

*Prince Mohammad Bin Fahd University*  
(Under Registration)

✦ **PMU LEARNING RESOURCES** ✦  
**CENTER DESIGN**  
**Final Report**

15 February 2005

**TEXAS INTERNATIONAL EDUCATION CONSORTIUM**

1103 West 24<sup>th</sup> Street, Austin, Texas 78705, U.S.A.

Phone: (512) 477-9283, Fax: (512) 322-9079

Web Site: <http://www.tiec.org>

E-mail: [info@tiec.org](mailto:info@tiec.org)

 **PREFACE**

---

This final report, **PMU Learning Resources Center Design**, is submitted in partial fulfillment of Item IV.L. of the Contract between the Texas International Education Consortium (TIEC) and the Prince Mohammad Bin Fahd University (PMU) Founding Committee to facilitate the establishment of the PMU. **PMU Learning Resources Center Design** is one of three deliverables being prepared by the Learning Resources Center task team under the guidance of the PMU Project Management Team. The task team consists of experts from several TIEC-affiliated universities who are experienced in the development, management and operation of university libraries and learning support services.

**PMU Learning Resources Center Design** is both a project management document and an operational document. As a management document, it describes services to be provided in support of the curricula being developed by other task teams. Therefore, this report reflects the needs of these curriculum designs. Because of the recommendation that the university's academic advising functions described in the report *PMU Student Support Services* be directed by Academic Affairs and coordinated by the Learning Resources Center, the final version of **PMU Learning Resources Center Design** also includes material on advising along with comments on how to achieve this recommendation.

As an operational document, this report is intended to guide the PMU executive leadership, faculty, and support staff as they develop, manage, operate and assess the services of the Learning Resources Center as an integral part of all the academic functions of the PMU.

---

**Nick L. Poulton, Ph.D.**

President

Texas International Education Consortium

15 February 2005

**Prince Mohammad Bin Fahd University**  
(Under Registration)  
Dammam, Saudi Arabia

**PMU LEARNING RESOURCES CENTER DESIGN  
FINAL REPORT**

**TABLE OF CONTENTS**

<b><u>Item</u></b>	<b><u>Page</u></b>
Preface	
<b>I. EXECUTIVE SUMMARY .....</b>	<b>1</b>
<b>II. THE LEARNING RESOURCES CENTER DESIGN .....</b>	<b>3</b>
<b>A. Vision.....</b>	<b>3</b>
<b>B. Mission .....</b>	<b>4</b>
<b>C. Goals.....</b>	<b>5</b>
<b>D. Strategies.....</b>	<b>6</b>
<b>GOAL 1: Saudi Cultural Values.....</b>	<b>6</b>
Gender Separation.....	6
Staff and Services .....	7
Collections .....	7
<b>GOAL 2: Reference Assistance.....</b>	<b>9</b>
Reference Service Formats .....	9
Reference Materials Formats .....	10
<b>GOAL 3: Information Literacy .....</b>	<b>11</b>
Information Literacy Instruction.....	11
Faculty Development in Information Literacy .....	11
LRC Staff Development .....	12
<b>GOAL 4: Learning Services.....</b>	<b>13</b>
Academic Advising Services .....	13
Advising and Mentoring Programs .....	14
Academic Support Services .....	16
Co-Curricular Support Services .....	18
Proactive, Directed Interventions.....	19
Peer Tutors .....	20
Coordination with Professional Development Center .....	22
<b>GOAL 5: Access Services .....</b>	<b>23</b>
Access to Print Resources .....	23
Circulation.....	23
Reserved Materials.....	24
Interlibrary Loan .....	24
Collection Maintenance .....	24
Study Spaces .....	24

<b>Item</b>	<b>Page</b>
<b>GOAL 6: LRC Publications .....</b>	<b>25</b>
LRC Web Site .....	25
LRC Print Publications .....	27
Electronic Bulletin Boards .....	28
<b>GOAL 7: Collections.....</b>	<b>29</b>
Formats .....	30
Selection Guidelines .....	30
Collection Development .....	34
Resource Allocation.....	34
Special Collections.....	34
Official Publications .....	34
Gifts.....	35
Weeding .....	35
Acquisitions .....	35
Opening Day Collection .....	36
<b>GOAL 8: Facilities .....</b>	<b>39</b>
Furnishings.....	39
Technology .....	44
<b>GOAL 9: Administration and Staff.....</b>	<b>49</b>
Leadership.....	49
Professional and Support Staff.....	51
Professional Development .....	56
Campus Collaboration .....	58
Professional Relationships .....	59
<b>GOAL 10: Governance.....</b>	<b>60</b>
Collaboration with Faculty .....	61
Collaboration with Peer Institutions .....	62
Collaboration with the Professions .....	63
<b>III. APPENDICES.....</b>	<b>64</b>
A. LRC Space Needs Estimate	
B. PMU Learning Resources Center Organization	
C. General Requirements for Learning Resources Center Staff	
D. Position Descriptions for Learning Resources Center Staff	
E. LRC Implementation Timeline	
F. Reference Collections that Support Similar Programs	
G. General Academic Library Policies	
H. PMU Learning Resources Center Policies	
I. Learning Enrichment Services Policy	
J. Academic Advising Services Policy	
K. Academic Advising Services Detailed Program Description	
L. Advising Session Evaluation	
M. Core Requirements (Color Coded)	
N. Student Grade Check Report	

# PMU LEARNING RESOURCES CENTER DESIGN FINAL REPORT

## I. EXECUTIVE SUMMARY

This report *PMU Learning Resources Center Design* defines, describes, and develops a plan for a multi-functional facility for the Prince Mohammad Bin Fahd University (PMU). The plan for a Learning Resources Center (LRC) describes the goals, objectives, program activities, and staffing requirements for an organization with two principal components: a library of both traditional and electronic information resources, and programs of specialized learning enrichment services and academic advising.

The LRC will occupy an attractive central space on the PMU campus that will be conducive to reflection, study, and group and individual learning activities. The LRC building will be divided, with one side for males and one side for females, with appropriate staff to provide professional services to all students and faculty.

This facility and its programs will provide a place, a professional staff, services, and tools for knowledge to complement the instruction in professional skills, theoretical structures, and methodologies that students learn through the university's academic disciplines. The staff of the LRC will collaborate closely with academic faculty to ensure that the needs of both students and teachers are addressed.

As in the PMU's academic disciplines, the staff of the LRC will offer services in ways that provide concrete models of the PMU defining core competencies of communication, technological competence, critical thinking and problem solving, professional competence, teamwork, and leadership. At the same time, staff will ensure that students have the resources and services they need to develop independent mastery of these core competencies.

The two major service programs offered by the LRC will be Library Services and Learning Services (which will include Learning Enrichment Services and Academic Advising Services).

Key features of the LRC's library services program will be:

- Centralized facilities, resources, and professional staff available to both male and female students.
- Adherence to published professional standards for librarianship.
- Emphasis on electronic knowledge resources.
- An information literacy program to ensure that students master skills necessary to use resources most effectively.
- Reference and other services delivered in both face-to-face and online modes.

- A collection of materials in print and other formats selected according to academic needs.
- Participation in international networks to maximize access to knowledge resources.
- Close collaboration with academic units in selection of materials and design of services.

Key features of the LRC's Learning Services will be:

- Academic support services for both males and females.
- Collaboration among professional staff, faculty, and students to deliver tutoring and other academic support services.
- Professional advising and faculty-based advising to help guide students through their academic careers and career choices.
- A co-curriculum of non-credit classes that focus on mastery of learning skills.
- Specialized support centers in mathematics, reading, and writing.
- Peer tutoring to build learning skills, leadership skills, and teamwork.
- A proactive diagnostic program to identify students' needs for developing learning skills and to propose appropriate interventions.

The organizing principles of this report are to establish for the LRC:

- **Vision** — a statement of the strategic considerations underlying planning for the LRC that is consistent with the university's defining characteristics.
- **Mission** — a statement of the role of the LRC in support of the overall mission of the PMU.
- **Goals** — a statement of the services and resources the LRC will provide to ensure it accomplishes its mission.
- **Strategies** — the methods the LRC will employ to implement the services and supply the resources to support the LRC goals.

For each goal, the report includes tables that provide Implementation and Assessment Plans in an easy-to-read format. These tables describe the basic steps that will be necessary for establishing various aspects of the LRC.

## **II. LEARNING RESOURCES CENTER DESIGN**

### **A. VISION**

The defining characteristics of the PMU state that the university will be recognized as a learning-centered institution. In this institution, innovative methodologies and technologies will be fused to ensure that students master six distinctive competencies.

It is the vision of the Learning Resources Center (LRC) to function as a nexus — a physical, logical, and symbolic means of linking the resources and services that support instruction, independent learning, and professional and personal development throughout the academic community.

This vision is supported by underlying values and principles:

- The LRC will be a service component whose design and operations are driven by the mission of the university and the needs of the students, the faculty, and the instructional programs.
- The LRC will serve as a model of the competencies the students are expected to acquire through their education at the PMU.
- Service and resources of the LRC will be designed and operated in collaboration with academic programs and other centers and services.
- The LRC will function efficiently and cost effectively.
- The LRC will offer a comfortable and aesthetically pleasing environment conducive to learning in a variety of modes.

#### **1. The LRC Role in Learning**

The LRC will play a complex role in the PMU, serving diverse constituencies and operating in close partnerships with other university units. The LRC will provide information services and resources traditionally associated with a campus library. It will also provide learning services to ensure the success of the PMU's learning-centered and student-centered approach to education. The LRC will play a central role in supporting the curriculum and in providing resources and services to meet the instructional and scholarly needs of faculty and students. It will also be a resource for independent learning and research.

## **2. The LRC Role in Technology**

The LRC, in collaboration with the information technology (IT) organization headed by the PMU Chief Information Officer, will be a campus leader in putting knowledge technologies to work. For both technology and instruction, the LRC will be a central location for innovation. LRC managers and staff, as well as other faculty and administrators on campus, will understand that the LRC's success is more than a technical task. The success of the LRC will depend on its integration into the academic culture and procedures.

### **B. MISSION**

In order to achieve its vision to serve as a center of services and resources that support the PMU's distinctive learning-centered approach to education, the LRC will pursue a mission that supports the broad mission of the university.

It will be the mission of the LRC to:

- Provide information services and resources that are carefully chosen to support the university's mission of instruction, research, and community service.
- Collaborate with the faculty to help students develop the distinctive PMU competencies.
- Provide a curriculum of courses and programs that support information literacy (as defined in Goal 3, Information Literacy, of this report) among students, faculty, and staff.
- Provide a physical and academic center where learning and professional development come together.

The vision and mission of the LRC will establish a framework for specific operational goals and strategies. Although evolving circumstances inevitably will alter the LRC's goals and strategies over time, the essential nature of the LRC as a service organization will persist.

### **1. A Learning Organization**

For at least three decades, knowledge and information services have been in transition in higher education, as they have in society at large, due to the evolution and growth of electronic technologies. The plan of services presented in this report includes some services that are traditional and print-based. It also includes many others that use electronic technologies. These electronic resources anticipate continuing sophistication of both technologies and the people who use them. For these reasons, the LRC must be learning-centered within its own organization. The LRC staff must be continually involved in professional development.

## 2. Information Literacy

Technology-assisted information services, from checking out books to searching multiple databases, increasingly enable library users to locate and obtain information without staff assistance. This report recommends automation and self-service wherever feasible using current technologies, though it anticipates that new technologies will continue the trend toward technology-based self-service. The LRC's mission to build information literacy among its constituents will ensure that the university community develops and maintains the knowledge and skills necessary to derive the benefits available in a modern learning resources center.

