Subscriptions
Baruch	$872,450	$442,848	$429,602	97	$74	23.1
Brooklyn	$852,710	$482,534	$370,176	76.7	$79	20.1
City	$1,122,810	$534,485	$588,325	110.1	$132	27.8
Hunter (3 libraries)	**$781,608**	**$315,250**	**$466,358**	**147.9**	**$54**	**23.2**
Queens	$762,776	$523,261	$239,515	45.8	$65	21.5

Source: CUNY Higher Education Data System, 2004

When compared with the other senior CUNY colleges, Hunter makes the lowest per student investment in serials and subscriptions.

Table CO-4
Collections: Volumes Held- Books, Serial Backfiles and Other Paper Materials

Library Name	Volumes Held 2003-2004	Volumes Held 2002-2003	% Change	Increase/ Decrease	Volumes held per Student FTE
Baruch	456,132	449,154	6,978	1.6	38.81
Brooklyn	1,312,942	1,309,616	3,326	.3	121.93
City	1,444,400	1,418,230	26,170	1.8	169.67
Hunter	**789,718**	**780,081**	**9,637**	**1.2**	**55.04**
Queens	1,013,740	999,061	14,679	1.5	85.84

Source: CUNY Higher Education Data System, 2004

When compared with all of CUNY's other senior liberal arts colleges, Hunter has by far the fewest volumes held in its collections, on a per capita basis. It has less than ⅓ of the volumes held by City, considerably less than ½ of those held by Brooklyn.

Table CO-5
Collections: Serials Subscriptions

Library Name	Serial Subscriptions 2003-2004	Serial Subscriptions 2002-2003	Increase/ Decrease	% Change	Subscriptions per Student FTE 2002-2003
Baruch	4,548	4,484	64	1.4	.39
Brooklyn	3,735	23,738	(20,003)	-84.3	.35
City	29,990	3,529	26,461	749.8	3.52
Hunter	**4,282**	**2,419**	**1,863**	**77**	**.3**
Queens	2,689	2,689	0	0	.23

Source: CUNY Higher Education Data System, 2004

Hunter has the second-lowest number of subscriptions per student FTE, less than 10% of the subscriptions held by City College.

All stakeholders must be included in processes of development and assessment.

Collections-related decision making must be a collaborative process requiring interactive communication among library faculty and library users. The Library must develop a systematic way to involve all the stakeholders— faculty, students and librarians—in collections assessment and development. The involvement of these stakeholders is key to better integration of the Library into the broader academic community. In addition, improved communications about the collection and collaboration regarding purchasing decisions will increase library use. While there is a process in place for consultation between the librarians and departmental faculty on collection development, faculty participation has been variable and inconsistent across departments. Library faculty need to have information about course syllabi which can be gained through dialogue with academic faculty and facilitated by ensuring that the appropriate library selectors have access to Blackboard for courses in their areas. Improving the collections development process and communication requires provost-level leadership to secure the cooperation of academic departments

Recommendations

- *Financial Investment in the Libraries*. Significant additional financial resources are required in order to have a strong and current collection, and to provide the necessary additional resources for new programs as they are established. Some specific financial recommendations:
  - Increase the Libraries' baseline budget, and provide yearly increases to cover inflation of the cost of library materials sufficient to support the purchase of resources in all formats required by the curricula of all schools and programs.
  - Provide annual funding in a timely and dependable manner (purchasing planning and decisions require a total, not a partial, budget).
  - Provide annual funding for preservation and archiving of physical and digital collections.
  - Review funding for library support of doctoral programs. While doctoral programs are officially based at the Graduate Center, many doctoral students are essentially studying full time at Hunter. Consequently, these students need access to Hunter's

Library and resources to meet their library needs must follow them to the Hunter campus.

- o Use gifts as targeted enrichments to the basic requirements (usually in specified content areas).

- ***Expand Communication and Collaboration.***
  - o Establish assessment mechanisms for service and collection development in collaboration with students and faculty and assistance from the provost.
  - o Develop systems to sustain a more interactive process for the selection of library material.
  - o Formalize selectors' access to course syllabi though Blackboard or other mechanisms.
  - o Systematically inventory the collection (which has not been done in about forty years).
  - o Make regular arrangements for faculty and doctoral students to access other University libraries as needed.

- ***Explore alternate storage options.***
  - o Consider off-site storage for older journals that are now available electronically
  - o Consider consolidating such storage with other CUNY libraries.

VI. Branches

Hunter College has two branch libraries, the Health Professions Library (HPL) and the School of Social Work Library (SSWL), in addition to Wexler. Like the Main Library, the Branch Libraries must attract and serve a diverse community of scholars in an attractive, safe, healthy, and technologically advanced environment. They must provide the necessary space for individuals and groups to further their studies.

In order to achieve these goals, it is critical to:

- Update the Branch Libraries' book collections;
- Improve interlibrary loan;
- Increase access to computers;
- Expand hours;
- Improved web-based instruction for accessing materials remotely.

When considering the strengths and needs of the Branch Libraries there are three levels to consider: (1) how the Branches are integral parts of the overall Hunter Library system, (2) the combined Branch Libraries as an extension of the Main Library, and (3) the individual units that comprise the branch libraries, HPL and SSWL. These levels are interrelated, and we have addressed the Branch Libraries taking all three levels into account.

Both the Health Professions and the School of Social Work are anticipating moving from their current locations. Given the potential for a move, the recommendations for collections, technology, and programs and services are applicable for improving Branch Libraries wherever they are located. However, the facilities recommendations have been created for the current library locations. Careful consideration and planning for libraries is required for any transitional swing space or any permanent new space and it is crucial that librarians be actively involved in the planning and implementation stages of these new library spaces. If moves are several years off, current spaces and technology must be improved and maintained so they can adequately serve current students. Whole generations of students may go through these Schools before any move is even begun.

Health Professions Library

The Health Professions Library supports the undergraduate, masters and doctoral programs in the Schools of Nursing and Health Sciences and the collection, facilities, programs, and services must support the research needs of the entire user population. HPL also supports the research needs of the staff and faculty of the School of Health Professions, the Brookdale Center on Aging, the Center for Community and Urban Health, and the Center for Occupational and Environmental Health. HPL must be committed to the research needs of the various user groups by providing comprehensive access to health-based information, programs, services, and technological innovation. The Schools of Health Professions are adding several doctoral level programs which will require expanded library resources.

The HPL provides extensive information literacy education in required free-standing workshops, in class sessions and in courses taught by library faculty. This information literacy education effort needs to be continued and expanded.

The HPL has a small room with computers that is now under-utilized due to lack of staffing because it cannot be left open and unstaffed due to security concerns. This Library has no group study spaces and no spaces where students can easily work together around a computer. The HPL has no sound absorbing material, so students working together inevitably disturb other students needing a quiet study area.

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School of Social Work Library

The Hunter College School of Social Work Library serves masters and doctoral students. The Library's mission is to support the curriculum needs of the School of Social Work and to maintain a collection that reflects the wide interests and ongoing research in the field of social work. The Library's patrons are primarily the students of the School, but it is open to all students, faculty and staff of the City University of New York. In addition, it serves, both on its premises and through interlibrary loan, educational and special institutions throughout the city and country, according to various contractual multi-system Library agreements. These reciprocal agreements allow the School's students and faculty to have similarly extensive access to a multitude of collections. The Library has become a repository for specialist literature in the field of social work, some of which is not available elsewhere in the United States. As a result, our Interlibrary Loan requests come from libraries throughout the country as well as throughout the world.

The SSWL provides information literacy instruction to students of social work that is specifically geared toward that field of scholarship. Having a full menu of electronic resources is essential, as are classes about how to access them and other programming geared for social work graduate students. The Social Work Library also provides a community space/group study area for the students of the School despite its limited space.

Recommendations:

Facilities

The major recommendation for both Branches is a physical overhaul employing green building and energy efficient technology where possible, aimed at providing more usable space and appropriate group study space, and making the facilities more comfortable, more pleasant, less noisy, and easier to use.

- *Additional space is required for both book and journal collections.* Despite the major collections weeding projects completed at HPL and SSWL over the past several summers, presently there is only very limited room for growth.
- *Add smart group study rooms and smart instructional lab space for dedicated library use*.
- *Improve lighting, ceilings, and provide ergonomically designed furniture for students and faculty*.

- ***Create an Information Commons at the entrance to each library***. Currently, the Social Work Library lacks any centrally located reference desk with Internet access and an Information Commons would address this basic need and provide the many other benefits described above in the Technology Section (III).
- ***Create study space for disabled students at HPL*** for test taking, studying, computer use, and use of the V-Tech (visual impairment) reader.
- ***Provide signage at the HPL to facilitate locating materials and services and improve access.***
- ***Install sound absorbing panels in the HPL to reduce noise.***
- ***Increase student aide/college assistant hours to allow the small computer lab at HPL to be open additional hours.***

<u>Technology</u>
- ***Extend wireless access now available in Wexler and HPL to SSWL.***
- ***Improve remote access to electronic databases.***
- ***Provide reliable service for computers, photocopiers and printers at the Branch Libraries. Being distant from the main campus should not make the Branch Libraries a lesser priority in terms of service.***
- ***Provide new computers for faculty and student use every four to five years.***
- ***Ensure funding to update technology within the Library system, including the Branches as needed***.

VII. Planning

Many of the problems discussed in this report are inter-related and their solutions require planning and coordination. For example, replacing lighting and adding electrical outlets may require new wiring, and moisture infiltration can ruin new renovations like repaired ceilings, painting and replacement carpeting. The problems with the HVAC system affect the ability to rearrange space and create group study or classroom spaces.   Enhancing library technologies will require coordination with ICIT and facilities. The inter-relationship between the many facilities problems Wexler faces, the need to keep the Library functioning while it is being renovated, the need to move services and create new ones (e.g. Information Commons), and the importance of taking advantage of opportunities to reduce energy use and

save on maintenance expenditures require extensive and expert planning.

The planning process must be led by expert library planners and firms experienced and skilled in college library functioning, design and maintenance, as well as energy efficiency and sustainable retrofits. This planning must integrate concerns with library program, technology and space needs with improving building systems, ongoing maintenance and cleaning.

These plans should:

- Provide options with costs and benefits for renovating Wexler, including the overhaul or replacement of major building systems;
- Provide staging and phasing of plans to repair, renovate, and relocate the Libraries to minimize disruption of services and maximize efficiency;
- Integrate programs, services, and space;
- Identify potential funders for facilities improvements;
- Help prepare documents needed to prepare proposals for funding and other purposes;
- Identify projects that can be done quickly, easily, and relatively cheaply to improve the space and functioning of the libraries that *will not be obviated or neutralized by future work and the major, desperately needed renovations*;
- Make each of the libraries comfortable, functional, and aesthetically pleasing.

A cohesive, well-thought out professional plan will greatly facilitate fundraising to support the multi-faceted improvements that the Libraries desperately need. For instance, in order to apply for a Kresge Foundation Grant (http://www.kresge.org/cms/uploads/PlanningGrantGuidelines.pdf), we must *demonstrate that "the planning process will follow an integrated design approach from the beginning."* Furthermore, we would need to demonstrate that key leadership is "engaged in the planning process." A fully integrated approach to planning may also be required to access State, City or other private funds.

Moreover, experienced planning, energy efficiency and architectural firms are equipped to guide the College with regard to discovering new potential funding. These firms can also provide needed documentation to support requests for funding, including documentation (like computerized energy modeling) needed to access potential green building funding sources.

To sum up, planning must:

- Be guided by expert library planners and firms experienced and skilled in college library functioning, design and maintenance as well as energy efficiency and sustainable retrofits;

- Be carried out in close collaboration with library staff as well as ICIT. Establish a committee of library faculty, ICIT, other faculty, and administrators to work with the planners;

- Integrate concerns with building systems, library program, technology and space needs;

- Include designs for multi-use space and staging for minimal disruption of library services.

Recommendations:

- ***Commence planning for redesign and necessary maintenance of physical plant*:** Though we addressed these planning issues in greater detail in the Facilities Section (II), we want to reiterate them here because by careful and expert planning, we hope to avoid perpetuating the current design and space problems, maintain library functions during renovation, and avoid having to do things more than once:
  - o Consult experienced planning, engineering and architectural firms to address and "green" the building's systems and provide sufficient and properly designed spaces for collections and student use.
  - o Consult an experienced Library Planner to advise library faculty, architects, and others in developing a plan to integrate continuing and innovative library programs with facility and technology improvements discussed in this report, including placement and creation of Information Commons, new study and classroom spaces and the re-location of patron services (e.g. reference), and

operational activities. Both the Main Library and the Branch Libraries need flexible study spaces for small and large groups.

- o Develop a creative and collaborative comprehensive funding strategy to analyze and realize long-term planning objectives. This might include private-public partnerships as well as realizing opportunities to create a consortium with other City and State libraries and medical centers to increase resources and materials and reduce expenditure for any one entity. It might also include developing a system for the identification and evaluation of needs, short-term implementation through soft-money, and securing long-term permanent support.

- *Engage the College community in the planning and design process* and keep them engaged and informed as renovation moves forward. Having broad participation in the planning process is not only helpful in creating an end product that serves the community well, but also can be used as an important and effective marketing tool for the library. Tools might include a suggestion box combined with a suggestion blog, holding and publicizing design charettes, having a planning department studio class develop plans for redesigning Wexler.

- *Consider offering a "studio" Library Planning course in Fall, 2007 or Spring, 2008* so that masters level planning students might contribute to the rethinking of the design of the Libraries while they enhance their "on the ground" practical planning skills in a real project. These students' findings could be summarized in a report to the President and otherwise funneled to expert planning consultants.

VIII. Leadership, Administration and Organizational Change

The Library is central to the College's mission, and its visibility and access to resources must increase. Achieving these goals may require changing administrative and physical relationships and appropriate integration with other pertinent College functions such as ICIT and academic support services. It may also require changing the status of the Chief Librarian so that the Library is in a better position to gain access to a reliable flow of resources and the attention, cooperation and services of other college departments. The Library needs to be better represented and supported in the College's budget and priority-setting process, better able to integrate and obtain services from other parts of the College, and to acquire capabilities for planning and assessment. The Library's place in the

administrative structure of the college should give its needs a higher priority, make its services more visible, and change the communication processes between the library and academic departments so that the library is better able to serve the college community.

The Library's administrative relationships with both ICIT and facilities have serious structural problems. The present administrative arrangement at Hunter has two structural features that are of some concern to this Task Force as discussed in the Technology Section (III) of this report. Technology planning should be integrated with the academic educational mission and reflected at all levels of library administration. Specific recommendations are included in the Technology Section (III).

The libraries are in constant need of maintenance of all sorts. From the mundane and routine of changing light bulbs and shampooing carpets to the more structural problems of the need to eliminate leaks and install new lighting fixtures. Yet the libraries are not able to control when or whether these needs are attended to. As discussed in the Facilities Section (II), the failure to routinely clean and maintain the libraries is the subject of a great number of student complaints. We recommend that the libraries have a facilities manager charged with ensuring routine upkeep and the immediate and urgent repair and maintenance of the building are done. Attention must be directed to clarifying which administrative unit has responsibility for the care and maintenance of the Libraries and the source and control of funding for this function in order to ensure that the Libraries' physical plants are adequately maintained.

High level leadership is needed to fully integrate the Libraries into the broader Hunter Community. Changes in administrative relationships are needed to ensure that the Library has greater voice in the College community, access to the services it needs from other administrative units, and better integration with ICIT. As planning and implementation to improve the Libraries moves forward, faculty and student participation will be increasingly important to ensure that facilities, programs and collections meet their needs.

IX. Funding and Fundraising

The mission of the Libraries is so important and their charge is so weighty that they require an ambitious plan that will aspire to deliver the resources necessary to support the overall mission of the College and address the social and political challenges faced by public institutions.

