

Prince Mohammad Bin Fahd University

PMU LEARNING RESOURCES CENTER

PREFACE

PMU Learning Resources Center is a multi-functional facility for the Prince Mohammad Bin Fahd University (PMU). The Learning Resources Center (LRC) volume describes the goals, objectives, program activities, and staffing requirements for the university with two principal components: a library of both traditional and electronic information resources, and programs of specialized learning enrichment services.

The LRC occupies an attractive central space on the PMU campus that is conducive to reflection, study, and group and individual learning activities. The LRC building is 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 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 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 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 ensure that students have the resources and services they need to develop independent mastery of these core competencies.

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PMU LEARNING RESOURCES

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PMU LEARNING RESOURCES CENTER DESIGN

I. EXECUTIVE SUMMARY

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

Key features of the LRC's library services program are:

- 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 are:

- 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 for the LRC are:

- **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 provides to ensure it accomplishes its mission.
- **Strategies** — the methods the LRC employs 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 are necessary to establish various aspects of the LRC.

II. LEARNING RESOURCES CENTER DESIGN

A. VISION

The defining characteristics of the PMU state that the university is to be recognized as a learning-centered institution. In this institution, innovative methodologies and technologies are 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 is 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 serves as a model of the competencies the students are expected to acquire through their education at the PMU.
- Service and resources of the LRC are designed and operated in collaboration with academic programs and other centers and services.
- The LRC functions efficiently and cost effectively.
- The LRC offers a comfortable and aesthetically pleasing environment conducive to learning in a variety of modes.

1. The LRC Role in Learning

The LRC plays a complex role in the PMU, serving diverse constituencies and operating in close partnerships with other university units. The LRC provides information services and resources traditionally associated with a campus library. It also provides learning services to ensure the success of the PMU's learning-centered and student-centered approach to education. The LRC plays 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 is also 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, is a campus leader in putting knowledge technologies to work. For both technology and instruction, the LRC is a central location for innovation. LRC managers and staff, as well as other faculty and administrators on campus, understand that the LRC's success is more than a technical task. The success of the LRC depends 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 pursues a mission that supports the broad mission of the university.

It is 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) 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 establishes a framework for specific operational goals and strategies. Although evolving circumstances inevitably alter the LRC's goals and strategies over time, the essential nature of the LRC as a service organization persists.

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 need to 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. Automation and self-service should be adopted wherever feasible using current technologies, though it is anticipated that new technologies continue the trend toward technology-based self-service. The LRC's mission to build information literacy among its constituents ensures 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 LRC, therefore, is 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 complement the instruction and guidance provided by faculty in the academic disciplines.

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

Specifically, the guiding considerations that form the foundation of LRC programs 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** — Policies are 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 conform to professional standards established by recognized organizations such as the Association of College and Research Libraries.

D. STRATEGIES

A set of strategies makes 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 honors the tradition of gender separation among students through careful and appropriate utilization of public and professional space within the facility. Collections and services are 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 — The LRC building is divided into two major sections, one for males and one for females.

- The print library collection that serves academic programs for males, is shelved in the male side of the LRC.
- The portion of the print library collection that is appropriate to female major academic programs is shelved in the female side of the LRC. There is no need for satellite libraries outside the LRC.
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- Shelving stacks for print materials are open, enabling students to access them directly.
- Print materials needed by patrons that are not in the patron's gender portion of the LRC are retrieved by staff.
- Each side of the LRC has its own service desk for reference, circulation, and other public services.
- Each side of the LRC has appropriate seating and study spaces.

1.2. Staff and Services — Apply an organizational structure, staff assignments, and staffing patterns that enable and ensure gender separation.

- Male LRC staff serve the male students and faculty. Female LRC staff serve the female students and faculty.
- Where communication between students of one gender with students of another gender is necessary, it takes place electronically.
- LRC staff use the PMU course management system, electronic resources, and electronic communication as much as possible to deliver library services and learning services.

1.3. Collections — Include electronic and print collections whose content represent vigorous and challenging thought across disciplines and cultures, and through the ages.

Collaboration between LRC staff and faculty ensure development of a collection appropriate to the needs of faculty and students.

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 is one of the primary responsibilities of LRC librarians. The LRC provides reference services and resources in formats appropriate to the information and knowledge needs of the PMU community. Reference services 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 uses technology to provide informational support for the curriculum and research while maintaining gender separation and promoting patrons' technological competence.