### C. GOALS

Academic professionals can enhance student learning at all levels of development. The design for the LRC, therefore, creates a center that is a home for professional services as well as for records of knowledge. In the LRC, learning-support resources provided by the professional staff will complement the instruction and guidance provided by faculty in the academic disciplines.

Establishing specific goals for these support resources will make it possible for the LRC to fulfill its mission and realize its vision. The LRC will be guided by a number of pervasive needs. It will advance students' mastery of PMU core competencies. It will use current technologies with an orientation toward ready adoption of technological innovations. It will focus on convenience, usability and effectiveness.

Specifically, the guiding considerations that form the foundation of LRC programs will result in ten goals for the center:

1. **Saudi Cultural Values** — Support the university's commitment to reflect the cultural and religious sensitivities of the Saudi people.
2. **Reference Assistance** — Meet the knowledge and information needs of faculty and students through direct, timely reference services delivered as needed and requested.
3. **Information Literacy** — Develop information literacy competencies of students and faculty.
4. **Learning Services** — Provide academic support services, academic advising, and learning enrichment services for students.
5. **Access Services** — Develop services to ensure effective access to LRC resources.
6. **LRC Publications** — Inform the PMU community about LRC services and resources.

7. **Collections** — Provide the information resources necessary to support learning and research.
8. **Facilities** — Create and maintain LRC facilities that are appropriate to support its teaching, research, and service mission.
9. **Administration and Staff** — Model the professionalism toward which the PMU Core Competencies aspire.
10. **Governance** — Create policies informed by advisory bodies comprised of representatives of various constituencies and areas of expertise.

As the LRC works to achieve these goals, all of its operations will conform to professional standards established by recognized organizations such as the Association of College and Research Libraries.

#### **D. STRATEGIES**

A set of strategies will make each goal a reality. Based on best-practices and professional standards, as interpreted and applied in the context of the defining characteristics of the PMU, the strategies address issues such as staff, physical space, LRC policies, and assessment. These strategies recommend specific solutions to these issues and recommend steps for implementation and operation of the LRC.

##### **GOAL 1: Saudi Cultural Values – Support the university’s commitment to reflect the cultural and religious sensitivities of the Saudi people.**

The LRC will honor the tradition of gender separation among students through careful and appropriate utilization of public and professional space within the facility. Collections and services will be designed collaboratively by faculty and LRC professional staff to support the curriculum and encourage critical and creative thinking without conflicting with the requirements of Saudi cultural and religious precepts.

- 1.1. **Gender Separation** — *Divide the LRC building into two major sections, one for males and one for females.*
  - The print library collection that serves academic programs for males, as well as the general print collection, will be shelved in the male side of the LRC.
  - The portion of the print library collection that is appropriate to female major academic programs (principally Interior Design) will be shelved in the female side of the LRC. Thus there will be no need for satellite libraries outside the LRC.

- Shelving stacks for print materials will be open, enabling students to access them directly.
  - Print materials needed by patrons that are not in the patron's gender portion of the LRC will be retrieved by staff.
  - Each side of the LRC will have its own service desk for reference, circulation, and other public services.
  - Each side of the LRC will have appropriate seating and study spaces.
- 1.2. **Staff and Services** — *Apply an organizational structure, staff assignments, and staffing patterns that will enable and ensure gender separation.*
- Male LRC staff will serve the male students and faculty. Female LRC staff will serve the female students and faculty.
  - Where communication between students/staff of one gender with students/staff of another gender is necessary, it will take place electronically.
  - LRC staff will use the PMU course management system, electronic resources, and electronic communication insofar as possible to deliver library services and learning services.
- 1.3. **Collections** — *Develop electronic and print collections whose content will represent vigorous and challenging thought across disciplines and cultures, and through the ages.*

Collaboration between LRC staff and faculty will ensure development of a collection appropriate to the needs of faculty and students. Filtering systems selected and implemented by the university's IT staff will enable necessary screening of electronic materials and communications. The LRC Advisory Committee also will actively participate in building collections. For a description of the LRC Advisory Committee, see Strategy 10.1, Collaboration with Faculty, of this report. An overview of the structure by which such committees are created is provided in the report *PMU Organization*, Section III., Governance Boards.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Honoring Saudi Cultural Values</b>	
<i>Staff Requirements</i>	- No additional staff required. The Director of the LRC and the LRC staff will integrate Saudi cultural values into all their duties.
<i>Space Requirements</i>	- No space required
<i>Other Requirements</i>	- No additional physical requirements
<i>Governing Policy</i>	- Collection Development Policy - LRC organization chart - Architectural plan that reflects gender separation needs
<i>Assessment Method</i>	- Student surveys - Faculty surveys - Annual focus groups - Review by professional staff - Review by the LRC Advisory Committee.

**GOAL 2: Reference Assistance – Meet the knowledge and information needs of faculty and students through direct, timely reference services delivered as needed and requested.**

Reference assistance will be one of the primary responsibilities of LRC librarians. The LRC will provide reference services and resources in formats appropriate to the information and knowledge needs of the PMU community. Reference services will emphasize teaching individuals to find and to evaluate information, as well as performing the services of providing information.

**2.1. Reference Service Formats – *The LRC will use technology to provide informational support for the curriculum and research while maintaining gender separation and promoting patrons’ technological competence.***

The LRC will provide reference services in three formats: face-to-face reference interviews, chat-room reference interviews, and e-mail reference. The LRC will provide traditional face-to-face reference at times of highest demand, and as staffing permits. At times of lower demand, chat-room reference may replace traditional reference. Faculty and students may submit reference questions by e-mail at any time. The LRC librarians will endeavor to answer e-mail reference questions within one working day.

- Face-to-Face Service — The traditional face-to-face reference interview will be the preferred and most effective format, especially in terms of a learning experience. It also will be the most demanding in terms of staff. Providing face-to-face reference service will require at least two reference librarians on duty at all times, one for each gender side of the LRC.
- Chat-Room Service — A real-time electronic interface between the reference librarian and the patron will offer most of the advantages of the traditional face-to-face reference interview. The use of an electronic interface, which might be a component of the PMU course management system, will offer the added advantages of addressing the need for gender separation while being able to draw upon the unique subject expertise of all the reference staff members. Chat software will allow both the librarian and the patron to view electronic resources at the same time, and the librarian will be able to teach the patron how to find and use these resources, as well as to provide information. Chat-room reference, like traditional face-to-face reference, will require a ratio of one staff person to one user.
- E-Mail Services — Because e-mail reference does not provide a real-time interface, it is necessarily limited to questions that are relatively brief and factual in nature. Faculty and students will submit questions at any time electronically via the LRC's Web page. The LRC staff will attempt to answer e-mail reference questions within one working day.

2.2. **Reference Materials Formats** – *The LRC will maintain a print reference collection in both the male and female sectors of the LRC.*

As in other aspects of the collection, the LRC will focus on electronic resources in its reference collection. However, for the foreseeable future, some print reference sources are desirable. Ready access to the print reference materials collection requires that it be on open shelves, in both the male and female sections of the LRC. Criteria for selection and maintenance of a print reference collection are described in Goal 6, Collections and Resources, of this report.

Effective referral assistance services will benefit the learning-centered PMU community by supporting a number of PMU core competencies:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence

The following steps will be necessary to implement and assess these services:

<b>Implementation and Assessment Plan – Reference Assistance</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- Reference assistance will be one of the duties of each librarian.</li> <li>- One librarian will have lead responsibility.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- Staff offices are shared with other functions.</li> <li>- Two public service desks to combine reference, circulation, and other public services (one in male section, one in female section)</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Computer hardware and software</li> <li>- Collaboration with IT staff</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- LRC Reference Services Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Annual focus groups with students and faculty</li> <li>- Review by professional staff</li> <li>- Review by LRC Faculty Advisory Committee</li> </ul>

**GOAL 3: Information Literacy – Develop information literacy competencies of students and faculty.**

Advancing information literacy is one of the new challenges to professional librarians, and it is critical for a learning-centered, technology-infused institution such as the PMU. Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” [Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education* (ACRL, 2000)  
<http://www.ala.org/ala/acrl/acrlstandards/standards.pdf> ]

3.1. **Information Literacy Instruction** – *Use technology to develop students' skills in information literacy.*

The LRC staff will design instructional strategies and adopt instructional materials to develop information literacy skills that will enable students and faculty to determine the extent of information needed, access the information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into the user's knowledge base, and use information effectively to accomplish a specific purpose.

Information literacy program strategies at the LRC will include:

- Online Tutorials – The LRC staff will acquire and/or develop online tutorials, both general and specific to individual resources, which will be available at any time.
- Classes – LRC librarians will develop both general and specific classroom presentations. Presentations will be given to classes on request by faculty and/or presented at announced times in LRC classrooms for voluntary student attendance.
- Individual Instruction – LRC librarians will schedule individual instruction on request or provide direct instruction as part of reference services.

3.2. **Faculty Development in Information Literacy** – *Provide focused individual attention to faculty members to ensure their continued competency in information literacy.*

Upon request, LRC librarians will offer individual instruction for faculty in the faculty member's office. These "office calls" will provide faculty with opportunities to develop special skills related to their disciplines in the familiarity and comfort of their own professional workspaces. The LRC will collaborate with the PMU Professional Development Center to share librarians' expertise in an ongoing program of information literacy.

3.3. **LRC Staff Development** – *Provide continuing professional development for LRC librarians in the area of information literacy.*

Continued professional development for librarians will be a key factor in their success in providing effective information literacy programs. LRC planning and budgeting will include professional development for librarians as a critical item. LRC librarians' position descriptions and work assignments will recognize the necessity to allocate time and resources for maintaining current knowledge of the rapidly changing technologies related to information literacy.

An effective information literacy program will benefit the learning-centered PMU community by supporting a number of PMU core competencies:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence
- Teamwork

Through such a program, the professional staff of the LRC can actively participate in the PMU Core Curriculum’s Assessment Capstone Series (as described in the report *Undergraduate Core Curriculum Design*). The LRC staff will become a valuable resource as students develop and faculty assess the core competencies that the university wishes to instill in all its graduates.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Information Literacy Development</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- Information literacy will be one of the duties of each librarian.</li> <li>- One librarian will have lead responsibility.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- Staff offices are shared with other functions.</li> <li>- Classroom access, reference desks, portable computers with docking stations necessary for librarians</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Collaboration with IT staff</li> <li>- Collaboration with Professional Development Center</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- LRC Information Literacy Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Annual focus groups with students and faculty</li> <li>- Review by professional staff</li> <li>- Review by LRC Faculty Advisory Committee</li> </ul>

**GOAL 4: Learning Services – Provide academic support services, academic advising, and learning enrichment services for students.**

In addition to services provided by its staff of professional librarians and library resources, the LRC will offer a formal program of services designed to support students and help them achieve success in their academic pursuits. Although only some of these services will be housed in the LRC building, these programs will provide an integrated set of services that will assist students as they make the transition to university life.

These services will be headed by two supervisors who will report to the Director of the Learning Resources Center. These will be the Supervisor of Academic Advising Services and the Supervisor of Learning Enrichment Services.

Because of the far-reaching nature of the advising program, which will employ six full-time advisors, recruit 54 part-time faculty advisors, and directly impact students in every department in the university, this function also will include an Associate Supervisor of Academic Advising Services to supervise advising for female students.