A review of a comparison of resources dedicated to the libraries across the CUNY system shows just how starved for resources the Hunter College libraries been for years. The

following graph compares Hunter library expenditures to City College, Baruch and Brooklyn, from 2000-2004:

Figure F- 1
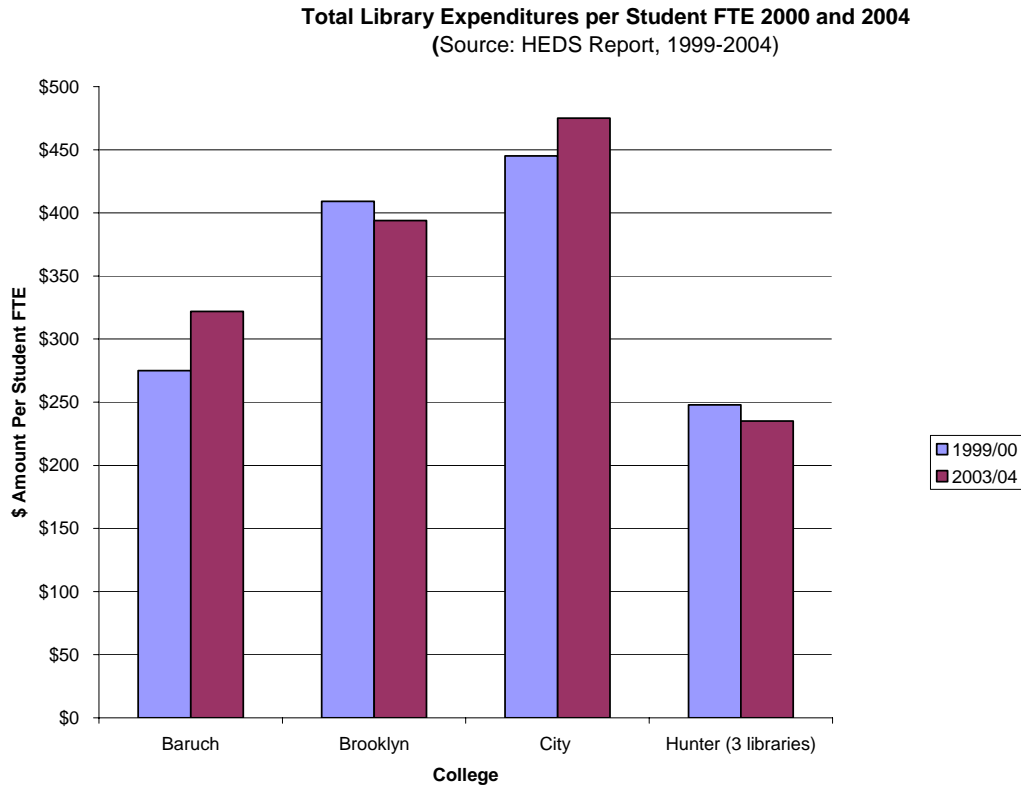
Total Library Expenditures per Student FTE 2000 and 2004
(Source: HEDS Report, 1999-2004)

There is a need to raise the priority of the Libraries in the College planning and budgeting process in order to secure the additional resources required to maintain and update the Libraries' collections. Elevating the position of the Chief Librarian within the College hierarchy should be considered in order to put the Libraries in a better position to secure needed resources.

The current focus on "green" and energy efficient buildings presents the College with an opportunity to attract funds to fix our building systems and make them more efficient. By making the library part of the process of meeting Mayor Bloomberg's goals for increasing energy efficiency and water conservation and decreasing our environmental—especially our carbon—footprint, we can attract additional resources while contributing to the urgent need to slow climate change and become a model for the rest of the City to emulate.

Ambitious planning will support aggressive fundraising. An uninspired and modest proposal to meet a minimal level of cosmetic changes and technical capabilities will be

unlikely to attract prospective donors and public supporters. Moreover, we believe a modest plan would not adequately support our students and faculty.

Recommendations:

- ***Develop a comprehensive fundraising plan, and increase baseline budgets for the Libraries***. Some specific financial recommendations include:
    - o   Make substantial additions to the baseline budget, adjusted for inflation. Cost of library materials and supporting technology must be built in to the budget in order to adequately support the purchase of resources in all formats required by the curricula of all schools and programs.
    - o   Ensure funding in a timely and dependable manner for collections and supporting technology, including maintenance, staff support and regular equipment replacement or upgrades.
    - o   Add funds to the Libraries as new programs are added to the College curriculum.
    - o   Resources must follow students. Doctoral students studying at Hunter are officially registered at the Graduate Center, but need to and do use Library resources at Hunter. The Libraries need the necessary resources to support these students and campus-based doctoral programs.
    - o   Fund preservation and archiving of physical and digital collections.
    - o   Apply for grants for a Green retrofit of the main library (e.g. Kresge Foundation Green Building Initiative, Clinton Foundation, New York Power Authority).

X. Conclusion

All aspects of the Libraries discussed in this report are inextricably inter-related. Improved facilities, deeper and more accessible collections and expanded technology and other services all require in-depth, comprehensive and serious planning to create a Library that will serve the College for years to come.

The College is launching doctoral programs, expanding and improving existing academic programs, and increasing the size of our student body. We aspire to be a world class educational institution and need a Library worthy of this vision. The opportunity to create a Library that will serve the changing needs of the institution and its student body confronts us, and we must take it on with imagination and boldness. The main library is in a

state of decay and disrepair, but, just as there are few students without a complaint about the facility and the need for access to more academic resources, there are many people connected to the College and other donors who will step up to the challenge of making the Libraries comfortable and stimulating, and, most of all, a place that communicates how to learn and create knowledge. These revitalized libraries are essential to Hunter's success.

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Appendix

Hunter College Library Task Force

Report of the Facilities Sub-Committee

<u>**Hunter College Library Task Force**</u>

<u>**Report of the Facilities Sub-Committee**</u>

Executive Summary

Introduction

The library should be an inviting, clean, space designed for study and research. It should provide adequate lighting and temperature control, ergonomic furniture and access to technology services. The fact that Hunter College is a commuter campus increases the importance of the library as a place for study. It should provide spaces that are safe, comfortable and designed to accommodate the ways students work—individually and in groups, with laptop computers and the Internet. The spaces should also be designed to make available resources easily identifiable, accessible and flexible to changing needs of the students and demands of the Library. This report assesses the deficits of the current library facilities, including Wexler and the branch libraries, and makes recommendations for improving conditions in the libraries.

Assessment

The libraries' space and facilities problems are long standing. All three libraries have severe space shortfalls for housing their collections and for student workspace. The existing space, especially at Wexler has poor temperature control and air quality and is physically deteriorated. It lacks sufficient audio-visual and technological infrastructure. The physical space at Wexler Library is the source of most student and faculty complaints about the library. The problems center on the fact that the facility is dark, outdated, not well designed to carry out its functions, and poorly maintained. Specific deficits are discussed in the recommendation section of this Executive Summary.

Addressing all these problems will require significant planning, resources and expense, but it is critical to begin correcting them at once. To this end the Facilities Committee has developed two sets of recommendations: 1) short term recommendations requiring urgent attention including recommendations related to planning which should be carried

out concurrently with other short term recommendations and 2) long term recommendations.

Recommendations and Rationale

1. Short term recommendations:

We hope these can be acted on, and preferably completed, within 12 to 24 months.

A. Facilities

Hire a facility manager for the library: The person in this position should be responsible for identifying problems and should serve as a liaison between the library staff and the facilities staff to insure that problems are dealt with in a timely and effective manner.

Renovate facilities with no/low volatile organic chemicals: Because of the ongoing problems with the heating, ventilation and air conditioning (HVAC) system in the library, it is critical that all of the above tasks be completed using materials and furnishings that contain no or extremely low volatile organic chemicals (VOCs) to avoid toxic and unpleasant off-gassing.

- **Replace lights that do not work:** The library now has so many lights that do not work or where bulbs are burnt out that students and members of the faculty cannot see to do their work or find materials. In many areas, the library is so dark as to feel, and perhaps be, unsafe. Burnt out bulbs and lights that do not work, including the circular lights on each floor close to the elevators, should be replaced at once. Routine maintenance should assure that burnt out bulbs are replaced regularly and in a timely manner.

- **Bring lighting up to standard:** Provide adequate lighting for entire library using the standards and recommendations in the New York City Department of Design and Construction Sustainable Design Brief for Library Lighting available at:

http://www.nyc.gov/html/ddc/html/ddcgreen/documents/lightman/desbrief/library.pdf or ASHRAE standards[3]. (While provision of new lights for the entire library may take longer than 24 months, it should be begun as soon as possible and a plan for complete replacement should be developed and implemented in the short term.)

- **Institute reliable and consistent cleaning and maintenance plan:** Provide for regular maintenance and general scheduled cleaning of the entire library including routine shampooing of the carpets.

- **Improve signage:** The library needs much improved signs to inform patrons about where materials and activities are, how to access study rooms, how to turn on lights, how to get assistance from library staff, etc. Signage should be appropriately placed, attractive and consistent.

- **Identify and remediate moisture infiltration:** Moisture infiltration threatens library materials and leads to mold and poor air quality.
    - Take appropriate health and safety actions to clean and remediate these areas.
    - Continue to patrol these areas to monitor and prevent problems from reoccurring. Institute short term remedies to address moisture conditions.

  The library's moisture infiltration problems are significant and longstanding, and they should be acted upon and corrected without delay.

- **Provide additional power outlets:** This is necessary to facilitate use of the new wireless internet access in the library and to prevent hazards from electrical cords crossing areas where people walk.

- **Improve floor covering:** Carpeting is worn, taped, stained, moldy, and dirty. Carpeting should be replaced as soon as possible, beginning with areas that represent a tripping hazard and where there is mold. In other areas, if

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[3] The American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) develops standards concerned with refrigeration processes and the design and maintenance of indoor environments, generally accepted by the industry. http://www.ashrae.org/

carpeting cannot be replaced quickly, it should be thoroughly cleaned. Care should be taken to ensure that new carpeting (and materials used to install it) will off-gas as little as possible (have low volatile organic chemical content) so they do not contribute to the library's air quality problems.

- **Improve existing group study areas:** Provide glass doors and appropriate furniture and insure that students know where these spaces are and how to sign up for them.
- **Replace furniture:** Existing furniture is worn and uncomfortable and much of it is incompatible with the tasks for which it is used. There is not enough seating in the library. New ergonomic furniture should be purchased.
- **Repair and Paint walls:** Plans should be developed for repairing and painting the library.
- **Correct temperature control problems**: Enable library spaces to be maintained at comfortable temperatures on a year round basis.

B. Planning

The above recommendations reflect the sub-committee's view of the most urgent problems plaguing the library space. We understand that solutions to many of these problems are inter-related and require coordination. For example, both replacing lighting and adding additional outlets may require new wiring and replacing ceilings. Moreover, we appreciate that as long as moisture infiltration remains a problem new ceilings and other renovations are in danger of being ruined shortly after they are completed. We also understand that there are significant and longstanding problems with the HVAC system. Because of all these inter-related problems and the possibility that renovation and rehabilitation of the library facility could lead to significant savings in reduced energy and maintenance expenditures, we make the following recommendations:

- **Enlist a consulting engineering/ architectural firm to thoroughly evaluate the HVAC and other building systems** and provide the College with information on what needs to be done to correct deficiencies in these systems and evaluate potential savings to be gained by retrofitting the building to be energy efficient

and easier to clean and maintain. It is critical that the firm hired to carry out this work be experienced both in working on and designing college libraries and increasing energy-efficiency and making spaces and building systems easy to maintain and keep clean.

- **Enlist an experienced Library Planner:** In consultation with library staff and others, the Library Planner should develop a plan to integrate continuing and innovative library programs discussed in the full Task Force report and yet to be conceived with facilities improvements. Such a Planner, working with an engineering/architectural firm experienced in doing college libraries, can help to plan, stage and integrate long and short term renovations so that things done to improve the library in the short run do not have to be re-done as more extensive renovations are carried out. (S)he can help prioritize smaller projects to ensure that the most important things are done first and that interference with library access and services are minimized during renovation.

- **Use the planning process to guide and sequence implementation of work on the library facilities.**

- **Include new study and classroom spaces in the planning:** The consultants should work closely with library staff to consider how to provide the new study and classroom spaces discussed below and move various student services (e.g. reference) and backroom functions to more appropriate locations.

While such a planning effort would not be inexpensive, it is crucial and, we believe, urgent. We believe that beginning work on the library without sufficient professional evaluation and planning will result in wasted resources and failure to properly prioritize projects.

2. **Long term recommendations**
   - **Create adequate group study space:** These spaces must be acoustically separated from the library's quiet and individual study spaces.
   - **Create additional classroom space**: These spaces must be acoustically, as well as visually separated from the library's quiet and individual study spaces.

- **Consider designing multiple use or convertible spaces:** Such spaces will enable more effective use of limited space. For example, a classroom not being used for teaching could be temporarily made into smaller group study spaces.

- **Increase the use of compact shelving** for archives and other areas as appropriate.

- **Give careful consideration to off site storage of infrequently accessed print materials.** Such consideration must include provision for insuring timely access to such materials when they are needed.

- **Move reference services to the 3rd floor near the main entrance to the library, probably in the form of an information commons.** Consider where else assistance should be available and what physical and virtual arrangements are required.

- **Reconfigure the library to allow for easier expansion of operating hours.** Redesign the library so that a few staff could allow part of the library to be open to students while still ensuring security of operations and safety of students.

We recognize that the HVAC system will need to accommodate many of the changes described above.

3. **New Facilities for Science, Health Professions and Social Work**

- **Include adequate library space and staff in plans for moving the Science Departments, the Schools of the Health Professions and the School of Social Work to new facilities:** We note that the Library is operating with a huge space deficit and that plans call for moving the Schools of the Health Professions from Brookdale where there is a library and possibly moving the School of Social Work, which also has a library. Plans to house these schools must include provision for adequate library space and staff. The new Health Professions and Science Building must include provisions for a combined science and health professions library with adequate space, technology and staff. Librarians and library planners should be involved in planning these spaces.

4. **Commissioning**

- **Commission any significant work:** There should be a systematic process (and accountable contractor) for assuring that any new or renovated building, area, or equipment performs as it is supposed to and as the contract documents specify. Commissioning ensures, through documented verification, that all building systems and other work perform interactively as they are supposed to and that facility personnel are prepared to properly maintain and operate new or renovated systems and equipment (Working Buildings). Putting requirements for commissioning into renovation contracts ensures that the College will get what it contracts and pays for and that College staff know how to use and maintain the systems. This is particularly important for HVAC system work, since these systems are notorious for not working as specified and for not being properly maintained.

A. Background

Students at Hunter College commute to campus. They do not have dorm rooms within walking distance where they can go to study. Consequently, students need spaces on campus where they can work. The library, given its central role in academic life should be a place where such spaces are provided. Such spaces should be safe, comfortable and designed to accommodate the ways students work—individually and in groups, with room for laptop computers and access to the Internet. They should be designed to make available resources easily identifiable and to maximize access to resources and efficiency of movement. This report lays out a vision for renovating the libraries at Hunter College to meet these needs, assesses the current library facilities in light of these needs and presents recommendations for renovating and retrofitting the library facilities in order to achieve the needed spaces.

Vision

We want the library to be a beautiful welcoming space designed to enable the functions of a modern college library--finding needed resources in print and digital format and using those materials and human resources embedded in libraries--librarians, other faculty, and other
students--for learning, teaching and research.

Academic libraries are doing not just what they have done traditionally, but something more and different.

- Library space is being used for:
    - learning and studying individually and in groups
    - accessing and using materials as well as storing them
    - learning how to learn and access and evaluate materials
    - using existing materials to create new ones
    - getting expert help in finding, evaluating and using materials (reference services)

- Libraries are collecting materials in many different formats and making them available not just in the library but on line in many different locations both on campus and elsewhere

- Libraries are providing reference and other expertise not only in person, but also on line. They are also providing these services in multiple locations in the library.