Learning Enrichment Services will have a considerably smaller staff. It is therefore anticipated that an Associate Supervisor will not be needed for this function. If it eventually becomes necessary to provide leadership to manage Learning Enrichment Services for female students, an Associate Supervisor may be added at a later date.

Taken as a whole, Learning Services will:

- Provide academic advising to ensure compliance with university degree requirements.
- Assist students in discovering methods to set personal goals.
- Help students establish strategies to achieve their objectives.
- Provide programs and incentives to enhance students' academic skills and to realize educational success.

Within the Learning Services offerings, a series of specialized programs will provide resources for professional staff, advisors, faculty, and tutors that focus on specific functions that promote student success.

4.1. **Academic Advising Services** – *Provide students with advice and assistance in managing their academic careers, including selecting and changing majors and course.*

Academic advisors will monitor students' progress as they complete course requirements and will ensure they are taking the classes required to achieve all the PMU core competencies in an integrated and timely fashion.

Students will meet with academic advisors to plot their academic programs. These academic advisors, who will include both full-time professional advisors and part-time faculty advisors, will focus on explaining programs and curricula for the various majors. They will answer questions and provide advice to students as they begin and proceed through their academic careers.

A detailed presentation of Academic Advising Services is provided in Appendices K – N of this report. These materials also appear in the report *PMU Student Support Services*. They are included here for easy reference as it is the recommendation of both reports that Academic Advising Services be administered as a division of the Learning Resources Center.

4.2. **Advising and Mentoring Programs** – *Offer accurate and proactive advising and mentoring throughout the academic year.*

Academic advising at the PMU will begin toward the end of the Preparation Year Program when students work with a freshman advisor to apply to colleges in the university. Each student will remain with his or her freshman advisor for two years, until the end of the sophomore year. The student then will be assigned an advisor for the next two years from his or her academic major.

Part-time faculty advisors will work with students primarily when they are choosing courses for the following semester near the end of the semester, and when they are adjusting their schedules or changing courses shortly after the beginning of a semester. Full-time professional advisors will be available all semester to answer students' questions and provide advice on academic matters.

Some students may need more intensive advising and mentoring to be successful. Advisors, therefore, will seek out students in difficulty and request that they participate in programs that offer assistance. These programs will be capable of providing advising for all students on campus.

The Supervisor and Associate Supervisor of Academic Advising Services and the division's professional advisors will collaborate with each department to determine methods in which they can best assist the department's majors. In addition to formal advisement, these methods may enable faculty to serve as mentors and role models whom students can approach informally to discuss their career choices and academic programs.

The following steps will be necessary to implement and assess academic advising programs:

<b>Implementation and Assessment Plan – Academic Advising Services</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- The Supervisor of Academic Advising Services and the Associate Supervisor of Academic Advising Services will oversee the full-time professional advisors and part-time faculty advisors who assist students with selection and changes in courses and majors.</li> <li>- The advisor-advisee ratio should be 105:1. This will require the PMU to hire six full-time professional advisors (three male and three female) and 54 part-time faculty advisors (29 ½ male and 24 ½ female).</li> <li>- Part-time faculty can be assigned release time from teaching to handle these duties. The addition of faculty to the center staff will facilitate the integration of the center with the academic community.</li> <li>- Academic Advising Services will require at least two administrative assistants (one for the supervisor, one for the associate supervisor).</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- The supervisor, associate supervisor and their assistants each will have an office located in the Learning Resources Center.</li> <li>- Each of the six professional advisors will have an office, which will be located in the university’s academic buildings with his or her faculty counterparts. (For a discussion of office arrangements and options, see Appendix K, Section VII. D. 2.a. PMU Advising Centers: Location.)</li> <li>- Faculty advisors will work from their offices in their academic departments.</li> <li>- Each office will be furnished with a desk, three chairs, two file cabinets and a networked computer.</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Clusters of offices used by professional and faculty advisors will require a waiting area for students. If the university elects to use the spaces titled “Student Center” in the Zuhair Fayez plans of academic buildings as advisement centers, (an option presented in Appendix K, Section VII. D. 2.a. PMU Advising Centers: Location.), these locations should include a waiting area.</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- Academic Advising Services Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Advisees will evaluate each advising session directly via a student questionnaire.</li> <li>- The center will compile data concerning:               <ul style="list-style-type: none"> <li>○ The numbers of students advised daily, monthly, and/or each semester</li> <li>○ Success or failure of specific mandatory advising programs (for example, re-advising probationary students, or mandatory advising of incoming students)</li> <li>○ Student retention rates</li> </ul> </li> </ul>

4.3. **Academic Support Services** – *Provide specialized diagnostics and tutoring in Mathematics, Reading, and Writing*

Specialized academic support in critical competence areas will maximize every student's chance of success. Because students will arrive at the university with different strengths and weaknesses, it therefore will be important to provide support in basic academic skills. The Mathematics, Reading, and Writing Centers will provide a full range of services to students and faculty. These services will range from development and remedial assistance to serving as a resource to the PMU's best students and faculty.

The Mathematics, Reading, and Writing Centers will be managed by the Supervisor of Learning Enrichment Services

The Math Center will provide help for all students in all undergraduate math classes. A faculty member and a number of advanced undergraduate peer tutors will staff the center.

The Writing Center will provide assistance with all aspects of writing, to students at all levels of competence and in all fields of study. Undergraduate peer tutors will assist a faculty member in providing these services.

The Reading Center will be available to all students. This center will be staffed and equipped to assist students in a variety of learning environments, such as individual tutoring sessions, small group tutoring sessions, and computer-assisted tutoring sessions. Undergraduate peer tutors will assist a faculty member in providing these services.

Effective academic support will benefit the learning-centered PMU community by building a number of PMU core competencies:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Academic Support Services</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- These services will require a male faculty member and a female faculty member with a .5 release from their teaching assignments to serve as coordinators.</li> <li>- Faculty members will be selected based on expertise in the academic area to be supported (mathematics, reading, or writing).</li> <li>- This person will retain his or her faculty status but will report to the Supervisor of Learning Enrichment Services for this .5 release time, and will report to his or her departmental chair for the .5 teaching position. These coordinators will be evaluated by both their department chair and the supervisor.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- In order to facilitate on-site delivery as well as institutional coordination, the various centers will be located in the departments that are providing the services.</li> <li>- Initially, space demands will be minimal, but as the university grows, a physical location may need to be allocated to house these academic support centers.</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Each coordinator will recruit six to ten of his or her best students to work as student tutors.</li> <li>- The selection of student tutors will be based on ability rather than field of study. The center coordinator will need to develop criteria to select the best students for these positions. Thus, it would be possible for an engineering student to serve as a tutor in the writing center, if the coordinator of the center felt that student possessed the requisite skills and temperament to function as a tutor.</li> <li>- Since it will be several years before the PMU will have junior and senior level students, the university may need to use two additional faculty members until students can be trained to assist the coordinator.</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- Learning Enrichment Services Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Students will evaluate the perceived effectiveness of the centers via questionnaires.</li> <li>- Faculty will be provided with information concerning how often their students used the various academic centers.</li> <li>- The faculty will be surveyed to assess areas of greatest and least effectiveness.</li> <li>- Directors and facilitators of the various programs also will provide self evaluation.</li> </ul>

4.4. **Co-Curricular Support Services** – *Provide a co-curriculum to help students master proficiencies such as time management, study skills, and stress management.*

A co-curriculum is a structured set of learning experiences offered in addition to credit classes. It supports the development of life skills that are essential to success in academic programs. By providing courses on skills such as personal organization and coping for varieties of situations, Learning Enrichment Services will enhance students’ opportunities for academic success.

Co-curricular support services will be managed by the Supervisor of Learning Enrichment Services.

Effective referral assistance services will benefit the learning-centered PMU community by supporting PMU competencies:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence

These steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Co-Curricular Support Services</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- The Supervisor of Learning Enrichment Services will be responsible for coordinating the scheduling and delivery of these classes.</li> <li>- In most cases these classes will be taught by interested faculty, staff, or students.</li> <li>- Compensation will be contractual, on a one-time pay basis. The number of sessions and the amount of compensation will be determined by the supervisor.</li> <li>- The supervisor will be responsible for monitoring the quality of presentations.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- No extra space is required.</li> <li>- These classes can be conducted in an unused classroom in any academic building.</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- The most elementary programs such as time management and study skills will require little support.</li> <li>- More advanced classes, such as those teaching critical thinking skills or preparation for advanced placement tests, may require software or other technology.</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- Learning Enrichment Services Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Students will evaluate programs via questionnaires.</li> <li>- The faculty will be surveyed to assess the value of these programs to their students.</li> </ul>

4.5. **Proactive, Directed Interventions** – *Diagnose and address students' needs for Learning Enrichment Services.*

The curriculum reports for the university's three colleges (*Undergraduate Information Technology and Computer Science Curricula, Undergraduate Engineering Curriculum Designs, and Undergraduate Business Curriculum Designs*) each provide a brief discussion of tutoring and remediation responsibilities that states: "In cooperation with the PMU Learning Resources Center, the faculty of the college will create tutoring and supplementary instructional programs to assist students who need extra assistance with academic programs or study skills."

The Supervisor of Learning Enrichment Services will work with these faculty to identify groups of students with specific needs and will identify intervention techniques to address them. Examples include:

- Students having difficulty adjusting to college would be referred first to their academic advisor. Upon the advisor's recommendation, the student may receive further help through an appropriate program offered through LRC's Academic Support Services or Co-Curricular Support Services. If the student's problem is determined to be emotional in nature, he or she may receive assistance through the university's Health and Counseling Center (see the report *PMU Student Support Services*). Individual instructors also can refer students for more intensive academic advising services. The earlier the intervention, the greater the likelihood of successful remediation.
- Students with borderline skills during the PMU Preparation Year Program may be given a chance with the regular program if an organized program exists to assist in their transition to college. Acceptance of these borderline students would be contingent upon their participation in such a program.
- Students who are unsuccessful in their first attempt at university studies could be allowed a second chance provided they make use of support provided by the program.

The above programs may or may not be appropriate to the PMU. The level of intervention and the direction given to such programs will depend on common needs among students who may be successful at the PMU if they receive the appropriate support.

Recognizing that each institution has unique cultural components, the supervisor will be responsible for identifying cultural components unique to Saudi culture and developing interventions that can enrich academic performance.

Effective interventions directly benefit the learning-centered PMU community by supporting a number of PMU core competencies. They can be adapted to any of the core competencies.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Directed Interventions</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- Staff requirements will depend on the intervention.</li> <li>- Interventions may be initiated if and only if a specific need arises.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- These services do not require extra space.</li> <li>- Classes can be held in unused classrooms.</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- No additional requirements</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- Learning Enrichment Services Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Assessments will be linked to specific interventions.</li> <li>- Surveys of students and faculty will establish baseline data.</li> <li>- Follow-up data will be used to see if the desired changes took place.</li> </ul>

4.6. **Peer Tutors** – *Train peer tutors and coordinate peer tutorial support in each department.*

The Supervisor of Learning Enrichment Services and his staff will collaborate with faculty to identify and employ some of their best students to serve as volunteer tutors for fellow students having difficulty with the subject. The staff will serve as a clearinghouse for these department-based tutorial services.

Effective tutoring services will benefit the learning-centered PMU community by supporting a number of PMU core competencies:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence
- Teamwork
- Leadership

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Peer Tutors</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- Each department will appoint a faculty member to coordinate the tutorial service, similar to operations of the Reading, Writing and Math Centers.</li> <li>- Each coordinator will supervise six to ten peer tutors.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- Tutoring activities will be located in the departments that are providing the services.</li> <li>- Initially, the space demands will be minimal, but as the PMU grows, a physical location may need to be allocated to cover these academic support centers.</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Tutorial services also can be contracted out to commercial vendors such as Smarthinking (<a href="http://www.smarthinking.com">http://www.smarthinking.com</a>).</li> <li>- Since it will be a few years before there are junior and senior level students, the PMU may wish to use commercial on-line tutorial services initially.</li> <li>- These commercial programs can provide students around the clock access to live, one-to-one assistance from qualified educators.</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- Learning Enrichment Services Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Students in tutorial programs will be tracked.</li> <li>- Participants will evaluate tutorials.</li> <li>- Faculty will be provided with information as to how often their students used the various academic centers.</li> <li>- Faculty will be surveyed to see if they perceived the centers to be of value to their students.</li> <li>- There will also be self-evaluation by the directors and facilitators of the various programs.</li> </ul>

4.7. **Coordination with Professional Development Center** –  
*Coordinate the activities of Learning Enrichment Services and Academic Advising Services with the programs of the Professional Development Center.*

To ensure effectiveness, Learning Enrichment Services and Academic Advising Services will be closely coordinated with the PMU Professional Development Center. The efforts of these support services will be enhanced if they are coordinated with efforts to provide professional development for both the part-time faculty and full-time staff. A complete discussion of the center, with its programs, staffing, and responsibilities, is provided in the report *Teaching Development Center*.

Coordination with the Professional Development Center will benefit the learning-centered PMU community by assisting LRC staff librarians, support service coordinators and academic advisors in instilling the PMU core competencies in students.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan Coordination with Professional Development Center</b>	
<i>Staff Requirements</i>	- The Supervisor of Learning Enrichment Services and the Supervisor and Associate Supervisor of Academic Advising Services will be the primary liaisons with the Professional Development Center.
<i>Space Requirements</i>	- No extra space will be required.
<i>Other Requirements</i>	- No additional requirements
<i>Governing Policy</i>	- Learning Enrichment Services Policy - Academic Advising Services Policy
<i>Assessment Method</i>	- Once each semester, the Director of the Professional Development Center, the Supervisor of Learning Enrichment Services Services, and the Supervisor and Associate Supervisor of Academic Advising Services will present a report as to how the programs are working together to provide services to the PMU.  - Evidence of collaboration between the two centers will be part of the supervisor’s periodic evaluation.

**GOAL 5: Access Services – Develop services to ensure effective access to LRC resources.**

Access services include functions traditionally performed in academic libraries including circulation, interlibrary loan, and reserve. As implemented at the PMU, these functions will be implemented through electronic technologies and will rely nearly completely on the integrated library system (ILS). Details of these services along with specifications for the system appear in a separate report, *LRC Information System Requirements*.

The guiding principle of access services at the LRC, however, will be that resources are acquired for use, not for preservation. The print collection will be small compared to print collections in existing libraries. Effective access services will ensure, however, that the university's resources are always readily available.

5.1. **Access to Print Resources** – *Provide convenient access to in-house use of information in the LRC collection through ready access to items on shelves.*

Most materials in the LRC will be housed in the male section of the building. Materials relating solely to academic majors for female students, along with a number of frequently accessed general reference materials, will be housed in the female section. Throughout the LRC, book and periodical shelves will be open to patrons, except for gender limitations. A patron who wishes access to materials shelved in the portion of the LRC not for that patron's gender will be served by a LRC staff member, who will retrieve the item(s) for him or her.

5.2. **Circulation** – *Provide opportunities for borrowing items from the LRC collection through circulation services.*

Circulation access and control will be a function of the ILS. This service will include:

- Describing the status of items in the collection
- Offering opportunities to place items on hold or recall
- Validating and authorizing the user
- Checking out and renewal of materials
- Checking in returned materials

Specifications for the ILS also will include functions that enable patron self-service.

- 5.3. **Reserved materials** – *Ensure access to high-demand or fragile items by implementation of a Reserved Materials function.*

Control of materials on reserve will be a function of the LRC's ILS. This service will include both an actual and virtual locations for print and electronic materials selected by faculty to supplement courses. Print materials may be scanned and made available for electronic reserve.

- 5.4. **Interlibrary loan** – *Share with and borrow resources from other institutions.*

LRC staff will locate and secure access to materials in other libraries that are needed by the PMU students or faculty but are not available in the LRC. In an interlibrary loan partnership among institutions, the PMU will be both a lender and borrower of materials.

- 5.5. **Collection maintenance** – *Ensure the collection is orderly and attractive.*

LRC staff will keep the stacks in good order, return materials to the stacks in a timely fashion, and recommend replacement of damaged or lost materials.

- 5.6. **Study Spaces** – *Make effective use of LRC spaces for study.*

LRC staff will assign carrels, supervise individual and group study rooms, schedule LRC classrooms, and monitor adherence to the relevant policies. Effective access services will benefit the learning-centered PMU community by supporting a number of PMU core competencies:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Access Services</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- One professional librarian will have lead responsibility.</li> <li>- Four full-time-equivalent support staff and/or student assistants also will be necessary.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- Two public service desks that combine reference, circulation, and other public services (one in male section, one in female section)</li> <li>- Two offices (male and female)</li> <li>- Stack space</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Computers and software</li> <li>- Cooperation with IT staff</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- LRC Circulation Policy</li> <li>- LRC Interlibrary Loan Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Annual focus groups with students and faculty</li> <li>- Review by professional staff</li> <li>- Review by LRC Faculty Advisory Committee</li> </ul>

**GOAL 6: LRC Publications –Inform the PMU community about LRC services and resources.**

The Director of the LRC and the center’s staff will maintain a program of print and electronic publications to ensure that current information about the LRC including its services, collections, policies, and procedures is readily available to patrons and colleagues. Complete and open documentation of LRC operations will assist clientele in making the most effective use of the center’s services.

6.1. **LRC Web Site** – *Ensure patrons have electronic information about, and access to, LRC services through a Web site.*

The Web site will be the primary source of information about the LRC. Each service or resource offered by the center will be accessible from a category of links, or have a direct link, from the LRC home page. The links will use standard English words and phrases. These links will direct LRC patrons to information about services as well as provide links to online services, such as interlibrary loan requests, virtual reference services, or scheduling training within the Information Literacy co-curriculum. Links to external Web pages will be monitored regularly to ensure their continuing accuracy.

The Web site will have the following design features and content links:

- Design features:
  - use of standard English, easily understood by non-librarians
  - design that complies with PMU Web standards and is compatible with the external PMU Web site
  - navigation guides that assist the user in knowing his or her present location, understanding the content of links, and returning “home” easily
  - site map
  - identification of links as internal or external to the site
- Content links:
  - Reference assistance
  - Information literacy
  - Learning Enrichment Services
  - Academic Advising Services
  - Access services
  - LRC publications
  - Collections and resources
  - Facilities
  - Staff and administration
  - Policies and procedures
  - Useful external resources, such as subject guides
  - Catalogs at other Saudi libraries
  - Major international library catalogs

6.2. **LRC Print Publications** — *Publish print materials to inform LRC patrons about services and resources.*

A printed LRC Handbook produced by the LRC staff will ensure that patrons have access to printed information about LRC services. The content will parallel content of the Web site (where an electronic version of the document will be located in .PDF format). Contents of the handbook will include sections describing in common English each service or resource offered by the LRC. These sections will provide LRC patrons with information about services, will direct them to the relevant location on the LRC Web site, and will include forms available online to submit requests for services such as interlibrary loan, virtual reference, or scheduling training within the Information Literacy co-curriculum. The handbook will have the following design features and content:

- Design:
  - Printed and bound in an attractive but inexpensive 8.5 x 5.5 inches (21.6 x 14 cm) format that can be produced in-house using standard PC software, photocopier, and color printer technologies
  - Use of standard English, easy to understand by non-librarians
  - Design that complies with PMU graphic standards and is compatible with other PMU publications
- Table of Contents:
  - LRC vision and mission statements
  - Learning Enrichment Services
  - Academic Advising Services
  - Reference assistance
  - Information literacy
  - Access services
  - Collections and resources
  - Facilities
  - Staff and administration
  - Policies and procedures
  - Index

6.3. **Electronic Bulletin Boards** – *Display information about the LRC on electronic bulletin boards located strategically throughout the LRC.*

People look to signs and displays for information about how to find services and materials. Large flat-panel displays mounted on walls at appropriate places within the LRC will serve as electronic bulletin boards to provide directional information, announcements, directory information, and policy guidance for patrons in the LRC.

LRC publications and bulletin boards will play an important role in the learning-centered PMU community by facilitating the free flow of information.

These services also will help build PMU core competencies of communication and technological competence.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan LRC Publications and Electronic Bulletin Boards</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- Content will be written by LRC staff as a committee chaired by the director and produced by clerical staff</li> <li>- Maintenance of a publications program will require the participation of all professional librarians; one librarian will have lead responsibility.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- Office shared with other functions</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Computers and software</li> <li>- Cooperation with IT staff</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- LRC Publications Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Annual focus groups with faculty and students</li> <li>- Review by professional staff</li> <li>- Review by LRC Faculty Advisory Committee</li> <li>- “Suggestion boxes” in the LRC and online.</li> </ul>

**GOAL 7: Collections – Provide the information resources necessary to support learning and research.**

The library collections in LRC will provide the information resources necessary to carry out the university's teaching commitments and to support the research of its students and faculty. The LRC will also endeavor to provide resources that support the work of staff engaged in university business, and the general cultural and intellectual development of students.

It is anticipated that at the full operation of the university, the collection will include approximately 75,000 volumes. The number derives from a formula that calculates the number of volumes needed for 5,500 students in an institution focusing on teaching rather than research. This formula is presented in the *Standards for Community, Junior, and Technical College Learning Resources Centers* issued by the Association for College and Research Libraries (1994). The target collection size is smaller than most universities of this size for a number of reasons:

- The LRC will not have a large legacy collection accumulated over time.
- Academic majors are in technical fields where current knowledge resources are more important than old editions and titles.
- LRC staff will engage in an active program of careful selection, acquisition, review, de-selection, and weeding of the collection.
- The PMU will depend on the availability of electronic resources to meet many of its students' and faculties' needs.

The LRC will meet the information needs of its primary clientele by providing primary and secondary publications, bibliographic, and reference sources in its resource collections. The LRC will plan to acquire, preserve, or provide access to all types of information sources, both internal and external, to support the educational and research needs of students and faculty in all academic fields relevant to university programs.

7.1. **Formats** – *Select materials in the format best suited to convey the content effectively.*

Resources will include but will not be limited to electronic resources, books, pamphlets, documents, periodicals, manuscripts, maps, microforms, non-print media, and artifacts. Whenever an item is available in both electronic and print formats, the electronic version will be acquired unless it is too costly or is judged by LRC staff or PMU faculty to be unsuitable to communicate the information. Electronic resources provide recognized value in controlling space and time for storage and access. Additionally, emphasis on electronic access will ensure full equity of use for male and female students, faculty, and staff regardless of their physical location within or outside the facility.