- Libraries are providing resources needed for studying, learning and teaching including computers, software, reference and other expert help.

Despite the growth in on line and remote services, the library as place remains critical to providing students and faculty with needed resources and to creating and maintaining a College community. Our current Library is not able to provide what our students and faculty need. Our facility must be improved.

B. Goals

The library should be an inviting, clean, comfortable space designed for study and research. It should provide adequate light, ergonomic and appropriate furniture and appropriate spaces for individual and group study, classrooms, staff and library faculty workspace, and appropriate technology. The temperature should be within the standard comfort ranges without use of space heaters or noisy fans. Ventilation should be adequate for maintaining temperature control and good air quality. The air should be free of contamination by mold, volatile organic chemicals, and excess dust and pollen.

Our goals are to:

1. Make the library comfortable and aesthetically pleasing.
2. Improve the lighting
3. Insure that areas with motion sensitive lights do not go dark while people are there.
4. Provide adequate facilities for group study and project work at all three library branches.
5. Improve air quality and temperature control
6. Replace the carpeting and furniture
7. Have an information commons where you enter each library
8. Improve the technology infrastructure

9. Improve signage

10. Organize the stacks so they are open and inviting

C. Assessment

The library's space and facilities problems are long standing. The East Building, including the Wexler Library was designed in 1973. The building is a product of what Mayor Bloomberg has called the "decay and decline of the 1970s." It was begun in 1975 as the City went bankrupt and remained little more than a hole in the ground for five years. Completed in 1982, the building has never recovered. Since its completion, it has been evident that the Library was poorly planned, having little room for flexibility or ability to meet the space needs and growing demands required by the College. The initial design flaws have been compounded by a deteriorating physical plant that has suffered from decades of neglect and inadequate funding.

The 1999 Master Plan Document (MPD) prepared for the City College of New York by the architecture and planning firm Coopers, Robertson and Partners reported that the library lacks space for virtually all its functions, is poorly configured and offers spaces that are incompatible with or inappropriate for its reference and service functions. The small floor areas and multiple floors fragment services and the collection and increase the complexity (and cost) of operations. On an urban campus with few places for students to gather, the Library suffers from competition between lounge and study areas and a lack of clear boundaries between spaces. These problems are aggravated by the lack of flexible space to allow for group study and the ever-changing needs of the student body.

The demands on the Library have markedly increased since the 1973 design of the facility. All three libraries have severe space shortfalls for housing their collections and for student workspace. According to the MPD, in 1996-1997 Hunter's library was designed to serve a student body of 9000 FTE students and was already serving 11,000 with a 22% space deficit. By 1999, the space deficit was estimated at 39% and projected to be 60% by 2006.

The MDP further states that Wexler was plagued with poor temperature control and air quality, insufficient audio visual and technological infrastructure and that the physical space had markedly deteriorated even by 1999. We can conclude that maintenance has been deferred and conditions have only worsened since the same problems noted in the 1999 MDP are glaringly evident today- including water infiltration, poor lighting, and carpets and ceiling tiles that are disintegrated, discolored or moldy[4].

The Master Plan Document reported that the entire E Building's mechanical, electrical and plumbing systems were in fair to poor condition and that the HVAC system required extensive re-balancing. We have not been able to determine whether any of these mechanical problems have been addressed, but the HVAC system has not been re-balanced, so temperature control remains a significant problem as does moisture infiltration (i.e. leaks).

The poor condition of the library is widely acknowledged and echoed by students and faculty. Data obtained from the Library Service Quality Survey (2006) (LiBQUAL) is consistent with the 1999 MPD findings. In the 2005 survey on the library, conducted as part of a larger CUNY-wide Library Service Quality study, students commented repeatedly the Hunter Library facilities were uninviting and dirty (95 comments). Specific comments highlighted the following problems:

    a. Poor Lighting
    b. Dirty and poorly maintained
    c. Noisy
    d. Poor air circulation
    e. Not enough study space, especially group study areas
    f. Seating is dirty, rundown and uncomfortable
    g. Group study area and quiet study areas are located too close to each other
    h. Rules should be enforced re: eating, use of cell phones, and talking

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[4] Committee tours of the Library showed moldy carpets and walls, patching of walls that was never completed, missing ceiling tiles, multiple light bulbs out, ceiling grilles and other material left against walls, etc.

These results come from a web-based survey that had a box for comments about the library as well as closed-ended questions. Approximately 40% of survey respondents included comments. Hunter had the highest number of students responding to the survey of any campus in the CUNY system.

A tour of the facility reveals problems large and small resulting from major facility deterioration such as water leaks and mold, and lack of routine maintenance, resulting in a large numbers of burnt out light bulbs and missing ceiling tiles. [see Appendix __ for photographs from Spring, 2007 tour].

Lighting: At least 1/3 of the existing lights at Wexler were out at one point during Spring 2007, leaving many areas of the library too dark to see to work effectively or to find materials. Some areas of the library are so dark and unpleasant that few students work there. Some students report that they do not feel safe, and especially feel insecure on the basement floors, B1 and B2. Monitoring of lighting in the library in April 2007 found that of 19 spaces monitored, light meter readings ranged from 12 lux on B1 next to B113 to 570 lux on the 3rd floor in room 312 (where there are public access computers). Standards state that 300-500 lux is an appropriate lighting level for reading tasks in libraries (New York City Department of Design and Construction); 10 of the spaces monitored had lighting levels below 300, 4 below 100 lux (appropriate only for "simple orientation for short temporary visits), 2 between 100 and 200 lux (appropriate for "working spaces where visual tasks are only occasionally performed) and 4 between 200 and 299 lux (appropriate for "visual tasks of high contrast or large size") (ANSI 1982). This spring it took the Facilities Department more than a week and a half to replace burnt out bulbs in the library using all its available staff. Additional re-lamp and housekeeping personnel are needed for the library. Alternatively, or perhaps in addition, bulbs and/or fixtures should be replaced with longer lasting, more efficient florescent bulbs. Lighting and other routine maintenance must be handled on a routine basis.

Moisture infiltration: Several areas of the Library have extensive water damage including (but not limited to) B-1 and the 7th floor, contributing to obvious growth of mold, which threatens library materials as well as library users and staff. The moisture

has resulted in mold, obvious to the naked eye (and nose), on walls carpet and books, including old and rare materials in the archives. Monitoring in the library in April, 2007 found mold concentrations were twice as high in one second floor study area than outside (100cfu/m3 compared to 50 cfu/m3) and more than 27 times as high in the archives as outside (1375 cfu/m3 compared to 50 cfu/m3). One can see from touring the Brooklyn College Library that floors below ground need not be dark, moldy or depressing.

The basement floors are underutilized and need to be completely revitalized so they are bright, cheerful and designed for use. It might be appropriate to move some staff functions to the basement floors allowing more study areas on the higher floors. It might also be appropriate to put compact shelving on these floors.

Recommendations:

- **Replace lights that do not work and bring lighting up to standard using** the standards and recommendations in the New York City Department of Design and Construction Sustainable Design Brief for Library Lighting available at: http://www.nyc.gov/html/ddc/html/ddcgreen/documents/lightman/desbrief/library.pdf or other appropriate standards. (While provision of new lights for the entire library may take longer than 24 months, it should be begun as soon as possible and a plan for complete replacement should be developed and implemented in the short term.)

- **Improve cleaning:** Provide for general scheduled cleaning of the entire library including routine shampooing of the carpets.

- **Ensure that the library can get needed services from facilities and housekeeping routinely and as needed.**

- **Identify and remediate moisture infiltration:** Moisture infiltration threatens library materials and leads to mold and poor air quality.
  - Take appropriate health and safety actions to clean and remediate these areas.

- o Continue to patrol these areas to prevent problems from reoccurring. Institute short term remedies to address moisture conditions.

The library's moisture infiltration problems are significant and longstanding. They should be acted upon and corrected without delay.

- **Improve floor covering:** Carpeting is worn, taped, stained, moldy, and dirty.
  - o Carpeting should be replaced as soon as possible, beginning with areas that represent a tripping hazard and where there is mold.
  - o In other areas, if carpeting cannot be replaced quickly, it should be thoroughly cleaned.
  - o Care should be taken to ensure that new carpeting (and materials used to install it) will off-gas as little as possible (have low volatile organic chemical (VOC) content) so they do not contribute to the library's air quality problems.

Mannington makes flooring from recycled tires which is reported to be available in many patterns and be long-lived, resilient and easy to maintain. Mannington is apparently willing, even eager, to install up to 20,000 square feet of this carpet at no cost so that institutions can test it out and decide if they would like to use it in renovating whole buildings. It is not known if this flooring is low in VOCs. Other flooring suggestions include sealed cork and bamboo. These are sustainable, long lasting materials. Further research is needed to evaluate these suggestions.

Group study space: There are very few group study spaces in any of the libraries. Wexler has only four and they are small, poorly lit and do not have appropriate furniture. The Social Work library has 9 group study spaces and the Health Professions library has 5. This lack of clearly defined and acoustically separate spaces results in both a lack of space for students to study together without disturbing others and resulting complaints about noise and lack of quiet study areas. Group study space is urgently needed in all of our libraries as study, research, and learning become more and more collaborative (Association of College and Research Libraries). We need these spaces not only to respond to the way students study today but also to help keep spaces for individual study quieter and more usable.

Recommendations:

- **Improve existing group study areas:** Provide glass doors and appropriate furniture and insure that students know where these spaces are and how to sign up for them.

- **Create adequate group study space:** These spaces, which should accommodate from 2 to 6 students, must be acoustically separated from the library's quiet and individual study spaces. They should have electrical outlets and internet access.

Back areas: Many back areas in the library are in disarray and poor repair. They cannot be used in their current condition either by staff or students because they are not properly configured and lack needed wiring and furniture. Some are filled with furniture or equipment that is no longer in use, and some have leaks, holes in the walls and other problems. The staff areas need to be redesigned and perhaps moved so that they provide better working space, more privacy and sound separation for staff preparing classes and carrying out other activities that require concentration.

Technology: While technology issues were addressed by another sub-committee, we note that wherever there are computers, students are working on them even when furniture and lighting are inadequate. There are usually students waiting to use the computers on the higher floors. This suggests that there is a need for more computers and for appropriate furniture for using them. There is also a shortage of electrical outlets needed for plugging in laptops.

Recommendation:

- **Increase the number of electrical outlets throughout the libraries** to facilitate use of laptops and the new wireless internet access in the library and to prevent hazards from electrical cords crossing areas where people walk.

Heating, Ventilation and Air Conditioning (HVAC) Systems

At least as far back as the 1999 Masterplan, professionals, staff and students have commented on the inadequacy of the HVAC system in the library. There are parts of the building where staff run space heaters year round because there is inadequate heat in the winter and too much air conditioning in the summer. It appears that at a minimum, the system needs to be re-balanced. Even without sophisticated monitoring, it is obvious that the HVAC system is circulating dirty air (air with particulates in it) as the ceiling tiles around each vent are black with dirt from the system. In addition, the currently configured HVAC system seems to interfere with creating acoustically separate spaces for group study, classrooms and other activities, as walls cannot be installed that go from floor to ceiling. This is a significant problem.

Recommendations:

- **Correct temperature control problems**: Enable library spaces to be maintained at comfortable temperatures on a year round basis.
- **Hire a firm experienced in working on college libraries, building systems assessment and energy efficiency to assess the HVAC systems and make recommendations for increasing effectiveness and efficiency of the systems or replacing them.**

Signs: The need for signs as well as their design and placement should be addressed systematically. We provide below an incomplete list of places in which signs would be helpful.[5]

- At library entrance providing information on services and locations of materials
- On every floor at the exit from the stairs and elevators, signs providing information on the location of materials on that floor and throughout the library. Also signs indicating where copy machines, computers, bathrooms, drinking fountains are located.

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[5] Faculty in the Environmental Psychology department at the Graduate Center might be willing to help design signage for the library, or a class in Environmental Psychology might take on signage and/or other library problems as a class assignment.

- Signs explaining how to reserve and find group study rooms (on study room doors and other appropriate locations)
- Signs that effectively discourage eating in the library

Recommendations:

- **Provide appropriate and consistent signage throughout the libraries.** Consider using faculty or students in the Environmental Psychology program at the CUNY Graduate Center to help design and develop signage.

A Note on Food

Students eat in the library despite the fact that it is not allowed and signs to that effect are posted prominently. Trash cans are overflowing with food wrappers, leftovers, etc. Both the eating and the trash make it more difficult to keep the library clean and attract vermin (of the 4 and 6 legged variety). While it might very well be preferable to keep food out of the library, most college libraries have given up trying. Many college libraries have put cafes or other kinds of food service in the library. Few forbid food in the library and those that do, do not enforce the rules. Instead they have installed large covered trash containers and made it clear that any spills that occur should be reported immediately to staff. Some campuses provide spill-proof cups and allow only these cups in the library. Some Hunter students have suggested that the prevalence of food in the library and unsanitary disposal practices are part of the library's "broken window syndrome". That is, because the library is already such a degraded physical environment, it is both disrespected and disrespectful, so students feel that the environment invites further disrespect and does not require them to take care of it.

Recommendations:

Place large covered trash cans in the library

- **Consider providing spill-proof cups with a library logo as part of a marketing campaign and allow only these cups in the libraries.**

- **Consider designating some areas of the library for eating, and enforce no eating rules in the rest of the library.**

Tour of Brooklyn and Baruch Libraries (December, 2006)

Members of the Library Task Force toured the Brooklyn and Baruch College Libraries in December, 2006. Both the Baruch and Brooklyn libraries were markedly cleaner, brighter, airier and more pleasant to study in than that the Hunter Libraries. Comments from the LibQUAL survey note the "better collection, better design, better resources, better lighting" and attention to detail, such as desks and chairs that provide adequate space and are of appropriate ergonomic design for their intended tasks, and wiring hidden or attractively managed. Group study spaces were more plentiful at Brooklyn and Baruch, and they were well-lit and had glass walls eliminating safety concerns.

When the library at Brooklyn College was designed, the library staff was fully integrated in the planning process and worked closely with the architects, (Shepley Bulfinch Richardson and Abbott) and the space planner, Randall Rice, of the Omni-Group. The Brooklyn library staff also retained an in-house architect to serve as liaison between themselves and the construction team. As a result, fewer mistakes were made and the space that was built meets the needs of faculty, staff and students alike even now, 10 years later.

Planning

We understand that solutions to many of the problems discussed in this report are inter-related and that their solutions require planning and coordination. For example, both replacing lighting and additional outlets may require new wiring and replacing ceilings. Moisture infiltration can ruin new ceilings and other renovations. The design and problems with the HVAC system, affect the ability to rearrange space and create group study or classroom spaces. The inter-relation of the many facilities problems the library faces, the need to keep the library functioning while it is being renovated and the importance of taking advantage of opportunities reduce energy use and save on maintenance expenditures require extensive and expert planning. In order to create and implement appropriate plans we make the following

Recommendations:

- **Enlist a consulting engineering/ architectural firm:** The firm should thoroughly evaluate the HVAC and other building systems and provide the College with information on what needs to be done to correct deficiencies in these systems and how much could be saved by retrofitting the building to be energy efficient and easier to clean and maintain. It is critical that the firm hired to carry out this work be experienced both in working on and designing college libraries and increasing energy-efficiency and making spaces and building systems easy to maintain and keep clean. The firm should provide information and analyses on what can be done to improve the library without structural changes and what things would require such changes.

- **Enlist an experienced Library Planner:** In consultation with library staff and others, the Library Planner should develop a plan to integrate continuing and innovative library programs discussed in this report and yet to be conceived with facilities improvements. Such a Planner, working with an engineering/architectural firm experienced in doing college libraries, can help to plan, stage and integrate long and short term renovations so that things done to improve the library in the short run do not have to be re-done as more extensive renovations are carried out and can help prioritize smaller projects to ensure that the most important things are done first and that interference with library access and services are minimized during renovation.