7.2. **Selection Guidelines** – *Follow professional best practices in selecting materials.*

The following guidelines will govern the selection of materials. In general, appropriate current sources, regardless of format, will be given priority over out-of-print sources. Other general factors to consider will be:

- Quality of scholarship
- Uniqueness of content or treatment
- Appropriateness of the level of treatment
- Currency of information and/or frequency of updating
- Quality of the physical product
- Organization of information and ease of retrieval
- Desired strength of holdings in subject areas or similar subject areas
- Cost
- Suitability of format to content
- Reputation of author
- Reliability of publisher, compiler, or producer, or others responsible for the material

Specific concerns for different types of media include:

- **Electronic resources** — In most cases, electronic access to remote resources will be the preferred format for the collections of the LRC. Electronic resources will include, but will not be limited to, online indexes and abstracts, full-text and full-image databases, full-text and full-image journal collections, electronic monographs and serials, and electronic government statistical resources. Resources may be interdisciplinary or subject-specific. As a rule, the LRC will choose electronic resources that may be accessed via the Internet and that can be made available to users from any Internet connection.

The following criteria will be used to evaluate the suitability of databases, collections, and individual items made available electronically:

- Timeliness of availability
- Extent of content
- Functionality, such as full-text searching
- Ease of archiving, replacement, preservation
- Network hardware and software compatibility
- Availability of network hardware and software resources
- Availability of telecommunication lines
- Quality of interface
- Quality of the search engine
- Training implications for staff and users
- Potential frequency of use
- Reliability of vendor and vendor support
- Quality of documentation
- Licensing considerations
- Treatment of graphics, formulae, and other nonstandard characters

Librarians with expertise in specific academic subjects will serve as liaisons for those subjects. These librarians will make recommendations for new electronic resources that support programs within the scope of their responsibilities. Recommendations for interdisciplinary electronic resources may be made by any librarian or faculty member.

Whenever possible, trial subscriptions to electronic resources under consideration should be acquired, and faculty members in relevant disciplines should be included in the review process. All electronic resource subscriptions will be reviewed annually as a part of the regular renewal process. The decision to continue or discontinue subscriptions will be made based on usage statistics, relevance to curricular and research needs, and projected funding availability.

- **Books and monographs** — These materials usually will be collected in clothbound editions. However, paperback editions might be preferred for very high-use items, time sensitive materials, and items that are available only in paperback editions. Textbooks, workbooks, study guides, translations of English or Arabic titles into foreign languages or of foreign titles translated into non-English or non-Arabic languages are collected only by exception. Books will be collected only when justified by some educational consideration.
- Journals, periodicals, and annuals — These will normally be acquired only through subscription. Individual issues or reprints of articles rarely will be purchased.

In addition to collecting journals that support the teaching and research programs of the university, the LRC will acquire periodicals of more general interest to the academic community. Factors considered in the selection of general interest periodicals will be:

- The intellectual content articles in the periodical
- The degree to which the periodical reflects thoughtful assessment of contemporary trends in society
- Inclusion of the periodical in indexing and abstracting services
- Strength of demand combined with lack of ready availability elsewhere
- Cost

Current issues of general interest periodicals will be retained in the LRC for no more than one year. No back issues or bound volumes will be created or maintained for these materials.

- **Monographic series** — These materials may be acquired as individual titles, or by establishing a continuation order.

The need to purchase all volumes in the series will be the primary requirement for establishing a continuation order. Cost savings or difficulty in learning of the publication of new volumes will also be considered. Normally, continuation orders will be established for desired works published in parts.

- **Newspapers** — Subscriptions selected by the LRC will support teaching and research, provide current and historical sources of news from the KSA and internationally, or sustain general intellectual and cultural awareness for faculty, students, and staff. Newspapers in Arabic and English with a cultural, business, political, organized labor, or social orientation will be considered on a title-by-title basis. When they are not available as electronic files, newspapers of permanent research value will be collected in alternative formats that conserve storage space. Paper copies of others will be acquired only for current awareness and discarded after a set period of time.
- **Microforms** — These materials rarely will be acquired. When the desired material is available only in microform, or when it is significantly less expensive and sufficiently usable in that format, purchase of the microform version will be considered.

Before any purchase of a large collection of source material in microform is made, attention will be given to providing appropriate housing and equipment. Adequate bibliographic access should also be examined, with collections having machine-readable cataloging being particularly favored.

Microform subscriptions in the place of binding will be considered for those serials which:

- Are not available as affordable electronic backfiles and are difficult to bind because of format or heavy usage
- Typically have many missing issues
- Are subject to regular mutilation
- Are not available as affordable electronic backfiles

When a microform purchase is necessary, silver halide will generally be preferred for microfiche purchases. The preferred format for microfilm will be 35 mm.

- **Audio** – Both music and spoken word materials will be collected in compact disc format and will be housed in the LRC. Only audio materials requested by faculty members in support of teaching and research will be acquired.
- **Video** – Materials that are expected to be of significant long-term value in support of teaching or research will be collected in DVD (Digital Video Disc) format. DVD will be the only format collected until it is supplanted by newer formats.

7.3. **Collection Development** – *Staff will collaborate with faculty in selecting materials for the LRC.*

Selection of materials for the collection will be accomplished cooperatively by members of the faculty and subject liaison librarians assigned to the various subject areas. The subject liaison librarians will have responsibility for coordinating collection development in each subject area. Ultimate responsibility for the development and maintenance of the collection rests with the Director of the LRC.

7.4. **Resource Allocation** – Faculty and LRC staff will collaborate in allocating resources for collection development.

Each year, in consultation with the LRC Advisory Committee, the Director of the LRC will determine the allocations in the materials budget. The committee will review the allocation criteria periodically. The Director of the LRC will monitor expenditure of the funds for materials purchases. A discussion of the role and duties of the LRC Advisory Committee appears in Strategy 10.1. Collaboration with faculty, of this report.

7.5. **Special Collections** – Develop resource collections of specialized interest due to such factors as format, subject, issuing agency, or audience.

Policies specific to each of these collections will be prepared to address responsibility for selection, guidelines for acquisition and use, collection maintenance, and treatment of gifts. Such collections may include faculty publications and government documents.

7.6. **Official Publications** – Provide government publications of interest to the PMU community.

The LRC will selectively acquire, organize, preserve, and provide access to publications issued by various ministries and government departments of the KSA.

7.7. **Gifts** – Accept gifts that support the LRC mission.

The LRC will accept donation of gifts of materials or money for information resources for the collection when such gifts enhance the present and future mission of the LRC. Donated materials will be added to the collection when they are consistent in both content and format with the standards presented in the collection development plan.

7.8. **Weeding** – Maintain a collection of current, attractive, and useful materials.

The currency and vitality of the collection will be maintained through rigorous weeding. The reference collection will be continually monitored for outdated material, which will be replaced and withdrawn if necessary. Individual sections of the general collection will be periodically reviewed and weeded. Titles will be selected for withdrawal from the general collections by library professional staff in consultation with university faculty.

The following factors will be considered when evaluating materials for withdrawal:

- Relevance of the volume or title to the university's teaching and research programs
- External availability of the item through resource sharing and interlibrary loan agreements, or within electronic collections
- All available circulation statistics for the volume or title
- Physical condition

7.9. **Acquisitions** – Develop procedures, maximizing use of automation, for acquisition of materials.

The ordering and receipt of library materials as well as management of the materials budget will be the responsibility of one of the Library Technicians who will be designated as Acquisitions Assistant. This staff member will accomplish his responsibilities according to the procedures and protocols available in the acquisitions module of the ILS. The acquisitions functions will support the work of the subject liaison librarians and the Director of the LRC in developing and maintaining the LRC collections.

The Acquisitions Assistant will develop a broad knowledge of the electronic resource, book, periodical, and media trade within the KSA and also within nations and regions where publications relevant to the PMU academic and research missions are created and sold. A wealth of information concerning sources for purchasing materials and management of acquisitions processes is found on the Internet at the AcqWeb site:  
<http://acqweb.library.vanderbilt.edu> and at its companion site

In both of these locations, practitioners engage in discussion of topics relevant to acquisitions work. A source of information on book dealers and publishers specializing in topics concerning the Middle East is the Web site of the Middle Eastern Librarians Association,  
<http://depts.washington.edu/wsx9/melahp.html>

In most cases, the PMU will expedite purchases and materials processing by buying resources from vendors who can provide discounts through their high volume purchases from publishers and who can deliver added value services such as cataloging and shelf-ready processing according to LRC specifications. An approval plan for books will be investigated with an academic library vendor such as Blackwell's or YBP to ensure notification, and in some cases immediate purchase, of newly published materials, including electronic volumes, relevant to the curricular and research interests of the PMU.

- 7.10. **Opening Day Collection** – *Ensure the availability of a suitable collection that will provide necessary materials for the beginning of the academic programs as they are launched at the PMU.*

The Director of the LRC will work with an “Opening Day Collection” provider, such as Blackwell's, Brodart, or YBP to define the parameters of the retrospective collection and to identify and purchase the core resources mandatory for support to the PMU academic programs. In addition, this core collection will include the online databases and non-circulating resources required to provide general reference assistance as well as the reference materials required for the advanced programs.

Specific databases will be selected by the director and librarians following negotiation with database vendors. Because the information resource marketplace evolves continually, it would be premature to present a complete detailed list of databases prior to these negotiations. However, likely database resources for the LRC might include ScienceDirect, ASPP (IEEE), Ei village, EBSCO BSP, EBSCO ASP, Emerald, the ACM Digital Library, and ABI Inform Global.

In building the Opening Day Collection, standard lists of core materials will prove useful, including:

- Bartlett, Rebecca Ann, ed. *Choice's Outstanding Academic Books 1992-1997: Reviews of Scholarly Titles that Every Library Should Own*. Chicago: Association of College & Research Libraries, 1998.
- Balay, Robert, ed. *Guide to Reference Books*. 11th ed. Chicago, American Library Association, 1996.
- Books for College Libraries: A Core Collection of 50,000 Titles*. 6 vols. Project of the Association of College and Research Libraries. 3rd ed. Chicago, American Library Association, 1988. [A new edition of this work is scheduled for publication in 2005].
- Daniells, Lorna M. *Business Information Sources*. Berkeley: University of California Press, 1993.
- Katz, William A. *Introduction to Reference Work: Basic Information Sources*. 7th ed. New York, McGraw Hill, 2002.
- Katz, William A., et al., eds. *Magazines for Libraries*. 12<sup>th</sup> ed. New York: RR Bowker, 2003.
- Kovacs, Diane. *Building Electronic Library Collections: the Essential Guide to Selection Criteria and Core Subject Collections*. New York: Neal-Schuman, 2000.
- O'Brien, Geoffrey, et. al., eds. *The Reader's Catalog: An Annotated Selection of More Than 40,000 of the Best Books in Print in 300 Categories*. 2nd ed. New York: Reader's Catalog, 1997.
- Schlessinger, Bernard S. and Karp, Rashelle S. *The Basic Business Library: Core Resources*. Phoenix, AZ: Oryx Press, 1995
- Timmons, Mary T., ed. *The Internet and Acquisitions: Sources and Resources for Development*. New York: Haworth, 2000.
- Ulrich's Periodicals Directory 2004: The Global Source for Periodicals Information Since 1932*. New York: R. R. Bowker, 2003.

The implementation of the collection will depend on the opening date that is chosen for the university. Different schedules may involve different student populations and therefore different resource needs. A discussion of available options for implementing the PMU opening is contained in the report *PMU Implementation Plan*. A generic one-year timeline for opening the LRC, including milestones for building the collection, is included with this report as Appendix D, LRC Implementation Timeline.