- **Use the planning process to guide and sequence implementation of work on the facilities** in order to minimize disruption of library services and the need to redo work.

- **Include new study and classroom spaces in the planning:** The consultant should work closely with library staff to consider how to provide the new study and classroom spaces discussed in this report and move various student services (e.g. reference) and backroom functions to more appropriate locations.

- **Consider having a Planning Studio course in the Hunter Urban Planning Department develop options for the Libraries.**

While such a planning effort would not be inexpensive, it is crucial and, we believe, urgent. We encourage researching creative options to retrofit the library and reaching out to local architects and building efficiency experts who have worked on libraries and retrofits in the area.

New Directions in Library Use and Design

Preliminary review of academic and public library literature reveals that the difficulty of housing hard copy collections, the changing role of a library in an academic institution and the lack of space is not unique to Hunter College. Some institutions are exploring new approaches to addressing the problem of space and the technological challenges of 21st century libraries on campuses like ours that have constrained space and budgets.

Some libraries are reapportioning space, shifting areas that once stored books for use as computer workstations and digital-media archives. Books are being accessed by robotic arms stored inside metal bins (Santa Clara University), or automated retrieval systems (California State University at Northridge, Sonoma State University, and the University of Nevada at Las Vegas), or stored offsite with human retrieval systems (Princeton and the New York Public Library).

Both the literature and experts in the field acknowledge that despite increasing use of digital materials available from remote locations, the library space is critical to its (and its institution's) success. A survey of library directors conducted by Hal Shill from Penn State and Sawn C. Tonner, director of the library at Reinhardt College, in Waleska, Ga., found, as our surveys and other material indicate, that it is the basics that count. ". . . basic comforts rated highly: the quality of natural lighting, the quality of work spaces, the quality of the heating and air-conditioning system, and the overall ambiance of the building all affected the use and satisfaction of library services. …Computer and Internet access—such as the number of data ports, the quality of the telecommunication system, and the quality of the public-access workstations—were also vital to the success of a building." Shill found that "80 percent of the libraries located in new or significantly renovated buildings saw their traffic increase." He points out that, "If a library is

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deserted, it's … likely… that the building itself is outdated, poorly lit, underfinanced, and depressing. . . [and lacks] amenities like data ports, group-study areas, and casual learning spaces to accommodate the way students work today"(Scott 2005).

Renovation and Green Building Initiatives

One question we face at Hunter is whether to attack the library's serious space, facility, and technology problems in piecemeal fashion as our limited resources encourage us to do, replacing lights and worn out furniture and carpet, painting walls, and trying to figure out a way to put up partial walls to create visually separate group study areas as scarce funding allow OR whether to explore a more comprehensive and greener retrofit that would take a bigger, broader view of the mechanical systems and the space. A broader view would allow us to develop a fundamentally better use of space, solve the HVAC problems, make maximum use of daylighting, enhance cleanability and reduce maintenance costs, and use energy and staff time more efficiently by greening the building as well as making it more attractive and usable. Short term fixes will undoubtedly make the library more pleasant and usable as have the important addition of wireless internet access and computers that students can check out. The remodeled Browsers' Lounge and the new circulation desk have enhanced the library's functionality and surroundings but these renovations leave the fundamental and ongoing problems of air quality, HVAC, water seepage, wiring and outlets, and use of space unaddressed.

We would like to take this opportunity to address these critical and basic issues as well as the need for increased resources overall. We reiterate that it would be worthwhile for the College to consider hiring a firm with the capabilities and experience to assess and compare the long and short term costs of maintaining the East building's current systems with the costs and benefits of replacing or retrofitting them with newer, better designed, energy efficient systems. Such firms can use sophisticated computer modeling programs to assist us in deciding what various retrofits would do for Hunter. They are also helpful in accessing potential state, city, federal and private grants to offset the costs of developing a higher performance building. They can also help us plan short term upgrades that fit into a longer term plan designed to fix bigger problems in such a way

that services are disrupted as little as possible and resources are used most efficiently by insuring that long term fixes do not require redoing work done in the short term.

The Mayor's Office of Sustainability, as well as the NYC Department of Design and Construction (DDC) have both committed themselves and the city to green building and energy efficiency (http://www.nyc.gov/html/ddc/html/ddcgreen/) and might be a source of support and funding. A well-thought out building renovation that improves building efficiency and reduces operating costs could not only attract funding beyond what we might otherwise obtain to renovate the library, but would also attract a great deal of positive public relations, that would be a boon for Hunter College.

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Library Task Force
Technology Subcommittee

I. Planning and development issues

The challenges faced by the Libraries in planning and development for technological services and enhancements include the rapid changes in technology combined with increased expectations of patrons and staff for the availability of such services. The rate of change outpaces institutional budgeting, planning, and assessment cycles. Since resources are not infinite and technological enhancements can be so costly to implement, the planning and development of these enhancements must be continual, persistent, and appropriate in predicting the future so as to avoid misuse of allocated assets. It is also crucial that planning and development activities occur within a broad context so as to include not simply the acquisition of computers and access to databases but also the support services associated with the adaptation of new technologies and innovations that would allow the Libraries to address persistent problems associated with space, storage, and research support. Most major technology advances require human support and user education, and this must be considered in all planning activities.

Planning and development for technology in the Libraries is hindered by at least five problematic situations.
1. Overall lack of resources. At least 90% of the Libraries' budget is fixed each year (salaries and subscriptions). This leaves very little room for large-scale technology projects, which often require significant sums of money.
2. Lack of a dedicated funding stream (essential for responding to emergencies in a timely fashion and for doing *any* serious long term planning).
3. College-wide administrative separation of technology services from the Libraries.
4. Lack of the Libraries' own internal organization charged with this mission.
5. Lack of technology planning in the academic educational mission reflected at all levels of administration.

The Libraries are in no position on their own to remedy the first three problematic situations. Item 5 requires central administrative leadership and direction, including increased commitment and effort in system-wide and statewide negotiations for licenses and access to sharable resources. Other portions of this report make recommendations and suggestions for addressing items 1 and 2 (see section IV). This portion will offer suggestions for items 3 and 4.

A. Structural Organization and the Relationship between ICIT and the Libraries

At other CUNY institutions and many more throughout the country, instructional and information technology units and the libraries are the responsibility of a single senior administrator (e.g., both Baruch and Brooklyn, the locations of the committee's site visits, have this administrative organization). Such arrangements facilitate coordinating resources, streamline planning and development, and make available both equipment and staff expertise for important technology functions.

While the Hunter Libraries and ICIT have occasions to collaborate on various projects and plans (e.g., the recent wiring project to deliver wi-fi to the library), and the ICIT instructional design team assists library faculty in planning and executing relevant classes and electronic services (e.g., the recent podcasting project), the present administrative arrangement at Hunter has two structural features that are of some concern to this committee: ICIT and the Libraries are separate administrative units with no formal structural relations, and they ultimately report to different sides of the overall organization (the Libraries report to the "academic" side, ultimately to the Provost, while ICIT is considered to be on the "administrative side," ultimately reporting to the Vice President for Administration). An example of how the present arrangement is problematic is provided in the Libraries' own "Technology Plan," which underscores the challenge of not being in control of their own network ("Technology Plan," p. 2), and the pressures faced by having to respond to architectural changes in the network for which they have no formal role of collaboration and little influence. For major projects involving technological enhancements and maintenance, the Libraries must juggle relations and support needs from both ICIT and Facilities (for electrical needs and wiring). This creates unnecessary obstacles to timely and efficient assessments of needs and implementation of new projects. This administrative division may ultimately lead to counterproductive competition for resources.

The committee is not prepared to make a specific recommendation for addressing this concern but rather identifies it as an issue that needs further investigation. Should the Libraries and ICIT both ultimately report to the same senior administrator? Should there be a position analogous to a "Chief Information Officer" that combines the Libraries and ICIT? And should such a position be a vice presidential level post so that s/he is able to more effectively participate in the budget process and coordinate activities? If such larger organizational changes are not made, should the Chief Librarian's position be changed to be a peer with the head of ICIT (such that both positions are at the vice presidential level)?

B. Internal Planning

Long-term planning is nearly impossible in the current budgetary climate. It is vital that this change as soon as possible. Planning and development for short-term technology needs (e.g., staff computers, more efficient copy machines, etc.) is largely reactive and ad hoc. That is, in such cases, new technology is added only in response to crises that reach acute stages. Since the Libraries'

"Technology Report" was issued, some of these shorter term problems have been addressed. The recommendation of the Libraries' "Technology Committee" to charter a permanent committee was adopted by the Chief Librarian following the report. This development is strongly endorsed by this committee. The "Technology Committee" suggested a semi-annual assessment and review reporting cycle, which this committee also endorses. However, we are concerned that the recommended quarterly meeting cycle might not be effective, and we think the Libraries might be best served by a committee with a wider membership. It is recommended that there be some consideration of a standing committee that might include a spectrum of Libraries staff (particularly representatives from the branches), ICIT and Facilities personnel, faculty, and students.

Summary of recommendations
1. Integrate technology planning in the academic educational mission and reflect it as a priority at all levels of administration.
2. Create a technology planning, development, and assessment group for the Libraries. Such a committee might include some combination of the Technology Committee (an adopted recommendation by the Libraries' "Technology Plan") and some partners and stakeholders in the delivery of library services, including ICIT, Facilities, other administrative units, faculty, and students. The Libraries should build on their success with the recreation of the technology committee that drafted the Library's self-study document on technology. We cautiously embrace this report as a document that identifies certain significant needs (e.g., the need for better coordination with ICIT) but which has shortcomings (e.g., its assessment that "The Hunter College Libraries' current technological environment offers adequate support to meet the needs of the Libraries and their users").
3. Secure a steady funding stream for technology so that effective planning and development can occur. This must occur regardless of whether it is tied to the creation of a technology resource center (such as an "Information Commons," now fixtures in modern libraries).
4. Study the administrative organization of the Libraries and ICIT. Considerations might include: combining the two units under a single administrator (however, the committee thinks it is essential that the chief administrator possess immediately relevant expertise and advanced education in library science), elevating the Chief Librarian position to a Vice Presidential post, and/or otherwise organizing the administration to reflect structural integration of the Libraries and ICIT.

II. Technology Services:

The Libraries provide a variety of technology services to students and faculty to support their use of library resources and to make use of resources available elsewhere. Technology needs to be considered within this context, and include the variety of media that improve and enhance library services - beyond the specific tools that are available. There are three broad categories for consideration:

- **Access services** (e.g., document delivery, duplication services, circulation, electronic reserves)
- **Reference Services** (e.g., research consultation, virtual and chat reference)
- **Instructional Services** (e.g., on-line tutorials, library classes, spaces devoted to utilizing library technology resources, including engaging in collaborative and consultative projects)

A. Overview of Current Services

1. **Access services** – The library's access services cover a variety of areas, including but not limited to:

Course Reserves	906 books currently on course reserve
Electronic Reserves	As of Fall 2006: 91 professors participating, 1059 scanned documents, 24 journal links, 49 Powerpoint presentations
Interlibrary Loan	6349 total transactions in 2006
TOC/Journal Alerts Service	38 faculty participating
Circulation	In 2005-2006 there were 138,525 check-outs, 25,269 renewals and 148,363 check-ins at the three Hunter campuses combined
Duplicating Services	------
CLICs (CUNY's new interlibrary loan service	------

B. Reference Services – Reference includes provision of 115 hours of reference desk service Monday through Friday by a team of 17 librarians at the Hunter Main campus. Reference hours are also provided at the Social Work and Health Profession campuses, and on Saturdays and Sundays. Online reference (Ask A Librarian) has been a component of reference since 2002 (during July 2005 – May 2006, 202 questions were received/answered) and the library's new Chat reference service debuted Spring 2007. Research consultation is provided at the reference desk and can also be scheduled individually with a reference librarian.

C. Instructional Services – Current instructional services include three models for providing instruction on Information Literacy (IL):

The Introduction Model	IL is incorporated into FYE programs, such as the ORSEMS.	Each student in the ORSEMS must take VOILA!, the library's online tutorial that introduces students to the library. It is required to pass the course. **Statistical Overview:** Since Fall 2002, 7180 students have taken VOILA!
Information Literacy Course Model	A stand-alone credit-bearing course	LIB 100, now offered at Hunter College and taught by library faculty. **Statistical Overview:** 22 students registered for the first offering of the course during the January intersession. There are currently 20 students taking the Spring 2007 class.
The On-Demand Model	Individual classes with librarians on an as-needed basis	**Statistical Overview:** Between September 2006 and March 2007, 7528 students received library instruction via this method at Hunter. 370 classes were taught during this time period. During the Spring of 2006, 95% of ENG 120 classes received library instruction. The library also offers graduate instruction, which continues to increase (during 2005-2006, 49 graduate-level classes received library instruction). The graduate thesis seminar is also very successful – since 2002, approximately 250 students have taken the seminar.

Summary of recommendations:

1. Create an Information Commons or Media Union for the purposes of coordinating and integrating technology resources in the libraries across all three of service areas: access services, reference services and instructional services. Such a space would provide research and presentation instruction to assist students in making use of technology for organizing and sharing their ideas, including formal and non-formal information literacy instruction. This concept would allow for the addition of new academic and information technologies to support the educational mission of the college. Such

technological improvements might include, for instance, integrated smart classrooms to better support the library's growing information literacy instruction efforts, and the implementation of an RFID system to make circulation and security services more efficient. An information commons would also potentially provide an integrated and more comprehensive perspective on how technology is utilized in the libraries and what deficiencies and long term needs exist. Attached to this report is a separate description of what an Information Commons might look like at Hunter and some considerations to review prior to implementation. Also attached is a detailed study of the development of ICs conducted by a library planning team at Brigham Young University.

Information Commons Examples:
Brigham Young University: http://net.lib.byu.edu/gen/ic/
Indiana University http://ic.indiana.edu/ (also supplies information for those
   seeking to *create* ICs)
University of Michigan: http://www.dc.umich.edu/dmc/aboutus/index.htm
University of Florida http://www.uflib.ufl.edu/hss/infocommons/

III. Technology Interface, Organization and Presentation of Resources
The library web pages represent access to library resources for users who actually visit the library and for those who do not. Thus, the web pages are perhaps the most important gateway the library provides. As indicated in the description below, the Libraries' web pages may see close to half a million visitors each semester. This is only expected to increase as more and more resources and service access points are made available electronically.

Hunter College Libraries Current Web Environment

The Libraries' Web site, which resides on the web server, provides access to library information, tutorials, 167 offsite databases; and over 25,000 full-text electronic journals. **The Libraries' web site received nearly 450,000 hits during the spring 2006 academic semester.**

Installation and maintenance of a proxy server enables currently registered college students, faculty and staff to access the Libraries' electronic resources remotely by simply entering a user ID and password. The technology staff also work with the CUNY Office of Library Systems staff at 57th Street to maintain an SFX database which allows registered users to link to scholarly information in print and electronically. The web server also supplies the EndNote application for downloading as well as various on-line forms for our electronic reserves (ERes) service.

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Given the importance of the web usage and its impact on accessibility, four areas for attention are suggested:

A. ROUTINELY SCHEDULED USABILITY ANALYSIS

One of the most valuable tools for evaluating how well the library's web pages are working is usability analysis. The Libraries should therefore establish a schedule for conducting usability analysis of the Libraries' web pages on an ongoing basis. This should be done every two years in concert with the Libraries' Systems department and the internal library Web Committee. Funding to support the analysis should be built into the budget. The library conducted one usability study in 2003. The usability analysis should focus on presentation and navigation of resources, ease of use, ease of access to resources and services, and ease of management and updating. Methods for conducting the analysis should adhere to information industry standards, and employ methods suggested by Nielsen and Krug.

Nielsen, Jacob. *Designing Web Usability: The Practice of Simplicity*, 2000. Krug, Steven. *Don't Make Me Think: A Common Sense Approach to Web Usability*, 2000.