Regardless of the timetable and procedures the university adopts, however, the LRC will require the following steps to implement and assess its collections program:

<b>Implementation and Assessment Plan – Collections</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- One full-time equivalent (FTE) professional acquisitions assistant</li> <li>- All professional librarians will be responsible for consulting on acquisitions.</li> <li>- One librarian will be responsible for reference service.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- Sufficient workspace for the acquisitions assistant to unpack and process books and periodicals as they are received from vendors and bindery</li> <li>- Liaison librarians share office space with other functions.</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- Computer workstation</li> <li>- One range of shelving for temporary storage of newly received and damaged materials</li> <li>- Three book carts</li> <li>- Acquisitions module of the ILS</li> <li>- Collaboration with IT staff</li> <li>- Supplies incidental to materials processing and repair</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- LRC Collection Development Policy</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Points of comparison with peer institutions suggested by the American Library Association final document, <i>Standards for Libraries in Higher Education</i>:               <ul style="list-style-type: none"> <li>o Ratio of circulation (excluding reserve) to combined student and faculty FTE</li> <li>o Ratio of volumes added per year to combined total student and faculty FTE</li> <li>o Ratio of material/information resource expenditures to combined total student and faculty FTE</li> </ul> </li> <li>- Annual assessment of the collection’s adequacy through review and analysis of the statistics generated from collection use and expressed user needs:               <ul style="list-style-type: none"> <li>o Statistics generated by patron requests for holds and recalls of circulated materials</li> <li>o In-house use statistics for serials and monographs;</li> <li>o Statistical reports of LRC patron access of database and individual titles from database and online materials providers</li> <li>o Interlibrary loan statistics that reflect areas of the collections, periodical titles and subject classes frequently requested as well as categories of users requiring additional collection support</li> </ul> </li> <li>- Periodic focus group interviews to elicit comments on student, faculty, staff, and alumni experiences using LRC information resources</li> </ul>

**GOAL 8: Facilities – Create and maintain LRC facilities that are appropriate to support its teaching, research, and service mission.**

The physical environment of the LRC will foster the development of a learning-centered environment by providing attractive, comfortable, and efficient work spaces for students working independently and in groups, for reading and reflection, for faculty and student research, and for staff.

The document, *PMU Space Program: Report of Zuhair Fayez Architect visit to Austin, Texas*, describes the physical space requirements of the LRC building including staff offices, library collections, library seating, other library areas, and the LRC instructional areas. For reference, a spreadsheet from that document titled Table H Learning Resources Center, Teaching Development, CRDCE Space Estimates, is attached to this report as Appendix H, LRC Space Needs Estimate.

According to the architect's master plan, the LRC building will be a single structure located in the center of the PMU campus. The building will accommodate a book collection of approximately 75,000 volumes, as discussed in Goal 7, Collections, of this report. Male students will have access to the building from one side and female students will have access from the other side. Inside the building, each gender will have its own lobby, stacks, circulation/reference desk, and study areas. Physical separation of the genders for both students and staff is described in Strategy 1.1 Gender Separation and Strategy 1.2 Staff and Services of this report.

This section of *PMU Learning Resources Center Design* details the furnishings and technology infrastructure required for the LRC.

8.1. **Furnishings** – *Acquire furniture of high quality, designed for comfort and durability.*

Library vendors such as Demco and Brodart can supply furniture from several manufacturers that is designed specifically for libraries.

- **Learning Resource Center Staff Areas**

- Director (1):

- executive desk with computer arm
- executive chair
- one credenza
- one lateral file cabinet
- one bookcase
- small conference table with six chairs

- Administrative Assistant\* (1)
  - desk with computer arm
  - secretarial chair
  - two lateral files
- Associate Director (1)
  - executive desk, with computer arm
  - executive chair
  - one credenza
  - one lateral file cabinet
  - one bookcase
  - small conference table with six chairs
- Administrative Assistant\* (1)
  - desk with computer arm
  - secretarial chair
  - two lateral files
- Librarians (8)
  - eight desks, with computer arms
  - eight secretarial chairs
  - eight lateral files
  - eight bookcases
- Technicians (6)
  - three desks with workstations
  - six secretarial chairs
  - three lateral files
- Clerks (6)
  - three desks with workstations
  - six secretarial chairs
- Staff conference room
  - large conference table
  - 12-16 chairs
- General staff use
  - 12 book carts

*\* NOTE: The position of Administrative Assistant is indicated as "Secretary" in the Appendix H spreadsheet.*

- **Learning Services Staff Areas in the LRC\***
  - Supervisor of Learning Enrichment Services
    - Executive desk, with computer arm
    - Credenza
    - Executive chair
    - One lateral file cabinet
    - One bookcase
    - Two guest chairs
  - Administrative Assistant
    - Desk with computer arm
    - Secretarial chair
    - Two lateral files
  - Supervisor of Academic Advising Services
    - Executive desk, with computer arm
    - Credenza
    - Executive chair
    - One lateral file cabinet
    - One bookcase
    - Two guest chairs
  - Administrative Assistant
    - Desk with computer arm
    - Secretarial chair
    - Two lateral files
  - Associate Supervisor of Academic Advising Services
    - Executive desk, with computer arm
    - Credenza
    - Executive chair
    - One lateral file cabinet
    - One bookcase
    - Two guest chairs
  - Administrative Assistant
    - Desk with computer arm
    - Secretarial chair
    - Two lateral files

*NOTE: Recommendations concerning Learning Services may require adjustment in the architect's plans for the LRC. According to the recommendations presented in this report, staff facilities for the Academic Advising Services will not be in the LRC. Instead, they will be located in academic buildings with the departments they serve.*

- **Learning Services Staff Areas In College Buildings\***

- Professional Advisors (6)
  - 6 desks
  - 6 secretarial chairs
  - 12 library chairs
  - 18 file cabinets

The offices of full-time Professional Advisors will be located in the academic buildings of the colleges that they serve. Part-time Faculty Advisors will work from their offices in the academic buildings. Additional furnishings may be required for waiting areas.

Faculty appointed as Coordinators of the Math, Reading, and Writing Centers will work from their offices in the departments that are providing the services. Faculty appointed as Departmental Coordinators of Tutorial Services also will work from their offices in academic buildings. These tutoring services will be provided either in faculty offices, classrooms in the academic buildings, study rooms in the LRC or other available space that is convenient to tutors and students. They therefore will require no additional furniture.

Co-curricular services will be provided in classrooms or study rooms in the LRC or in classrooms in academic buildings.

- **LRC Public Areas**

- Two circulation desks (male and female)
  - Eight single-faced sections of shelves for reserve materials
  - Four secretarial chairs
- Two reference desks (male and female)
  - Four secretarial chairs
  - Six single-faced, half-height sections of shelves for ready reference
- Carrels
  - 100 carrels (50 male, 50 female), each equipped with power outlets
  - 100 library chairs
- Library Tables
  - 40 tables (20 male, 20 female) each seating four people, each equipped with four or more power outlets
  - 160 library chairs
- Lounge Chairs
  - 50 lounge chairs (25 male, 25 female) to be distributed throughout reading rooms, information commons, and current periodicals sections

- **LRC Study Rooms**
  - 15 library tables (eight male, seven female), each seating four people and each equipped with four or more power outlets
  - 60 library chairs
- **LRC Library Shelving (Stacks)**
  - To house 60,000 volumes in the general collection
    - 171 double-faced sections of 84-inch standard library shelving, seven shelves per section (including top and bottom shelves)
    - 144 sections will be located on the male side of the LRC in 16 ranges of nine sections each. These stacks will be configured as compact shelving in two blocks of 8 ranges each. Each block will have one moving aisle. Alternatively, these stacks might be configured in one block of 16 ranges with two moving aisles. In either case, the floor space required will be approximately 50% less than that required for static shelving.
    - 27 sections will be located on the female side of the LRC to house the interior design collection. These stacks will be configured in three ranges of nine sections each. Because of the small number of ranges, this shelving will be static.
  - To house 15,000 volumes in the reference collection
    - 80 double-faced sections of “half-height,” 60-inch standard library shelving with cover, four shelves per section (including bottom shelves)
    - 64 sections will be located on the male side of the library, in eight ranges of eight sections each. Because of the relatively high use of reference materials, this shelving will be static rather than movable.
    - 16 sections will be located on the female side of the LRC to house reference materials specific to the interior design curriculum, and duplicate copies of highly used materials.

- Storage components for later consideration

Certain types of storage and certain equipment to be used in accessing materials will be determined by the director and the LRC architects according to their professional preference and in coordination with other LRC details. Among these will be:

- shelving specially designed for periodicals and multimedia
- display units for newspapers
- step stools
- signage

- **LRC/Learning Services Instructional Areas**

- For two 30-student classrooms (one male, one female)

- 60 desks
- 60 chairs

8.2. **Technology** – *Acquire the equipment necessary to enable LRC staff to use technology effectively in managing information, and to enable students and faculty to obtain information when and where it is needed.*

- **Learning Resource Center Staff Areas**

- 22 computers (12 desktop and 10 laptops with docking stations)

- Each staff member will have a computer that meets at least the Standard User configuration specified in Section G.1 of the report *PMU Infrastructure Specifications*.
- The director, associate director, and the eight librarians will have the same laptop computer and docking stations specified for the university faculty in Section H1 of the infrastructure report.
- One or more librarians may require computers meeting the Power User specifications in Section G.2 of the infrastructure report.
- Technicians and clerks will have standard user desktop computers.
- Configuration needs will be determined by the Director of the LRC in consultation with IT staff of the PMU to meet campus standards.

- 12 desktop workstation printers as specified in section I.2 of the infrastructure report
  - It is assumed that one printer will be shared in shared offices.
- One photocopy/scanning unit for interlibrary loan and general staff use
  - The unit will be capable of scanning documents and producing paper copies and/or copies in an electronic medium (CD and/or floppy disk).
- **Learning Services Staff Areas in LRC**
  - 9 laptop computers with docking stations
    - Supervisor of Learning Enrichment Services
    - Supervisor of Academic Advising Services
    - Associate Supervisor of Academic Advising Services
    - Advisors (6)(located in academic buildings)
  - 3 Standard User desktop computers
    - Administrative Assistants
- **Learning Services Staff Areas in College Buildings**
  - 3 laptop computers with docking stations
    - 3 printers, inkjet
- **LRC Public Areas**
  - Integrated Library System (ILS)
    - The ILS will be accessed through the campus network. It will provide bibliographic control, a public catalog, circulation control, interlibrary loan control, and an interface to electronic resources.
    - Details of the ILS along with specifications for the system appear in a separate report, LRC Information System Requirements.
  - Circulation
    - 4 Standard User computers, two at each circulation/reference desk  
In addition to meeting campus standards for desktop computers, each must be equipped to scan barcodes
    - Two desktop workstation printers, one located at each desk
    - Two self-check circulation units, one for each side of the LRC.  
These units will interface with the ILS, and will allow LRC patrons to check out materials without staff intervention.

- Reference

- Two Standard User computers, one on each circulation/reference desk
- Two desktop workstation printers, one at each circulation/reference desk

- Public Workstations

- Six Standard User computers for public access, three on each side of LRC

Even though all students and faculty will have personal laptops, some computers should be available for anyone who may not bring the laptop and for community users.

These may be located as needed on study tables in the reading rooms.

- Two networked printers, one for each side of the LRC

As described in Section I.1 the report *PMU Infrastructure Specifications*

- One microform reader/printer

This unit will accept both microfilm and microfiche, and will be suitable for both staff and public use. This unit should be purchased only if it becomes necessary to acquire microforms, as discussed in Strategy 7.1, Formats, of this report.

If a microform reader is acquired, it will be mounted on a mobile cart so that it may be used on either the male or female section of the LRC. When not in use, the cart and reader will be stored in an equipment closet.

- Security Systems

One for each side of the LRC

The systems will detect any attempt to exit the LRC with materials that have not been checked out. The systems will consist of:

- Four to eight detection panels
- Two to four detection panels for each exit from the library

The number of panels needed will be determined by the width of the exit doors. The distance between panels may be no more than 38 to 40 inches.

- Two voice modules  
Upon detection of an item, the system will sound an audible alarm, and an automatic voice module will ask the patron in English and Arabic to return to the circulation/reference desk
- Four sensitizing/desensitizing units, two for each circulation/reference desk.
- Photocopy and scanning
  - Four self-service units, two for each side of the LRC  
Each unit will be capable of scanning documents and producing paper copies and/or copies in an electronic medium (CD and/or disk).
- Flat screen electronic networked “bulletin boards”
  - Two units, one for each side of the LRC  
With appropriate software, these units will enable LRC staff to post timely information related to LRC operations and resources.
- **LRC Instructional Areas**
  - Two “smart” classrooms (one male, one female)  
Classrooms will be equipped as described in Section L, Smart Classrooms, of the report *PMU Infrastructure Specifications*.
    - Two docking stations
    - Two display devices that support computer output.
    - Two VHS player/recorders
    - Two DVD output devices
  - One classroom will be equipped for video conferencing:
    - One two-way video conferencing unit
    - One graphics camera
    - One satellite broadcast reception unit

### Summary - Learning Resources Center Furniture and Equipment

ITEM	NUMBER
<b>Furniture</b>	
Executive Desk	2
Executive Chair	2
Small conference table with 6 chairs	2
Large conference table with 12-16 chairs	1
Desk	10
Workstations/desk	6
Secretarial Chair	22
Credenza	2
Filing cabinet, lateral	17
Book case	10
Book truck	12
Library Table (with power outlets)	35
Carrel (with power outlet)	50
Library Chair	252
Combination reference/circulation service desk	2
Library shelving, single-faced, sections	8
Library shelving, double-faced, sections, compacted	144
Library shelving, double-faced, sections	27
Library shelving, single-faced, ½ height	6
Library shelving, double-faced, ½ height	80
Student desk/table (classrooms)	60
<b>Equipment</b>	
Computer, laptop and docking station	10
Computer, desktop	22
Flat panel electronic bulletin board	2
Printer, inkjet	12
Printer, networked	2
Security System	2
Scanner/photocopier	5
<b>Classroom equipment</b>	
Docking station	2
Display device	2
VHS player/recorder	2
DVD output device	2
2-way video conference unit	2
Graphic camera	2
Satellite reception unit	1

### Summary - Learning Services Furniture and Equipment in LRC

ITEM	NUMBER
<b>Furniture</b>	
Executive Desk	3
Executive Chair	3
Credenza	3
Filing cabinet, lateral	9
Secretarial Chair	11
Desk	3
Book Case	3
Guest Chairs	6
<b>Equipment</b>	
Computer, laptop and docking station	3
Computer, desktop	3

**Summary - Learning Services Furniture and Equipment in College Buildings**

ITEM	NUMBER
<b>Furniture</b>	
Desk	6
Secretarial Chair	6
File Cabinets	18
Library Chairs	12
<b>Equipment</b>	
Computer, laptop and docking station	3
Printer, inkjet	3

**GOAL 9: Administration and Staff – The administration and staff of the LRC will model the professionalism toward which the PMU Core Competencies aspire.**

Administration of the LRC will ensure that operation of the LRC is consistent with the principles and guidelines specified in the report *PMU Organization*. The critical success factors detailed in that document for the university as a whole will apply to the LRC as well:

- the importance of structure
- a decentralized management style
- the importance of reflecting the strength of the Saudi culture
- focus on learning-centered methods
- accountability
- community involvement

Management of the LRC according to these principles will require the LRC leadership and staff at all levels to “model what they teach” by exercising each of the PMU core competencies in ways that are visible to administrators, faculty, staff, students, and the community.

9.1. **Leadership** – *Establish a leadership structure that will ensure effective coordination of the activities required to carry the out LRC’s mission.*

The leadership structure will describe the services and resources to be provided through the LRC. It will specify the positions and roles within the structure that will be responsible for these services and resources. As these positions are filled, the responsibility and authority to accomplish their assigned purposes will be delegated to the appropriate staff members.

The LRC will operate under the leadership of a director who will report to the Vice Rector for Academic Affairs. The Director of the LRC will be appointed approximately nine months before the opening of the university, as detailed in the report *PMU Implementation Plan* and in Appendix E: LRC Implementation Timeline of this report. Planning and preparation for the LRC opening will occur during this nine-month period.

Following this nine-month period, the director will open the LRC on a limited basis to coincide with the arrival of the first students.

During this first year, the LRC will serve only students in the Preparation Year Program. The Preparation Year Program will require only minimal use of the library, as students will work mostly from their own books and materials on their personal laptop computers.

The Director of the LRC will be responsible for all operations of the library. His initial responsibilities will be to establish working relationships with campus partners, final basic operational policies, and recruit and hire a staff that will design and carry out operational procedures.

Upon his arrival at the PMU, the director will work closely with the PMU Chief Information Officer and the Vice Rector of Academic Affairs to analyze and articulate information and service needs. Together, they will create basic policies and planning services for the LRC.

A complete list of suggested policies appears in Appendix B of this report, PMU Learning Resources Center Policies. This appendix includes references to policies at comparable libraries that could be used as models for the LRC. Many of these policies also are linked to specific LRC strategies in the sections describing Goals 1-10 earlier in this report. They appear under the category Governing Policy in the tables titled Implementation and Assessment Plan.

In the nine-month period before the university's opening, the director also will work closely with the PMU Director of Human Resources to initiate recruitment for professional staff. A schedule of recruiting is included in Appendix E: LRC Implementation Timeline of this report. Important positions to be filled during this year will be:

- Systems Librarian, hired at approximately the same time as the director
- Supervisor of Learning Enrichment Services, hired before the summer holiday, in order to begin planning services for students who will enter with the initial class of the Preparation Year Program

The Associate Director of the LRC and the Supervisor of Academic Advising Services will begin work during the second semester of Year 1, as described in the report *PMU Implementation Plan* and Appendix E: LRC Implementation Timeline of this report.

The Associate Director will manage delivery of LRC services to female PMU students once these students move from the Preparation Year Program into university programs that require library services.

The Supervisor of Academic Advising Services will oversee advisement of students as they apply to colleges of the PMU at graduation from the Preparation Year Program.

Position descriptions for the Director and Associate Director of the LRC are provided in the report *PMU Organization* and are duplicated in Appendix D, Position Descriptions for Learning Resources Center Staff, of this report.

The position description of the Supervisor of Learning Enrichment Services and the Supervisor and Associate Supervisor of Academic Advising Services are provided, along with other staff positions at the LRC, in Appendix D, Position Descriptions for Learning Resources Center Staff, of this report.

- 9.2. **Professional and Support Staff** – *Design positions for professional staff and support staff and fill those positions with persons who will model the core competencies expected of graduates of the PMU.*

The nature and number of personnel required to staff the LRC are derived from the functions the LRC will perform. The suggested positions and their organizational structure are presented as a chart in Appendix A, PMU Learning Resources Center Organization.

**Staff Functions and Start Dates** - The tables below describe a structure for LRC functions and indicate the year in which professional and staff positions should be filled.

- Administration – The Director of the LRC will have responsibility for oversight of library services, Learning Enrichment Services and Academic Advising Services. The Associate Director will manage library services for females. The Supervisor for Learning Enrichment Services will manage academic support and tutoring services. The Supervisor of Academic Advising Services (for male students) and Associate Supervisor of Academic Advising Services (for female students) will manage advising and course selection services for students within their majors.
- Library Services – Professional librarians will provide direct delivery of information services.
- Library Support – Library technicians will carry out library services and operations that do not require full professional training.

- Support Staff – Clerks and student workers will perform clerical functions and routine procedural matters such as shelving, equipment maintenance, and document delivery.
- Learning Enrichment and Academic Advising Staff – University faculty members will provide part-time reading, writing, and math services to students, as well as learning services such as time management. Full time professional advisors and faculty members serving as part-time advisors will provide academic advice and counseling to students. Part-time student workers will support both Learning Enrichment and Academic Advising.

Position descriptions for the LRC staff are included in Appendix D, Position Descriptions for Learning Resources Center Staff, of this report.

A Gantt chart titled “PMU Learning Resources Center: Recruiting” providing schedules for recruiting and hiring personnel (with desired start dates) is included with this report in Appendix E, LRC Implementation Timeline.

**Position Titles and Duties** – In the table below and in the LRC position descriptions found in Appendix D, each librarian and technician is assigned a professional responsibility. In practice, however, the librarians and technicians will share duties, with the designated person supervising that task. For example, all librarians will assist with reference duties, with the Librarian for Reference Services supervising scheduling and procedures. The Librarian for Reference Services, however, also will assist with information literacy, cataloging, and other functions.

## Library Services Staffing Summary

Function	Position Title	Gender	Start Year
Administration	Director of the LRC	M	0*
	Administrative Assistant to the Director	M	0
	Associate Director of the LRC	F	1
	Administrative Assistant to the Associate Director	F	1
Library Services (8 Librarians)	Librarian for Library Information Systems	M/F	0
	Librarian for Information Literacy	M/F	1
	Librarian for Multi-Lingual Cataloging	M/F	1
	Librarian for Collections Development, Print and Media**	M/F	1
	Librarian for Collections Development, Electronic	M/F	2
	Librarian for Public Information	M/F	2
	Librarian for Access Services	M/F	2
	Librarian for Reference Services	M/F	2
Library Support (6 Technicians)	Technician for Library Information Systems	M/F	0
	Technician for Cataloging	M/F	1
	Technician for Acquisitions	M/F	1
	Technician for Acquisitions	M/F	2
	Technician for Access Services	M	2
	Technician for Access Services	F	2
Support Staff (6 Clerks)	Clerks	2-4M	1-2 <sup>+</sup>
		2-4F	
Students	Part-Time Workers	M/F	2 <sup>++</sup>

\* Year 0 indicates the calendar year before the opening of the PMU.

\*\* During Year 1, this librarian would combine development functions for Print, Media, and Electronic collections. At the beginning of Year 2, when a second collections development librarian is hired, the functions would be divided into two positions.

<sup>+</sup> Clerks will be hired as they are needed during years 1 and 2.

<sup>++</sup> Student workers will be hired as they are needed on an ongoing basis beginning in Year 2.