B. MARKETING

The Libraries provide many resources and services that the college community are not aware of. The Internet is one of the most powerful marketing tools available, and the Library should use the web and its own web pages to market itself more aggressively. Instructional services, new materials, new and existing services, libraries faculty expertise and programs are all areas that would benefit from better marketing, which would in turn increase the Libraries' profile and perhaps attract better financial support. One tool that might be used to gather information to promote the Libraries and target areas for marketing might be the statistical software (AW-Stats, currently in place) that monitors activity on the Libraries' web site. A Libraries marketing committee has recently been formed to take a look at these issues; however, this subcommittee might recommend that permanent financial support for marketing be designated within the Libraries' budget.

C. STAFF and TECHNOLOGY TO FACILITATE ONGOING SITE MANAGEMENT

Finally, keeping the Libraries' web pages up to date requires a great deal of attention to detail, as well as staff time. Currently, there is one Systems person dedicated to maintaining the web pages. However, a team of two staff with a background in database-driven technologies, web services, web design, and multimedia design might better be able to handle overall management of the site and ongoing changes that might be necessitated by usability analysis, addition of a PIE system, etc.

In addition to staff considerations, technology designed to minimize staff time when updating/managing the web pages should also be considered. This might include technology such as SMRS, developed and used at Brooklyn College libraries to automatically update subject-specific resource pages, among others.

Summary of recommendations:

1. Establish a schedule for conducting usability analysis of the Libraries' web pages on an ongoing basis. This should be done every two years in concert with the library Systems department and the internal library Web Committee. Funding to support the analysis should be built into the budget.
2. Develop a comprehensive strategic plan for marketing that seizes opportunities to use all forms of electronic communications with the Hunter community (e.g., the Libraries' web pages, which are currently not developed extensively for this purpose).
3. Include the use of personalized technology (PIE: Personalized Information Environment) in planning for services. See, for example, innovations in the use of "portals," such as the "MyLibrary" environment – an open-source, unified interface to collections of library, electronic and internet resources (in use at institutions such as Cornell, North Carolina State, and Notre Dame). Such a landscape might include personalized links, pre-filled out forms for services such as ILL and Reserves, automatic reminders for creating/accessing Reserves, suggestions for resources relevant to research based on previous searches, links to Blackboard, etc. (See North Carolina State: http://www.lib.ncsu.edu/mylibrary/about.html)
4. Hire appropriate staff to executive the recommendations above. This requires hiring a team of at least two staff with a background in emerging technologies applications in library science, including database-driven technologies, web services, web design, and multimedia design might better be able to handle overall management of the site and ongoing changes that might be necessitated by usability analysis, addition of a PIE system, etc.

IV. Support: This section considers what are the organizational structures and financial models that support technology innovations, sustainability, and growth of academic libraries.

A. Support/Budget Needs

Technologies are dynamic and are driven by perpetual innovation. The costs of meeting the demands of changing technology are nearly certain to increase for the foreseeable future. The cost of digitization and information technology services has a major impact on rising costs within the HC Libraries. These ever growing demands include the control, dissemination and preservation of digital resources, and the technology resources–(hardware, software and staff expertise) to manage these resources.

The Libraries are in need of a rotating technology plan that allows hardware and software to be replaced in a timely fashion. The lifespan of a computer is about three years and software updates should be done quarterly. Although the library currently receives a fixed portion of the technology fee, these funds are insufficient for the purposes described in this report. The funds are currently spent nearly entirely on electronic databases (and the committee does not question this judgment). The Libraries and ICIT will need to cooperate and develop a plan that will allow these updates to occur.

At this time, the Libraries' systems department is so understaffed that it cannot possibly provide adequate support to the branches. There is also a need for continuity in the Library systems department. Presently, project development is often given to students and other part-time personnel. While it is desirable to include students in development, there is a need for permanent staff to be involved in projects requiring longevity. Lastly, the Libraries have identified the areas of distance learning and videoconferencing as potential growth areas. We concur that this is an area of great interest in the academic life of the college. The Libraries, in conjunction with ICIT, should map these common areas of interest and plan accordingly.

To meet future needs and to ensure appropriate forward-looking planning, development of library technology and related services should have a dedicated funding stream. In the American Librarian Association's Report (2005), funding for technology was named one of the critical issues facing academic libraries. We concur with this view and believe that a long term plan for funding should be envisioned.

B. Funding Sources: The section considers prospective funding sources. The College presently lacks a funding model to support the libraries technology success and sustainability.

Main sources of funding were identified as (1) institutional support through technology fees and (2) identification of patrons or donors willing to fund the libraries mission. Hunter College, being an urban public university together with City and State hospitals and other agencies, can maximize and extend collections and electronic-information services. These partnerships could include the libraries of City and State agencies such as the Department of Health, Department of Cultural Affairs, and New York State Department of Records.

The HC libraries may also want to explore collaborative efforts in a consortium with other CUNY and SUNY libraries, similar to the effort by the California Digital Library (see http://www.diglib.org/pubs/news01/cdl.htm). By leveraging the resources of the California State University Libraries, the California Digital Library was able to negotiate better terms and increase access to electronic journals. They also digitized books published through the University Press system and made them available through e-loan, an electronic library loan system. If successful other e-book versions could be procured and distributed using the same e-loan format. Creating a consortium with other City and State libraries and medical centers would be extremely valuable. The

consortium would not only increase resources and materials but would also reduce expenditure for any one entity.

The California Digital Library has also collaborated with the California State library system to procure additional funding by giving access to certain content areas available to the general public. These collaborations have grown through other private-public partnerships, such as with Google for the Library of Congress (see http://www.txla.org/pubs/tlj75_3/diglibs.html) , to: 1. increase the availability of online holdings, 2. increase public awareness of the need to digitize historic materials and 3. increase funding for these endeavors. The HC Libraries may also want to pursue private-public partnerships as additional funding options. Creativity and collaboration are vital to providing the financial support necessary for the HC libraries to fulfill their academic mission.

Summary of recommendations:

1. Secure a steady funding stream for technology so that effective planning and development can occur. This must occur regardless of whether it is tied to the creation of a technology resource center (such as an "Information Commons," now fixtures in modern libraries).
2. Develop a creative and collaborative comprehensive funding strategy to analyze and realize long-term planning objectives. This might include private-public partnerships as well as realizing opportunities to create a consortium with other City and State libraries and medical centers to increase resources and materials and reduce expenditure for any one entity. It might also include developing a system for the identification and evaluation of needs, short-term implementation through soft-money, and securing long-term permanent support.

Overall summary of recommendations

1. Integrate technology planning in the academic educational mission and reflect it as a priority at all levels of administration.
2. Study the administrative organization of the Libraries and ICIT. Considerations might include: combining the two units under a single administrator (however, the committee thinks it is essential that the chief administrator possess immediately relevant expertise and advanced education in library science), elevating the Chief Librarian position to a Vice Presidential post, and/or otherwise organizing the administration to reflect structural integration of the Libraries and ICIT.
3. Create a technology planning, development, and assessment group for the Libraries. Such a committee might include some combination of the Technology Committee (an adopted recommendation by the Libraries' "Technology Plan") and some partners and stakeholders in the delivery of library services, including ICIT, Facilities, other administrative units, faculty, and students. The Libraries should build on their success with the recreation of the technology committee that drafted the Library's self-study document on technology. We cautiously embrace this report as a document that identifies certain significant needs (e.g., the need for better coordination with ICIT) but which has shortcomings (e.g., its assessment that "The Hunter College Libraries' current technological environment offers adequate support to meet the needs of the Libraries and their users").
4. Establish a schedule for conducting usability analysis of the Libraries' web pages on an ongoing basis. This should be done every two years in concert with the library Systems department and the internal library Web Committee. Funding to support the analysis should be built into the budget.
5. Develop a marketing plan for the Libraries' that seizes opportunities to use all forms of electronic communications with the Hunter community (e.g., the Libraries' web pages, which are currently not developed extensively for this purpose).
6. Include, in strategic planning, the development of personalized technology (PIE: Personalized Information Environment), for example see innovations in the use of "portals," such as the "MyLibrary" environment – an open-source, unified interface to collections of library, electronic and internet resources (in use at institutions such as Cornell, North Carolina State, and Notre Dame). Such a landscape might include personalized links, pre-filled out forms for services such as ILL and Reserves, automatic reminders for creating/accessing Reserves, suggestions for resources relevant to research based on previous searches, links to Blackboard, etc. (See North Carolina State: http://www.lib.ncsu.edu/mylibrary/about.html)
7. Create an Information Commons or Media Union for the purposes of coordinating and integrating technology resources in the Libraries across all three of service areas: access services, reference services and instructional services. Such a space would provide research and presentation instruction to assist students in making use of technology for organizing and sharing their

ideas, including formal and non-formal information literacy instruction. This concept would allow for the addition of new academic and information technologies to support the educational mission of the college. Such technological improvements might include, for instance, integrated smart classrooms to better support the library's growing information literacy instruction efforts, and the implementation of an RFID system to make circulation and security services more efficient. An information commons would also potentially provide an integrated and more comprehensive perspective on how technology is utilized in the Libraries and what deficiencies and long term needs exist. *See the included supplements, which include a study of the development of information commons at other universities, and a planning document for Hunter.*

8. Secure a steady funding stream for technology so that effective planning and development can occur. This must occur regardless of whether it is tied to the creation of a technology resource center (such as an "Information Commons," now fixtures in modern libraries).

9. Develop a creative and collaborative comprehensive funding strategy to analyze and realize long-term planning objectives. This might include private-public partnerships as well as realizing opportunities to create a consortium with other City and State libraries and medical centers to increase resources and materials and reduce expenditure for any one entity. It might also include developing a system for the identification and evaluation of needs, short-term implementation through soft-money, and securing long-term permanent support.

10. Hire appropriate staff to execute the recommendations above. Excluding staffing for an Information Commons, this requires hiring a team of at least three staff with a background in emerging technologies applications in library science, including database-driven technologies, web services, web design, and multimedia design might better be able to handle overall management of the site and ongoing changes that might be necessitated by usability analysis, addition of a PIE system, etc.

Suggested Modifications for the Mission Statement

The technology committee, particularly, considered the current mission statement for the Libraries and concluded that a new library will need a new vision statement. We support the vision articulated and elaborated in the introduction to the full report. Certainly, the Libraries, working with the executive administration, must be the leaders in defining their mission. We make the following recommendations for points of emphasis.

- The Hunter Libraries serve the faculty and students by supporting their educational goals as outlined in the College mission statement.
- The Libraries provide students with access to a broad range of learning materials.
- The Libraries support the faculty in locating and disseminating a variety of learning materials.
- The Libraries support and strengthen resources relevant to faculty and student research.
- The Libraries provide leadership in development of information literacy in students and curricula.
- The Libraries are advocates of critical thinking about teaching, learning, and information literacy, recognizing when information is needed, and providing the ability to locate, evaluate, and use it effectively in creating and sharing new knowledge.
- The Libraries provide the faculty and students with timely guidance to disseminate the resources and learning materials conducive to scholarship and to engage in developing and evaluating new services by integrating and applying their expertise in library science.

The Information Commons as Showcase and Model for Student Service

The term "Information Commons" (IC) refers to a variety of arrangements that coordinate media and reference services in modern university libraries. Over the past fifteen years, ICs have played an increasingly important role in: 1) providing library services relating to research (e.g., use and management of electronic resources); 2) coordinating information literacy efforts; 3) providing students and faculty with high-tech assistance with presentations; and 4) providing the media and physical spaces conducive to collaborate research and learning. ICs can play major roles in campus communication, identification, and 'branding' the college as a place where exciting things are happening.

Done well, ICs serve as showcases for the College in numerous ways: 1) they are showcases of the best technology services available to faculty, staff, and students: 2) they showcase cutting-edge research of faculty and students; and 3) they provide a showcase for visitors to the institution.

ICs do not *replace* reference services, but they do often *transform* the reference service model. The best examples of ICs include staffing by reference librarians who either possess advanced training in educational technologies or who partner with those who do. Staff circulate among students working in the IC, and they accept appointments for personalized services.

Good ICs are the nexus for the library services that most immediately connect with the academic mission, since they help students discover, integrate, and create new ideas. It is for this reason that we think a Hunter College IC should have an innovative name that reflects this relation to the acquisition, sharing, and production of *knowledge* rather than sets of data or technology skills (e.g. "The Hunter College Idea! Center"). ICs do help students learn certain technical skills as they relate to the operation of multimedia equipment or the use of computer databases and software, but the best ICs have a core mission of helping students translate their course assignments into concrete research and presentation plans. Presentation planning and skills should not be underestimated or regarded as superficial. How research is presented and shared reflects the externalization of cognitive processes. These are transferable skills that are highly valued in all sectors of professional life beyond college. Hunter should have an IC *that aspires to provide the*

expert assistance, software and hardware needed to plan and create presentations.
Below are additional considerations for planning and developing an IC, reflecting the
best practices drawn from our survey, and *including* suggestions for immediate actions.

1. It is essential to plan carefully for investing in *creating an information commons* and doing it well. Such planning should occur in the context of a comprehensive plan for the Libraries and a comprehensive technology plan for the College. However, research and experiments can (and arguably *should*) begin as soon as possible. (There is a very good study that was prepared at Brigham Young University in 2003. It is attached to *the Technology Sub-Committee report*.)

2. In light of the uncertainties of "1," flexibility is a key. Such flexibility should also be responsive to limitations on space and the rapid nature of developments and changes in available technologies. Mobile units, swappable components, and plug-and-play outposts could be preferred for the short-term.

3. There should be an emphasis on the human resources necessary to execute the project. Equipment, software, and design of the space are all important components, but a good IC needs smart staffing and creative and aggressive outreach to achieve success. A Hunter IC should make use of modes of marketing and customer service that are familiar to students. Consider, for example, a café approach modeled on the Apple Store design, "research assistants" who would greet students as they enter and direct them to appropriate resources. There should be reference librarians circulating and directly engaging students and faculty. A service desk might be modeled on something analogous to the "Genius Bar" one finds in an Apple Store.

4. Space is a major concern. Reports on the development of ICs repeatedly underscore the great amount of space needed to create and support them. Whatever is planned, it must occur with minimum impact on premium space in the library until it is redesigned. It would be worth considering the possibility of converting and/or utilizing space immediately outside of the library, in the small lounge behind the escalator, and possibly along the pedestrian bridge.

5. The IC should be designed to stimulate excitement, interest, and creativity.

6. There should be an emphasis on individualized, personalized services. *It should be possible for a student to bring in an assignment, and get help from a technology-reference team to translate that assignment into an action plan for research and project design.* This can be very difficult *for* staff. Some ICs have student assistants who become specialists in one or more presentation forms. The professional staff work to pair patrons with the appropriate *student* specialist. *Since the library would most likely have to invest in training such student specialists, it would be important to be able to pay them adequately so that they would continue working in the IC.*

7. Opportunities for collaborating with other students are a premium in the IC world. This should be an important concern in design. Again, designing is key for flexibility to provide a variety of *working* arrangements (individuals, groups of various sizes).

Concrete Plan for Immediate Action

Options for immediate courses of action include: 1) taking no other action than planning; 2) beginning a piecemeal operation; 3) creating the ideal (or experiments in that vein) in miniature. The committee supports immediate action on option "3." The following actions can be initiated immediately.

5. Coordinate existing media services in the Libraries. Students have complained that equipment is scattered throughout the Libraries, and it is difficult to discern where it is. Executing this task involves relocating equipment and providing adequate signage*, maintenance and staff support.*

6. Promote the existing services, including the new wi-fi access and laptop loan programs. Executing this task involves outreach beyond the existing means of communication. For example, consider printing up bookmarks that promote the Libraries' electronic resources and reference services and explain how to connect to the wireless network. These could be distributed to students over the course of several weeks at the main entrances to the campuses. Since technology can be daunting, particularly to new users, ease and accessibility should be highlighted.
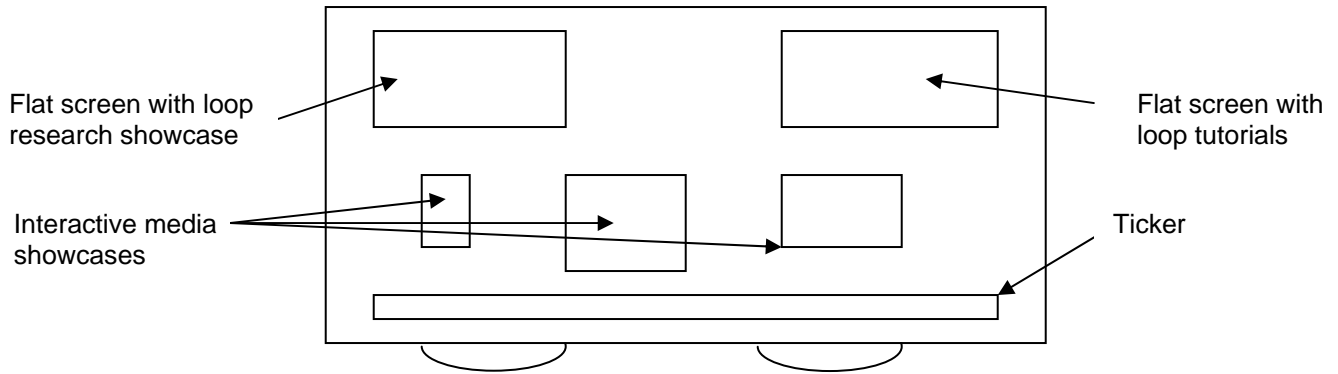
7. Commence planning for an IC. The planning group should include representation *from* among the various stakeholders, including students, faculty (from a variety of disciplinary approaches), Library staff, and staff from ICIT. The plan should identify specific services that a new IC should include, and it should make recommendations for supervision and assessment that allow the IC to be replenished and to change and develop as user needs and available resources change. A deadline for reporting should be established, and it should be accompanied with a commitment to implementation.

8. Planning will necessarily include resource planning. Development of an IC should not come at the expense of collections maintenance and development. This is a new initiative that calls for *additional* funding. Plans for *its* financial requirements should be initiated immediately. Money from foundations and potential corporate partners should be sought for research and development as seed money. Dedicated fundraising should be vigorous and should commence at once. The Libraries should also partner with ICIT to investigate ways in which Technology Fees money might be used for experimental and incremental efforts.

Any short-term plan should be devised with ICIT and the Libraries collaboratively. The following reflects some possible considerations and configurations that could be initiated immediately.

Our **Concrete Plan for Immediate Action** calls for extensive planning and development to determine student needs and patterns of usage following vigorous and coordinated marketing of services. In the interim, a "rolling" or mobile commons can be created to showcase faculty and student works, to demonstrate prospective new services, and to allow students to experiment with services. Some creative thinking and a modest investment should make this possible.

The Hunter IC should make the most of multi-use and gateway spaces to attract attention, generate excitement, and encourage the use and coordination of existing Library services. There is presently "dead space" in front of the Wexler Library and immediately behind the escalator. The guard stand provides minimal security and is inefficient. The library could be protected with card access, freeing more space.

Meanwhile, portable media, reference, and learning stations could be created in the form of Plexiglas display panels (something like large room dividers but made from clear plastic). These portable stations could provide security for the equipment, locked behind the Plexiglas, while still allowing for display and possibly the use of certain kinds of wireless devices. Working with our faculty in the arts, in film and media studies, in scientific modeling, etc., we could create interesting presentations of cutting-edge research and student activities that would run on a loop on a flat panel display. Another screen might provide demonstrations and tutorials for available software, research databases, and presentation formats. A news ticker might run along the bottom or top, advertising campus events and activities. Swappable devices could be installed in other portions of the unit. These units could be placed in the lounge area behind the escalators, at the entrance of the library, even in the pedestrian bridge. A "bread crumb" approach could be used in which case panels could be intermittently placed in high traffic areas, leading to the library. These displays should be accompanied by staff, at least at designated times, to discuss the display materials with interested students, faculty, and visitors. A design idea appears below.

Flat screen with loop research showcase

Flat screen with loop tutorials

Interactive media showcases

Ticker

Executive Summary

Introduction:

This report examines the special role that the two Hunter College branch libraries, the Health Professions Library (HPL) and the School of Social Work Library (SSWL), play in supporting the programs of their respective Schools, and offers recommendations for their continued enhancement. It also implies that the branch libraries are part of the larger Hunter College library, and any improvements that benefit the Main Library should be considered for the Branches.

The proposed moves of the two Hunter Schools of Health Professions and Social Work to new locations should not keep the branch libraries from being actively involved in the planning and implementation stages of these new library spaces.

Given the nature of the relationship between the branch library and the school it serves, it is assumed that in the future, as always, they both will be housed in the same building.

Vision Statements – Goals:

Branch libraries must attract and serve a diverse community of scholars in an attractive, safe, healthy, and technologically advanced environment. They must provide the necessary space for individuals and groups to further their studies.

The mission statements of both libraries emphasize the fact that they support several programs from the undergraduate to the PhD levels and serve a variety of users. In order to serve the research needs of their patrons, the libraries do not rely solely on their own collections but make use of inter-library loan agreements and electronic resources at their disposal. Access to these resources requires certain skills, and this is why information literacy instruction is such an important component of the libraries' services.

Assessment – Strengths:

At the present time, HPL and SSWL strive to provide the best possible service to their patrons, using the resources and support available to them, and, for the most part, this is due to the efforts and dedication of their respective staff members.

Assessment – Deficits:

Both branches suffer from inadequate funding, which impacts on the size and age of the collection, the hours of operation, and the physical aspects of the work and study spaces.

Recommendations and Rationale:

Increased funding is needed to strengthen and update the monographic, serial, and electronic collections of the libraries. A cosmetic overhaul of the physical space will make the libraries more inviting to their users. Also, more attention should be given to the proper functioning of all the existing copiers, printers, computers, and other electronic devices already in the library.

As the college expands its programs, increases its student body, and improves its access to technological innovations, so should the three Hunter College libraries develop their programs, improve their facilities, enlarge their collections, and at the same time create more space for study rooms and computer labs.

Working in unison with their respective schools and departments, the libraries can elevate their status within the academic community and work as full partners with classroom instructors in the educational mission of the College.

Programs and Services Sub-committee Report
To the Hunter College Library Task Force

<div align="center">**Programs and Services Sub-committee Report**
To the Hunter College Library Task Force</div>

I.   Executive summary – Programs and services are delivered to diverse constituent groups and at multiple levels. Library staff have and continue to collect data on programs and services delivered. Limited resources currently exist for comprehensive analyses of these existing data. Developing priorities for programs and services requires a comprehensive assessment of current programs and services as seen in the larger Hunter context.

II.   Goals – the Programs and Services sub-committee discussed many takes on the theme "what is our library" and "what our services are". In the end, the sub-committee members agreed that what the library is depends on several factors, including which constituent group is being considered (i.e., faculty, undergraduate students, graduate students, professional students etc.). The vision for programs and services must also be viewed in the larger context of where Hunter College sees itself as an institution and more specifically as a research institution.

Ultimately, the goal of programs and services is to provide timely, user friendly and user identified programs and services to meet the needs of students, faculty and staff in support of their academic and professional pursuits.

III.   Assessment – the Hunter College libraries provide programs and services to many constituent groups. These include faculty, staff, students (undergraduate, graduate and professional), alum's and community members.

Programs and services are delivered individually and in-group forums. Many areas are subsumed under this umbrella heading. These include interlibrary loans, instruction, circulation, reserve, reference Desk and ACCESSability supports. In addition to these, many services are offered in support of the overall mission of a library, which include, photocopying, individual inquiry assistance.

In its deliberations, the subcommittee grappled with issues relating to the overall mission and purpose of our libraries. Specifically the topic of how the library is used by students was a focus of the discussion. In addition to being a resource for locating reference and text materials, for some students the library is a place for group activities and socialization. For others the library is a place to do work between classes.

At various times and using various mechanisms, library staff has collected data about instructional attendance, circulation and other programs and services. These data are used in reports to various bodies.

Based on anecdotal information many faculty do not regularly come to the library and often have not encouraged students to use the library or its programs and services.

IV. Recommendations Services and Programs
   a. Support for a comprehensive evaluation of the programs and services data currently collected across the Hunter library system. At present there are several discrete data sources (see IV below). However, there is has been no overall systematic analysis of these data.
   b. Following an analysis of current data, it would be useful to systematically collect data by constituent groups about their utilization of and perceived needs for programs and services. This would be a foundation for developing a forward plan (5-10 years out) for where the libraries' programs and services could go.
   c. Re-visit the findings from the 2006 survey to begin prioritizing needs. In 2006 the Hunter Library Survey elicited several responses to items about programs and services. This document including recommendations/comments such as, need for signage, more timely reserve turn around, increased copying, seamless CUNY interlibrary copying, expanded hours, security, need for more staffing, enforcement of rules regarding noise and security. The findings from this (2006) document could be the basis for establishing priorities for programs and services. In prioritizing these, again constituent groups must be considered, as well as costs associated with implementation. Fiscal realities will frame many outcomes and developing an effective programs and services agenda for the libraries must consider both constituent needs and feasibility.
   d. Improve constituent use of programs and services through branding and other Hunter wide mechanisms. Similar to marketing strategies used in business and other fields, we must develop programs and services that constituents want and actually use. By branding the Hunter libraries, it is hoped that our constituents will come to identify our programs and services more readily.
V. Documentary Support
   a. Reference Desk statistics
   b. Instructional statistics
        i. Course/instruction topics and content
        ii. Attendance/participation
        iii. Individual instruction
   c. Circulation Desk statistics
   d. CUNY Libraries Intra Campus Service (CLICS) statistics
   e. Interlibrary loan statistics

f. Reserve (including electronic reserve) holdings and use
g. Services to ACCESSability students
h. Archives

Collections Committee Report

Collections Committee Report

I.   Executive Summary

Recommendations

Overall, we found many indicators that an immediate and ongoing infusion of money is required to bring our library up to the level of the premier liberal arts institution to which we aspire. We also found indicators that we need to find ways to better communicate information about existing library holdings to the Hunter community, and improve the decision-making process about which items to purchase. As we considered Collections concerns, we agreed on an urgent need for a culture shift in the relationship between the Hunter College Libraries and the College as a whole.

The major recommendations of the Collections Committee of the Hunter College Library Task Force are:

1. Financial Investment in the Libraries. A good library is at the heart of an academic institution. Hunter cannot hope to be a widely-respected liberal arts institution without a strong and current library collection. Significant additional financial resources are required in order to have such a collection, and also to keep pace with the necessary updating of the collections to reflect new technologies (e.g., online databases), as well as providing adequately for the necessary additional resources for new programs as they are established. Some specific financial recommendations:
    *   A substantial addition to the baseline budget, with additional funds yearly that allow for inflation in the cost of library materials sufficient to support the purchase of resources in all formats required by the curricula of all schools and programs
    *   Annual funding provided in a timely and dependable manner (purchasing planning and decisions require a total, not a partial, budget)
    *   Annual funding for preservation and archiving of physical and digital collections
    *   Review of funding for library support of campus-based doctoral programs
    *   Gifts used as the supplement they are intended to be, targeted enrichments to the basic requirements (usually in specified content areas), rather than used for the basics or reallocated to other content areas

2. Communications & Marketing. A well-designed and constantly maintained two-way communication system must be put in place that allows faculty and students to know what information resources are available through the Hunter library, and how to gain access to them. Some specific communications/marketing recommendations:
    *   Well-advertised user-friendly online and in-person systems that encourage the Hunter community to see our libraries as places of access to rich and valuable learning resources, places that encourage them to ask questions, find out about and suggest books, journals, electronic resources, and other non-print resources

- Strong support for the Library Marketing Committee which has recently been established to develop and implement a plan to address these issues
- Strong support for the Provost's office helping to ensure formalized regular communication between the Library and the academic departments

3. <u>Collections Acquisition Decision-Making Process</u>. Knowledge about what books are being assigned and recommended to students can only be gained through dialogue with academic faculty, which historically has been variable across departments. Our recommendations for developing a stronger and more systematic process for the selection of library material:
   - A dynamic interactive collections purchasing decision-making process that includes librarians, faculty, graduate students, and undergraduate students in an exchange where all parties feel engaged in a mutually beneficial process
   - This process formalized in department-specific ways such as regular inclusion of library selectors in departmental meetings
   - A systematic collections inventory (which has not been done in about forty years)
   - A role for the Provost's office in ensuring that library selectors have ongoing easy access to course syllabi

Background information, rationale, and more nuanced sub-recommendations for these major recommendations are provided in the substance of this report. Additional supporting data are provided in the addenda:
1. Data to Support Increased Funding: Comparison with Other CUNY Colleges
2. Additional Data to Support Increased Funding: Great Cities Universities Group
3. Hunter College Libraries' Marketing Committee

II.   Collections Committee Report

Libraries' Mission

The Hunter College Libraries offer an intellectual hub for the academic mission of the college. They house the books, journals, and non-print resources that comprise the core of student and faculty coursework and research, not to mention central resources for investigations into the world's past, across the contemporary globe, and about our possible futures. The Libraries' faculty provide expert knowledge about traditional and newly acquired electronic tools of teaching, learning, and research--in workshops, tutorials, and personal services. Altogether, the Hunter College Libraries endeavor to be spaces and places where students, faculty, staff, alumni, and members of the neighboring community can find what they need, study what they must, and contemplate what they might create.

Collection Relevance

We started our investigation of the Hunter College library collections with questions about what resources the Hunter libraries have, and soon realized that this question makes sense only by department, by discipline, and (increasingly) by sub-discipline and specialization (e.g., we might have wonderful art resources in general, but little or no resources for someone interested in Asian art in the 12th century; we might have access to top-flight health sciences periodicals, but little for those interested in cross-national comparisons of health systems). We also realized that it is very difficult to assess the quality of the collection, given the complexity and number of factors involved in such an assessment (e.g., size of collection probably matters, but as compared with what? How can a non-expert in a domain assess the quality of a collection in that domain? Recency is considerably more important in some areas than others.) It is difficult to compare Hunter's collections with those of other colleges because of lack of available data, and we came to see that we had no real way of identifying where our collection might be strong or weak, what resources are needed, or which of our current resources are used by whom and how.

According to web-published documents, this is what we learned about Hunter's official approach to collection development:

Libraries use a variety of codes and labels to describe the relative size and nature of their collections. Many college libraries use collection definitions which are refinements of the work done by the Research Libraries Group. Using these criteria, the Hunter College Libraries in general collect at Level 3 Study or Instructional Support Level:

3 STUDY OR INSTRUCTIONAL SUPPORT LEVEL: A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. At the study or instructional level, a collection is adequate to support independent study and most learning needs of the clientele or public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.*

*Reproduced from pp. 32-33 of the WLN Collection Codes in Guide for Written Collection Policy Statements, 2nd edition. Ed. Joanne S. Anderson, ALA, 1996.

Published selection criteria are listed in the Library's Collection Development Policy:

The major factors used in selecting library materials are:
- *Relevance of the subject to the curriculum*
- *Appropriateness for the user and potential for use*
- *Appropriateness for the entire collection, including filling gaps, and strength or weakness of collection in the same subject*

- *Quality, authoritativeness, and accuracy as determined by review sources and bibliographic aids*
- *Cost in relation to the budget and to competing sources*
- *Reputation of the author and/or publisher*
- *Suitability of content to format*
- *Inclusion in indexes and bibliographies*
- *Timeliness, or permanence, if relevant*
- *Demand, as determined by user requests/ILL on the same subject*

As indicated above, we were not able to discover to what extent these factors are being considered, and therefore have targeted many of our recommendations concerning marketing and acquisitions to this purpose.