## Learning Services Staffing Summary

Function	Position Title	Gender	Start Year
Administration	Supervisor of Learning Enrichment Services		1*
	Supervisor of Academic Advising Services		1
	Associate Supervisor of Academic Advising Services		1
	Administrative Assistant to the Supervisor of Learning Enrichment Services		1
	Administrative Assistant to the Supervisor of Academic Advising Services		1
	Administrative Assistant to the Associate Supervisor of Academic Advising Services		1
Advising	3 Professional Advisors, male		1
	3 Professional Advisors, female		1
	29½ Part-time faculty, male		1**
	24½ Part-time faculty, female		1**
Academic Support, Math	1 half-time faculty		1
	5 student workers, male		3
	5 student workers, female		3
Academic Support, Reading	1 half-time faculty		1
	5 student workers, male		3
	5 student workers, female		3
Academic Support, Writing	1 half-time faculty		1
	5 student workers, male		3
	5 student workers, female		3
Tutoring	Faculty Coordinators		2***
Peer Tutoring	Student Volunteers		-

*\*Year 1 is the academic year 2006-01. During this year, only the Preparation Year Program will be in operation.*

*\*\*Part time faculty advisors will be added as the student body grows beginning at the end of Year 1, when faculty of the Preparation Year Program, Deans of Colleges, and Department Chairs of majors will join Professional Advisors in helping the first class of students apply to academic programs in the university.*

*\*\*\*A part time faculty Departmental Coordinator of Tutorial Services will be recruited from each academic department as program majors are initiated. Upper class student volunteers for each major will be recruited as needed to assist other students.*

**Recruitment** - The Director of the LRC will be responsible for recruitment and selection of LRC staff, consistent with policies that may be defined by the Department of Human Resources and by the Vice Rector for Academic Affairs.

**Gender** – While the staff of Learning Enrichment Services and Academic Advising Services must be the same gender as the students they serve, in most cases, the library staff of the LRC may be either male or female. Exceptions occur primarily among the top-level administrators and their assistants, and among the technicians providing access services.

It will be the responsibility of the Director to hire a proper ratio of male and female library staff to provide adequate services to the student body. In general, however, each gender should have at least two librarians, two technicians, and two clerks.

Because the male side of the LRC will house a larger number of open stacks and more materials than the female side, it is anticipated that the LRC will hire more male librarians and technicians than female.

The LRC's six clerks, who will be cross-trained to provide a variety of functions, ideally would be divided evenly, with three serving male students and three serving female students.

**Performance Assessments** - The Director of the LRC, in collaboration with the Director of Human Resources and the Vice Rector for Academic Affairs, will design performance assessments and a review schedule for each position.

**Technology Requirements** - Each person employed in the LRC will require a standard desktop computer configured as specified in the report *PMU Infrastructure Specifications*. Some professional positions will require a portable computer with docking station, because the position performs instructional roles that require them to perform their functions with network access away from their desks.

**Space Requirements** - The director's office and the associate directors' offices each will require 20 square meters. Offices for librarians (one person per office) will require 12 square meters. Offices for technicians and clerks (two persons per office) will require 12 square meters. A discussion of space requirements for the LRC is included in the May 3, 2004 memorandum, *PMU Space Program: Report of Zuhair Fayez Architect visit to Austin, Texas*.

9.3. **Professional Development** – *Maintain professional and support staff whose mastery of the PMU core competencies continues to develop during their employment at the PMU.*

Professionals engaged in librarianship, learning enrichment, and advising must be prepared for rapid change – in the shifting needs of the populations they serve, in response to changing social expectations of a university, and in response to technology.

The Director of the LRC and the center’s staff, therefore, will design a professional development program that enables LRC staff to constantly increase their sophistication in using advanced technologies to accomplish their service goals. The professional development program will be designed to ensure that staff members remain current with the skills and abilities required by the technologies they use and that are necessary to meet the needs of the academic programs.

The director will have primary responsibility for professional development of his staff, but, in the spirit of a learning-centered institution and team management, he will work with the staff collectively and individually to identify their training needs and the most appropriate learning opportunities for them.

A professional development program will benefit the entire PMU community by increasing the effectiveness of the LRC staff. Well-trained LRC personnel will enhance the ability of faculty to teach and students to attain the PMU core competencies.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Professional Development</b>	
<i>Staff Requirements</i>	<ul style="list-style-type: none"> <li>- Professional development should be stated as a duty of each position.</li> <li>- Accompanying support resources in terms of time, equipment, and financial support must be allocated.</li> <li>- For each position, professional development should be a .10 FTE expectation.</li> </ul>
<i>Space Requirements</i>	<ul style="list-style-type: none"> <li>- This program does not require extra space.</li> <li>- Classes can be held in unused classrooms.</li> </ul>
<i>Other Requirements</i>	<ul style="list-style-type: none"> <li>- The director will include a line for professional development for staff in each budget prepared.</li> </ul>
<i>Governing Policy</i>	<ul style="list-style-type: none"> <li>- Staff Professional Development</li> </ul>
<i>Assessment Method</i>	<ul style="list-style-type: none"> <li>- Setting goals, and assessing progress toward them, will be part of each periodic individual performance review.</li> </ul>

9.4. **Campus Collaboration** – *Maintain close linkages with the PMU academic units that the LRC serves and with other service units that provide related academic support.*

Extensive and constant communication with the LRC's constituencies and partners on campus will ensure the LRC is appropriately involved in planning and delivery of the learning assistance services for which it is responsible. The Director of the LRC, therefore, will participate in technology and academic planning councils within the university community.

One of the advisory and deliberative bodies that should be created early in the development of the PMU is a body that will include the Director of the LRC along with the Chief Information Officer or another leading administrator from the IT division. (For an overview of the structure by which such bodies may be created, see the report *PMU Organization*, Section III., Governance Boards.) Like the CIO, the Director of the LRC will have campus-wide service responsibilities that depend for their success on the director's participation in planning. The Director of the LRC will be responsible for articulating and presenting the LRC's technology service requirements to the Vice Rector for Academic Affairs, the Chief Information Officer, and the information technology staff. Working through a number of venues including consultation with his own LRC staff, the director will plan and manage analyses of the needs of faculty and students, monitoring of developments in new technologies and professional practices and standards, and collaboration with professional colleagues across the KSA and the international professional community.

The Director of the LRC also will require a seat among a university council of deans, if and when such a council is created. Membership in a council of deans will enable the director of the LRC to fulfill his responsibilities for analyzing and understanding the various academic programs' information and service needs, become involved in academic planning, and consult with academic administrators and faculty. The Director of the LRC will be involved in academic and facilities planning to ensure the necessary communication occurs among the academic programs served by the LRC, the IT organization that enables many of the LRC's services, and the LRC staff.

9.5. **Professional Relationships** – *Maintain external relationships and partnerships with learning resource support agencies at other universities to ensure the PMU participation in the network of professional partners.*

Providing a full range of learning support services and resources in the contemporary world requires that an institution and its professional staff be members of international networks comprising other institutions of higher education, government agencies, private for-profit and not-for-profit service vendors and suppliers, and professional associations. These relationships enable libraries to unite as partners in negotiations with suppliers, participate actively with standards-setting agencies, and engage in the development of information policies.

The responsibility for this participation will lie primarily with the director, though certain opportunities and responsibilities will lie with all the professional staff. The director will maintain close ties with administrators at other universities who have similar responsibilities through professional associations and formal meetings. Although the PMU will be a private institution, it will maintain close links to public universities in the KSA, and especially to the other universities in the Eastern Province. Either through creation of a new consortium, or through relationships with the public universities and the Ministry of Education, the Director of the LRC can make the PMU a meaningful contributor to library and educational support service development in the region. To extend his relations still further, the director should also pursue a formal affiliation with library networks and consortia abroad, such as the networks involved with OCLC.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Professional Relationships</b>	
<i>Staff Requirements</i>	- This initiative will be managed by the director and his staff as part of their ongoing responsibilities.
<i>Space Requirements</i>	- There are no additional space requirements for this initiative.
<i>Other Requirements</i>	- Planning for this role will require inclusion of travel funds for the director in the budget, and eventually, membership fees for consortia.
<i>Governing Policy</i>	- As determined by the Rector
<i>Assessment Method</i>	- A qualitative assessment of the costs and benefits of external relationships will be part of the director's periodic reports to the Vice Rector for Academic Affairs.

**GOAL 10: Governance – Create policies informed by advisory bodies comprised of representatives of various constituencies and areas of expertise.**

In the North American university model, the principle of shared governance guides administrators in creating ways to invite their constituencies and colleagues to offer information and counsel. Administrators of service units such as the LRC are advised by various councils and boards whose membership comprises students, faculty, professional staff, professional colleagues in other universities, and members of the communities the university serves. While responsibility and authority rest ultimately with the Director of the LRC, the policies and procedures of the LRC will be advised by several groups.

10.1. **Collaboration with Faculty** – *Ensure faculty a representative voice in the policies and procedures of the LRC.*

At an appropriate moment in the evolution of the university, the university will create an LRC Advisory Committee comprised of faculty who represent the academic programs. (An overview of the structure by which such committees are created is provided in the report *PMU Organization*, Section III., Governance Boards.) The university will final a charter for the LRC Advisory Committee consistent with the charters of other university governance bodies. Typically, an LRC Advisory Committee will include representatives from each academic department and the Chief Information Officer or his representative. The committee’s role will be to advise LRC administrators about priorities for services and resources from the perspective of the academic programs, to offer faculty and student perspectives on operations and policies, and to share faculty expertise that can assist LRC staff in making decisions concerning support services. Such a committee typically will meet monthly or quarterly. In some universities, students serve on such committees.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Collaboration with Faculty</b>	
<i>Staff Requirements</i>	- Support will be provided by clerical staff in the LRC.
<i>Space Requirements</i>	- Use of a conference room for regular meetings
<i>Other Requirements</i>	- This initiative has no additional physical requirements.
<i>Governing Policy</i>	- Faculty handbook section on service - LRC Advisory Committee charter and bylaws
<i>Assessment Method</i>	- External accreditation - Periodic surveys of faculty

10.2. **Collaboration with Peer Institutions** – *Ensure the Director of the LRC is actively involved with professional peers in the Region.*

At an appropriate moment in the evolution of the university, the Vice Rector for Academic Affairs and the LRC Director will create a Director’s Advisory Council. This council will be filled by invitation with directors of academic libraries, public libraries, and learning support centers. Meetings of this council will provide a forum for professional exchanges of information about plans, problems, and situations of particular interest to those in the region who have similar responsibilities.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Peer Institution Collaboration</b>	
<i>Staff Requirements</i>	- Support will be provided by clerical staff in the LRC.
<i>Space Requirements</i>	- A formal meeting room for quarterly use
<i>Other Requirements</i>	- No additional requirements for this initiative
<i>Governing Policy</i>	- None required
<i>Assessment Method</i>	- Director’s qualitative assessment of benefits

10.3. **Collaboration with the Professions** – *Involve the professional community, particularly in fields in which the academic programs place graduates, in the affairs and development of the LRC by creating an organization called Friends of LRC.*

At an appropriate moment in the evolution of the university, the Director of the LRC, with the assistance of the Vice Rector of Academic Affairs and the Rector of the PMU, will organize a “Friends of the LRC” organization. (An overview of the structure by which such committees are created is provided in the report *PMU Organization*, Section III., Governance Boards.) The activities of such a group typically will include sponsorship of special events such as lectures and symposia, awards to those within and without the university who make special contributions to the LRC, and assistance in resource development. Friends groups typically include corporate leaders, community leaders, faculty, staff, and alumni dedicated to strengthening the collections, expanding technological services and enriching the total cultural environment of the region.

The following steps will be necessary to implement and assess the program:

<b>Implementation and Assessment Plan – Collaboration with the Professions</b>	
<i>Staff Requirements</i>	- Director and clerical staff
<i>Space Requirements</i>	- Use of conference room or other formal meeting space
<i>Other Requirements</i>	- No additional requirements for this initiative
<i>Governing Policy</i>	- Friends Charter
<i>Assessment Method</i>	- Director’s and Vice Rector’s qualitative assessments of benefits; external accreditations