The Library reports that because it is not a research library, purchases tend to be basics, including primary works and important secondary works. Unfortunately, one of the basics that are not purchased is current course textbooks. According to the Libraries Collection Development Policy: *College level textbooks of a general survey nature published primarily for classroom use will rarely be selected as library material. Exceptions will be made if faculty request a textbook to be put on reserve for a class. When new editions are acquired, the preceding edition is moved to the circulating stacks and earlier circulating editions are discarded.*

CUNY-wide purchases, on the other hand, which include a large proportion of our databases, are decided upon by a committee of CUNY librarians and are selected because they are thought to be of interest to all CUNY senior and community college patrons.

The relevance of formats to subject is dictated by the prevailing technology. For instance, in the past a portion of the books allocation for music would be used to purchase music CD's as well as scores. The prevalence of digitized music has led us to license an online classical music site for students to use. Visual images are also being delivered digitally, thus reducing the use of the art slide collection. Unfortunately new formats do not entirely replace existing formats; the Library still has to buy music books, scores, and CDs in addition to online resources.

A systematic process for the selection of library material has always been in place, but it is not as dynamic as it could be. Librarians are assigned one or more subject areas to develop, and they work with academic departments (department liaisons and/or individual faculty) to meet curricular and research needs. The amount of participation from teaching faculty varies widely. Not all departments have liaisons to the Library; additionally, faculty liaisons often complain that they do not receive much input from their colleagues. Ties between library faculty and teaching faculty need to be strengthened to make this a mutually beneficial process. This program should be formalized through regular inclusion of library selectors in departmental meetings at least once a year. Student input into the selection process will be enabled when the library materials recommendation form is added to the Library's web page. This will be a direct and immediate method for anyone in the Hunter community to send recommendations to the appropriate bibliographer.

Current Goals and Priorities

The Library's collection development goals are described in the Collection Development Policy, available at the Library website:

Collection Development Principles and Goals

The goal of collection development in the Hunter College Libraries is to support the College's multi-disciplinary and diverse curriculum. The majority of our collection will always be curriculum-defined with collecting emphases evolving as our programs change.

The Libraries strive to provide the maximum support possible for the College's academic programs. This includes supporting the needs of undergraduate and graduate programs, and supporting the academic community in carrying out teaching and research activities.

Recognizing that no library can supply materials to satisfy the needs of all of its users, the Libraries take into consideration the fact that Hunter College benefits from CUNY open access and the proximity of the New York Public Library collections.

The Libraries recognize its responsibility to support the research needs of the faculty to the extent possible within our financial constraints. While it is not possible for the Libraries to purchase materials for all of the research projects of the entire teaching faculty, or for in-depth specific theses topics for graduate students, the Libraries will attempt to support this research through interlibrary loan, document delivery and other types of resource sharing.

The Hunter College Libraries include three branch libraries (School of Social Work Library, School of Health Professions Library and Art Slide Library) in addition to the main (Wexler) library. The collection principles described here apply to all of the libraries, although specific exceptions may be noted.

Current priorities

One current priority of the Library is to add new electronic information sources without sacrificing existing products. New databases and online full-text packages (journals, books and primary documents) are produced with increasing frequency. Faculty often request new subscriptions which the Library cannot accommodate because of cost. It is a challenge to maintain our current licenses and subscriptions to products with the inflation rate for periodicals at 7-9% annually. Last fiscal year the Library's continuing commitments (periodicals including online, print and microform, databases, standing orders, bindery and memberships) totaled over $1,370,000.

Last year the Library added the Web of Science through the introduction of graduate tuition funds. This is a product that had been requested many times over the years and one that benefits most researchers as it covers the sciences, social sciences and humanities. It is a continuing commitment that must be paid for each year.

Another priority is to buy more books. The LibQUAL Survey had many unfavorable comments about the age of our book collection. Because electronic subscriptions have consumed so much of the budget in recent years, the amount left for one-time purchases has diminished.

Priority-setting Process

The Chief Librarian determines the amount of the materials budget based on the overall financial needs of running the Library. Because the Library's operating budget is

always so tight, there is a perception that there is very little leeway for choosing how the money will be spent, and the majority is automatically allocated to continuing expenses. The Chief Librarian and the Collection Development Manager determine the amounts needed for the continuing commitments based on the previous year's expenditures and an inflation factor. These recurring costs include periodicals, databases, standing orders, memberships, binding, etc. An inflation factor is added to the previous year's figure and any remaining balance is allocated for books.

Historically, the Library has purchased the majority of books using gift funds because of the impact of continuing commitments on state-levied funds. Last year was the first time since FY 00/01 that more state-levied funds went to the book allocation than did gift funds. The books allocation is divided into 56 amounts; 51 subject disciplines plus reference, reserve, general, special collections and exhibits. Subject allocations are made based on historical spending patterns, which were originally set by a formula. New programs, courses, and emphases are taken into consideration when allocating funds for books.

<u>How are resources allocated and progress evaluated over time?</u>

Library selectors collaborate with teaching faculty in selecting material for each discipline. The degree of collaboration varies widely. While every effort is made to accommodate faculty requests, the librarians have overall responsibility for the scope and balance of the collection, which should always favor the curriculum. The fact that the various disciplines rely differently on journal or book information is taken into account when allocating for subjects.

Use of the book collection is to a large extent monitored by circulation statistics, although circulation alone does not establish a title's usefulness and is irrelevant for a non-circulating title. Last fiscal year our books circulated approximately 98,000 times. Database usage can be quantified by usage statistics and these are collected regularly. Again it is not the sole defining quality; a specialized database may be used by a small number of researchers and be extraordinarily useful to them but would not have the traffic of a large multidisciplinary database. Journal titles are evaluated by faculty when a new subscription is requested. The policy is that "new journal subscriptions can only be honored if the requesting academic department is willing to cancel another journal subscription in its subject of equal or greater cost." (Collection Development Policy/Format and Type/Serials)

External factors such as accreditation procedures and accreditation committee recommendations affect resource allocation. The Library cooperates with departments anticipating accreditation team visits. When the review visit of the National Council for Accreditation of Teacher Education was scheduled for Hunter College, the Library made an effort to improve the books collection for that visit. The School of Social Work accreditation report recommended a more updated book collection and this was approached last year through the infusion of graduate tuition funds targeting social work books and other resources.

When the Library started receiving student technology funds for database licenses, we attempted to balance our online offerings by selecting products for disciplines that were not well represented by the existing CUNY-wide products. This is

when we added databases in religion, anthropology, philosophy and government, to name a few, to our holdings.

Consortial or group purchases are taken advantage of whenever financially possible. These are usually limited-time offers being made to a group of libraries for a product of wide appeal and at a much better price than we could receive as an individual institution. This year Hunter entered into a CUNY consortium purchase for access to the full text of all Cambridge University Press journals. Unfortunately there are attractive consortial offers every year that we have to pass up because we simply cannot afford another subscription.

A portion of the budget is always allocated to preservation or archival processes. This year the Library is subscribing with other CUNY institutions to Portico (an electronic archive that permanently archives electronic scholarly journals) for much, but not all, of our electronic scholarly material. An important consideration here is that much of our archival material is in terrible condition. We have precious resources that are in the active process of being destroyed, including 300 year old books that are rotting from mold and the bindings on other historical material that are disintegrating and falling off. These materials are molding now, but no material in the library is safe if there is moisture. Moisture infiltration (leaks) in the library inevitably causes mold which threatens the collection and potentially the patrons.

Inter-Library Communication (Both Intra-Hunter and Intra-CUNY)

Cooperative Collection Development

Hunter College Library recognizes that collaboration among libraries maximizes access to research and educational resources. To that end we have been participating with the organizations that follow. Almost all of our electronic resources have been acquired through one of these associations.

CUNY Electronic Resources Advisory Committee

All of the CUNY libraries participate in the Electronic Resources Advisory Committee. This committee evaluates and selects databases that are deemed to be of interest to the largest number of schools. The ERAC negotiates directly with vendors. Because ERAC represents over 18 campuses with over 200,000 students, it is able to acquire favorable consortial pricing that would not be available to the libraries individually.

Some of the databases selected by ERAC are paid for by the CUNY Office of Library
Services (OLS). These are made available to all campuses. Others are partially funded by OLS and partially by the individual libraries' budgets. A third category of databases are of interest to only a portion of the CUNY Libraries, and in this case the libraries form a smaller consortium.

NYLINK

NYLINK is a nonprofit New York state organization of libraries, one of whose services is to facilitate group purchasing of electronic products at cost-effective prices. Hunter College Library purchases products through NYLINK whenever possible to take advantage of their buying power.

WALDO

The Westchester Academic Library Directors' Organization is a consortium representing academic, school and public libraries in New York state. WALDO also negotiates with vendors for consortial pricing for databases and then makes these products available for any qualifying library to purchase directly from WALDO. Hunter College Library purchases many products from WALDO.

SUNY

In the past, the CUNY Libraries have been successful in negotiations with a major vendor for combining CUNY and SUNY consortial deals for a large periodical package, so that Hunter patrons would have access to titles not only held by all of the CUNY campuses, but also by the SUNY campuses, at no additional cost.

NYSHEI

The most current collaboration initiatives are coming from the recently created (2003) New York State Higher Education Initiative. NYSHEI is an organization of public and private academic libraries in New York, including all of CUNY and SUNY libraries, Columbia, Cornell and many others. One of NYSHEI's initiatives is to migrate consortial licensing to a statewide platform, providing the best possible pricing and access for its members.

(Note: The available CUNY-wide electronic resources are listed and accessible at: http://libraries.cuny.edu/resource.htm)

Communication: Library with Academic Departments

The committee believes improving communication between the library and departmental faculty to be one of the most important issues it addressed. Because tight financial constraints dictate that each decision to purchase something results in something else not being purchased, the library cannot seek to establish itself as equally strong in all areas. For this reason, it is especially important that difficult collection-related decisions are made in ways that are responsive to the course-driven needs of students. It is to the credit of the library faculty that this need has long been recognized, and the committee wants to underscore its belief that no criticism is implied by its finding that new measures must be taken. Librarians have, for example, actively reached out in recent years to relevant faculty via e-mail seeking input on collection related decisions, but the faculty response has proven disappointing. The committee therefore finds that what is needed is the development of a new system of communication that will serve to foster and maintain strong links of communication between departmental faculty and the library.

While the committee cannot offer a final and fully formulated solution to this problem, it believes the following observations are relevant to that task:

1) Achieving a dynamic ongoing productive system of communication between the library and departmental faculty is critical to the library being the intellectual heart of the College that it can and should be

2) There is no one pathway to the needed culture change; the solution will be complex and multi-faceted. This may entail the re-establishment of departmental representatives or liaisons responsible for the communication of collection-related needs to the library.

3) The committee believes strongly that systematic feedback between the library and departmental faculty must be considered a necessary aspect of a successful system. This means that it is not only important to improve ways that purchasing suggestions may be submitted by faculty to the library, but that information regarding what was and was not purchased as a result of such suggestions must also be communicated in a timely way back to relevant faculty.

4) It is the opinion of the committee that face-to-face meetings between faculty and library faculty responsible for the relevant collection decisions be incorporated as a fundamental aspect of the new system.

5) Web-based functions - such as faculty ordering suggestions via a "suggestion box" housed on the library web-site (in an easy to find location) should be considered as contributing measure (but not a complete solution in and of itself).

6) A systematic method should be established to provide current course syllabi from all academic departments to respective library faculty liaisons in each fall, spring, and summer semester. We recommend that this happen through the Provost's office.

Addendum #1. Data to Support Additional Funding for Collections: Comparison with Other CUNY Colleges

An analysis of the most recent available data on library expenditures illustrates the urgency of investing more money in our library collections. The source of the charts reproduced below is the HEDS *(please spell out first time)* Report for Fiscal Year 2003-2004, as supplied by Evan Mason. In each table, collections expenditures of the Hunter libraries are compared with those of the other senior CUNY colleges. Please note that only those tables that pertain to Collections are included here (thus accounting for the "missing tables" such as #1 and #2).

Collectively, these comparisons show that Hunter's library collections are seriously underfunded relative to the other senior CUNY colleges. In every category, our expenditures are at or near the bottom of the funding distribution, which is more troubling given the fact that we have 3 libraries across which these collections are spread.

TABLE #3
EXPENDITURES ON ALL INFORMATION RESOURCES (IR): ALL PRINT AND ELECTRONIC RESOURCES, AS WELL AS PRESERVATION, DD/ILL, ETC

	Information Resources Expenditures 2003-2004	LAST YEAR 2002-2003	Increase/Decrease	% Change	IR Expenditure per Student FTE 2003/04	% of Total Library Spent on IR
Baruch	1,008,319	559,754	448,565	80.1	$86	26.7
Brooklyn	962,522	557,212	405,310	72.7	$89	22.7
City	1,375,895	713,764	662,131	92.8	$162	34.1
Hunter	997,581	506,857	490,724	96.8	$70	29.6
Queens	960,008	611,425	348,583	57	$81	27

Table 3. At $70/student, Hunter's per-student investment in information resources is the lowest of all senior CUNY colleges. This is a particularly troubling fact, given that Hunter's allocation is spread over 3 libraries.

TABLE #4
EXPENDITURES: BOOKS AND E-BOOKS- PAPER AND ELECTRONIC

	Books and E-Books Expenditures 2003-2004	LAST YEAR 2002-2003	Increase/Decrease	% Change	Books and E-Books Expenditure per Student FTE 2003/04	% of Total Library Spent on Books and E-Books
Baruch	$119,561	$105,348	$14,213	13.5	$10	3.2
Brooklyn	$96,800	$50,000	$46,800	93.6	$9	2.3
City	$198,976	$96,201	$102,775	106.8	$23	4.9
Hunter	$185,124	$166,937	$18,187	10.9	$13	5.5
Queens	$505,878	$367,851	$138,027	37.5	$43	14.2

BOOKS

Table 4. At $13/student, the expenditure on books and e-books is not even 1/3 of that spent by Queens College, and just over ½ of that spent at City College.

TABLE #5
EXPENDITURES: SERIALS AND SUBSCRIPTIONS- PAPER AND

	Serials Subscriptions Expenditures 2003-2004	LAST YEAR 2002-2003	Increase/Decrease	% Change	Serials Subscriptions Expenditure per Student FTE 2003/04	% of Total Library Spent on Serials Subscriptions
Baruch	$872,450	$442,848	$429,602	97	$74	23.1
Brooklyn	$852,710	$482,534	$370,176	76.7	$79	20.1
City	$1,122,810	$534,485	$588,325	110.1	$132	27.8
Hunter (3 libraries)	$781,608	$315,250	$466,358	147.9	$54	23.2
Queens	$762,776	$523,261	$239,515	45.8	$65	21.5

ELECTRONIC SERIALS

Table 5. When compared with the other senior CUNY colleges, Hunter makes the lowest per student investment in serials and subscriptions.

TABLE #7
COLLECTIONS: VOLUMES HELD- BOOKS, SERIAL BACKFILES AND OTHER PAPER MATERIALS:

COLLECTIONS VOLUMES HELD	Volumes Held 2003-2004	Volumes Held 2002-2003	% Change	Increase/ Decrease	Volumes held per Student FTE
Baruch	456,132	449,154	6,978	1.6	38.81
Brooklyn	1,312,942	1,309,616	3,326	.3	121.93
City	1,444,400	1,418,230	26,170	1.8	169.67
Hunter	789,718	780,081	9,637	1.2	55.04
Queens	1,013,740	999,061	14,679	1.5	85.84

Table 7. When compared with all of CUNY's other senior liberal arts colleges, Hunter has by far the fewest volumes held in its collections, on a per capita basis. It has fewer than 1/3 of the volumes held by City, considerably less than ½ of those held by Brooklyn.

TABLE #8
COLLECTIONS: CURRENT SERIALS SUBSCRIPTIONS:

COLLECTIONS CURRENT SERIALS SUBSCRIPTIONS	Current Serial Subscriptions 2003-2004	Last Year Serial Subscriptions 2002-2003	Increase/ Decrease	% Change	Subscriptions per Student FTE 2002-2003
Baruch	4,548	4,484	64	1.4	.39
Brooklyn	3,735	23,738	(20,003)	-84.3	.35
City	29,990	3,529	26,461	749.8	3.52
Hunter	4,282	2,419	1,863	77	.3
Queens	2,689	2,689	0	0	.23

Table 8. Hunter has the second-lowest number of subscriptions per student FTE, less than 10% of the subscriptions held by City.

Addendum #2. Additional Data to Support Increased Funding for Collections:
Comparison with Great Cities Universities Group

When the latest (2004) National Center for Education Statistics, U.S. Department of Education (NCES) data for Hunter College Libraries is compared with the other 18 libraries in the Great Cities Universities Group, the following facts emerge:

1. Hunter was second lowest in total library expenditures.
2. Hunter was second lowest in total library expenditures by FTE.
3. Hunter was second lowest in expenditures for books, serial backfiles, and other materials.

Total Library Expenditures 2004

U. of Cincinnati-Cin.	$19,502,676
Wayne State U.	$19,060,924
U. of Illinois-Chicago	$15,603,117
Indiana/Purdue U. –Indian.	$14,971,835
Florida Intl. U.	$12,407,717
Georgia State U.	$10,688,168
U. of Alabama – Birm.	$10,530,878
Virginia Commonwealth	$ 8,862,921
U. of Memphis	$ 7,779,925
U. Wisconsin –Milwaukee	$ 7,710,367
U. Missouri –Kansas City	$ 7,062,785
Portland State U.	$ 6,397,047
U. of Colorado – Denver	$ 6,330,450
Cleveland State U.	$ 4,580,907
U. Missouri – St. Louis	$ 4,389,456
U. of New Orleans	$ 3,990,650
U. Mass. – Boston	$ 3,387,474
Hunter College	**$ 3,367,511**
U. of Houston	$ 1,855,746

Total Library Expenditures by FTE

U. of Cincinnati – Cin.	$837.64
Wayne State U.	$816.38
U. of Alabama –Birm.	$789.95
U. of Illinois-Chicago	$707.98
U. Missouri – Kansas City	$678.40
Indiana/Purdue U.-Indian.	$673.98
U. of Colorado-Denver	$591.19
Georgia State U.	$498.59
Florida Intl. U.	$482.36
U. of Memphis	$470.48
U. Missouri – St. Louis	$442.84
Cleveland State U.	$403.68
U. Mass. – Boston	$405.54
Virginia Commonwealth	$392.79
Portland State U.	$375.92
U. Wisconsin-Milwaukee	$340.76
U. of New Orleans	$293.56
U. of Houston	$231.74
Hunter College	**$228.32**

Expenditures for Books, Serial Back Files, and other materials

U. of Cincinnati – Cin.	$3,091,461
Wayne State U.	$1,624,655
U. of Illinois – Chicago	$1,424,706
Virginia Commonwealth	$1,379,500
Indiana/Purdue U. – Ind.	$1,271,649
U. of Colorado – Denver	$1,130,468
U. of Missouri – Kansas C.	$ 814,052
Georgia State U.	$ 901,413
Florida Intl. U.	$ 864,336
U. of Wisconsin- Milw.	$ 864,081
U. of Alabama – Birm.	$ 728,646
Portland State U.	$ 533,441
Cleveland State U.	$365,424
U. of Memphis	$ 331,101
U. of Missouri – St. Louis	$ 325,026
U. of New Orleans	$ 317,033
U. of Houston	$ 243,860
Hunter College	**$ 185,124**
U. of Mass. – Boston	$ 170,334

Addendum #3. Hunter College Libraries' Marketing Committee

Dr. Louise Sherby has charged the newly established Hunter College Libraries' Marketing Committee with the tasks of developing, implementing, and maintaining a comprehensive HC Libraries Marketing Plan in order to promote and increase awareness of the resources, services and initiatives of the Hunter College Libraries. The committee plans to accomplish this by coordinating & facilitating efforts to increase the visibility of the libraries throughout HC & CUNY.

The committee has been divided into three task forces or sub-committees: Events, Tangibles/Exhibits and Publications. The Events sub-committee will address the issues of planning activities and events (such as open houses, book readings, etc.) to increase the visibility of the library within the College community. The Publication sub-committee will look into creating a library newsletter for college-wide distribution, an internal newsletter to keep the whole library faculty informed of what is going on in the different library departments or units, and other projects. The Tangibles/Exhibits sub-committee will look into the possibilities of creating or producing promotional materials for distribution at College events, etc.

Presidential Library Task Force: Branches Sub-Committee Report

Introduction

This report examines the special role of the two Hunter College branch libraries, the Health Professions Library (HPL) and the School of Social Work Library (SSWL) and offers recommendations for their continued enhancement. When considering the strengths and needs of the branch libraries there are three levels to consider: (1) the strengths and needs of the Hunter library system in general and, therefore, the branches as part of the overall system, (2) the particular strengths and needs of branch libraries as an extension of the main library, and (3) the strengths and needs of the individual units that comprise the branch libraries, HPL and SSWL. As a result many of the points raised by each of the other sub-committees (collections, facilities, technology, and programs and services) are relevant to the branches. For example, enhancing collections, creating dedicated classroom space for library instruction, creating group study rooms, and extending library hours. Therefore, when considering the recommendations from the collective set of sub-committee reports the branches should be included in your frame of reference.

In addition, a major context for this sub-committee report is the fact that both the school of health professions and the school of social work may move locations. Given the potential for a move the recommendations for collections, technology, and programs and services are applicable for improving branch libraries wherever they are located. However, the facilities recommendations have been created for the current library locations with further consideration required to demonstrate special needs and careful planning for any transitional swing space if applicable, or any permanent new space. This committee feels that it is crucial that librarians be actively involved in the planning and implementation stages of these new library spaces.

Vision Statement - Goals

Branch libraries should strive to serve their constituents needs providing research information, information literacy instruction, reference support and a variety of learning environments, including individual, group and classroom study space. The facilities should be light, open and airy to attract a community of scholars with a range of goals and study styles. Branch libraries have a social and fiscal responsibility to employ green building technologies when possible.

Health Professions Library

The Health Professions Library supports the undergraduate, masters and PhD programs; therefore, the collection, facilities, programs, and services must support the research needs of the entire user population. HPL also supports the research needs of the staff,

faculty and the Brookdale Center on Aging, the Center for Community and Urban Health, and the Center for Occupational and Environmental Health. HPL must be committed to the research needs of the various user groups by providing comprehensive access to health-based information, programs, services, and technological innovation.

School of Social Work Library

The Hunter College School of Social Work Library is a graduate and doctoral level branch of the Hunter College libraries. The Library's mission is to support the curriculum needs of the School of Social Work and to maintain a collection that reflects the wide interests and ongoing research in the field of social work. The Library's patrons are primarily the students of the School, but it is open to all students, faculty and staff of the City University of New York. In addition, it serves, both on its premises and through interlibrary loan, educational and special institutions throughout the city and country, according to various contractual multi-system Library agreements. These reciprocal agreements allow the School's students and faculty to have similarly extensive access to a multitude of collections. By solely supporting the School of Social Work, the library has become a repository for specialist literature in the field, some of it not available elsewhere in the United States. As a result, our Inter-Library Loan requests come from libraries throughout the country as well as throughout the world. The SSWL provides information literacy instruction to students of social work that is specifically geared toward that field of scholarship. Having a full menu of electronic resources is essential, as well as classes about how to access them and other programming geared for social work graduate students. The Social Work Library also provides a community space/group study space for the students of the School. To this end branch libraries have a social and fiscal responsibility to employ green building technologies when possible.

Assessment – Strengths

An important strength of both of the branches is their location within the schools and departments that they serve. Maintaining close proximity to the students and faculty that they serve strengthens each branch's ability to communicate with its constituency and to be responsive to their specific needs. The accessibility is reflected in the current gate counts for both libraries with the SSWL gate count for 2005/2006 at 48,069, and for HPL at 86,776.

The greatest resource that the branch libraries have is their extremely dedicated staff. The level of service delivered despite inadequate resources and problematic spaces is exceptional and is greatly appreciated by the students who reap the benefits.

Both branches have strong information literacy instructional programs that have been created despite the lack of equipment and dedicated classroom space. HPL has an active library instruction program at both the undergraduate and graduate levels, while SW focuses on graduate students. During the 2005-2006 academic year the librarians at HPL taught 55 information literacy classes that accounted for 96 hours of instruction with 1106 participants, while the librarians at SW taught 52 classes reaching 953 students.

Both libraries have a homepage on the Internet.

The Social Work Library has the following resources of note: Ten study rooms, all wired with relatively new Dell PCs. Each PC has an Internet connection and software, including Word, SPSS, and Excel and practice software for the Social Work licensing exam; a print manager system students can use with their OneCard; relatively new photocopiers; a computer terminal with software for the blind and visually impaired; a relatively new microform reader; a new (2006) TV/DVD/VCR in one study room and a secondhand TV/VCR in another; eight relatively new Dell PCs in the reference room and one in the stacks, all with Internet connections and essential software, including Word, SPSS, and Excel; and, new carpet (2006).

HPL has a 32-seat computer lab along with one laser printer, and a photocopying alcove with a total of 6 standard photocopying machines, 1 color-photocopying machine and 1 microfilm/fiche reader/printer. In 2000, a new instructional computing lab with 16 computer work stations was added to the library to provide additional instructional space and to serve as a backup when the larger lab is closed for instruction. In the reading room there are 10 computers designated for research, one laser printer and one scanner. Whenever feasible, the library's computer labs also provides access to specialized programs such as ArcView, Epi Info 2002, SAS, and SPSS to support the teaching and learning of faculty and students. The library also has computer work stations for users with disabilities. In 2003-2004 the library received new computers that are all successfully running Windows XP.

Within the Health Professions Library, students and faculty are able to access many specialized health sciences electronic databases and resources at http://library.hunter.cuny.edu/hpl/ including CINAHL, Medline, Health Source, Health Reference Center, OVID's Lippincott Williams & Wilkins nursing and allied health journals, and the Cochrane Library. These resources are also available to students and faculty off-site through the university email authentication.

Assessment – Deficits

Both branches suffer from inadequate funding, which has limited the size and usefulness of their collections, journals and media catalogs. Resources also impact the ability of the branches to operate for a sufficient number of hours to meet student demand. Both libraries need appropriate teaching space, open computer lab space, ergonomic furniture for staff, additional computers, redesigned staff space, redesigned space for monograph and journal collections, new fully-wired study spaces for both individuals and groups, comfortable furniture for students, and appropriate space for disabled students.

The Health Professions library has 25,700 volumes and 280 professional journals housed in its 10,000 sq./ft. Presently, at HPL funding is far too low to support the number of academic programs that the library serves. There was an increase in the monograph budget from $20,000 to $40,000 for past two years, but it is still too low to support the seven programs (Medical Lab Science, Communication Science, Nursing, Physical

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Therapy, Public Health, Nutrition, and Environmental and Occupational Health) with all programs offered at the undergraduate (except Environmental and Occupational Health and Communication Science) and masters level (except MLS). Funding for the collection will become an even greater issue as the number of PhD programs offered in the health professions continues to increase. Presently there are PhD programs for Audiology and Physical Therapy. Soon there will be PhD programs in Public Health and Nursing.

The social work book collection serves the faculty and students of both the Masters and Doctoral programs in social work. The social work book collection consists of approximately 35,000 volumes. The collection is very dated: 57% of the collection was published before 1980. Of the remaining books, 24% were published in the 1980s, 14% in the 1990s, and .054% since 2000. The library did purchase $50,000 worth of new books through a fund made available to the Library by the Dean of Social Work in 2006. Reference books were a priority in this purchasing. The library has a total of 416 journal titles, roughly a quarter of them active print subscriptions. Of their subscription titles 173 are available through the electronic databases.

The separate branches experienced different degrees of integration into the departments that they serve. For example, the Head Librarian at SSWL is an integral part of social work faculty meetings and has participated on other school-based committees, including the technology task force. The librarians at HPL are integrated into the different departments, but it is uneven due to the difficulty with coordinating meetings between the library and the many different departments that make up the School of Health Professions.

Recommendations and Rationale

Technology

- The branches both need reliable service on our computers, photocopiers and printers. Being distant from the main campus should not make us a lesser priority in terms of service.

- Wireless access now available in Wexler and HPL should be extended to SSWL.

- Given that technology is constantly changing, some provision should be made to ensure constant update of technology within the library system, including the branches.

- We need new computer resources every four to five years.

- Electronic databases need to be maintained and extended to make access to information easier for students.

Collection

- Both branches require an increase in funding available for collections. The current social work budget is $12,000 per year with approximately $10,000 for books and $2,000 for media (DVD's and videos). The HPL budget is $40,000 for monographs.

Facilities

- The major recommendation for both branches is a cosmetic overhaul with increased efficiency in usable space employing green building technology where possible.

- Improvement in lighting, ceilings, and ergonomically designed furniture for students and faculty is also needed.

- The Social Work Library needs a centrally located reference desk with Internet access.

- For HPL new directional signs hung throughout the library would improve access and aesthetics. In addition, at HPL hard surfaces make the library very noisy. Placing sound absorbing panels in the library is recommended. At HPL an increase in student aide/college assistant hours is needed to ensure that the small computer lab is used more effectively.

- Additional space is required for both book and journal collections. Despite the major weeding projects completed at HPL and SW over the past several summers, presently there is only very limited room for growth.

- The addition of smart group study rooms and smart instructional lab space for dedicated library use is essential.

- At HPL study space for disabled students is needed for test taking, studying, computer use, and use of the V-Tech (visual impairment) reader.

Program and Service Priorities:

- The Library Department should be seen as a full partner with classroom instructors in the educational mission of the College. The various departments should interact with the Library Department more fully and vice versa.

- Conduct comprehensive user needs assessments of students, both undergraduate and graduate (Masters and Doctoral). On the whole, Graduate students do not seem to have acceptable research skills given their level of education.

- Conduct a comprehensive survey of faculty in terms of library instruction needs.

- The Libraries need better classroom facilities. Better facilities will allow more classes to be taught throughout the semester in conjunction with classroom instructors and their curriculum.

Communication from Branches to Departments and Program and Services

Opportunities for enhancing communication from the branches to the departments include:

- Regular librarian participation at department meetings, on relevant committees within the different departments, and at both formal and informal events is essential, both to impart information and to encourage casual interaction.

- Different methods of information distribution will continue to be important. Continuing to expand electronic and print communication, including the existing Newsletters and email updates currently provided by both libraries, is recommended. In addition, information distributed through the main library should provide a clear spotlight for the branches.

- Continuing with the grant writing/collaboration should help improve these relationships.

- Providing more workshops for faculty (outside of the ORGS events that are currently provided at HPL).
- Creating a structure for librarians to spend more time with faculty in their offices For example, a librarian could be "on-call" (like a physician) to assist faculty with their research needs for a few hours a week. The success of such a program would depend on how well it was promoted and marketed.

Ideas about Improving Access to Resources

- The CLICS system has greatly improved access to print resources already. The branches should be made official drop off points for the convenience of students who now need to go to the main campus.

- Doctoral students and alumni should both be given access to Hunter databases.

- Provide supports and resources to encourage faculty (full-time and adjuncts) to use E-Reserves and Blackboard. The use of these services would ease access to class readings by making them available to students remotely. Library users nationwide increasingly prefer information in a digital format, even when print is available (Anderson, 2006).

- Virtual reference should be better publicized.

- Expand the serials available electronically.

Reference

Anderson, C. (2006). The Long Tail. A Presentation at the *American Library Association Annual Conference*. Chicago, IL, June 26th.