The LRC provides reference services in three formats: face-to-face reference interviews, chat-room reference interviews, and e-mail reference. The LRC provides 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 endeavor to answer e-mail reference questions within one working day.

- Face-to-Face Service – The traditional face-to-face reference interview is the preferred and most effective format, especially in terms of a learning experience. It also is the most demanding in terms of staff. Providing face-to-face reference service requires 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 offers 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, offers 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 allows both the librarian and the patron to view electronic resources at the same time, and the librarian is 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, requires 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 submit questions at any time electronically via the LRC's Web page. The LRC staff attempt to answer e-mail reference questions within one working day.

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

As in other aspects of the collection, the LRC focuses 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.

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

- Communication
- Technological competence

- Critical thinking and problem solving
- Professional competence

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

Advancing information literacy is one of the 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 design instructional strategies and adopt instructional materials to develop information literacy skills that 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 includes:

- Online Tutorials – The LRC staff acquire and/or develop online tutorials, both general and specific to individual resources, which is available at any time.
- Classes – LRC librarians are developing both general and specific classroom presentations. Presentations are given to classes on request by faculty and/or presented at announced times in LRC classrooms for student attendance accompanied by faculty members.
- Individual Instruction – LRC librarians schedule individual instruction on request and 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 offer individual instruction for faculty in the faculty member’s office. These “office calls” are providing faculty with opportunities to develop special skills related to their disciplines in the familiarity and comfort of their own professional workspaces. The LRC collaborates 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 is a key factor in their success in providing effective information literacy programs. LRC planning and budgeting includes professional development for librarians as a critical item. LRC librarians’ position descriptions and work assignments 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 benefits 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 actively participate in the PMU Core Curriculum's Assessment Capstone Series. The LRC staff have become a valuable resource as students develop and faculty assess the core competencies that the university wishes to instill in all its graduates.

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 offers a formal program of services designed to support students and help them achieve success in their academic pursuits. Although only some of these services are housed in the LRC building, these programs provide an integrated set of services that assist students as they make the transition to university life.

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

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

Learning Enrichment Services has a considerably smaller staff. It is therefore anticipated that an Associate Supervisor is not be needed for this function.

Taken as a whole, Learning Services:

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

Within the Learning Services offerings, a series of specialized programs 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 monitor students' progress as they complete course requirements and ensure they are taking the classes required to achieve all the PMU core competencies in an integrated and timely fashion.

Students meet with academic advisors to plot their academic programs. These academic advisors, who include both full-time professional advisors and part-time faculty advisors,

focus on explaining programs and curricula for the various majors. They answer questions and provide advice to students as they begin and proceed through their academic careers.

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

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

Part-time faculty advisors 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 are 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, seek out students in difficulty and request that they participate in programs that offer assistance. These programs are capable of providing advising for all students on campus.

The Supervisor and Associate Supervisor of Academic Advising Services and the division's professional advisors 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.

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

Specialized academic support in critical competence areas maximizes every student's chance of success. Because students arrive at the university with different strengths and weaknesses, it therefore is important to provide support in basic academic skills. The Mathematics, Reading, and Writing Centers provide a full range of services to students and faculty.

Undergraduate peer tutors assist a faculty member in providing these services.

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

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

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 enhance students' opportunities for academic success.

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

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

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

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

The Supervisor of Learning Enrichment Services works with these faculty to identify groups of students with specific needs and 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. 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 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 is 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.

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

The Supervisor of Learning Enrichment Services and his staff collaborates 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 serves as a clearinghouse for these department-based tutorial services.

Effective tutoring services 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

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 are closely coordinated with the PMU Professional Development Center. The efforts of these support services enhanced if they are coordinated with efforts to provide professional development for both the part-time faculty and full-time staff.

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

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 implemented through electronic technologies and rely nearly completely on the integrated library system (ILS).

The guiding principle of access services at the LRC, however, that resources are acquired for use, not for preservation. The print collection is small compared to print collections in existing libraries. Effective access services is 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 are 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, housed in the female section. Throughout the LRC, book and periodical shelves are 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 served by a LRC staff member, who retrieves 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 is a function of the ILS. This service includes:

- 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 includes 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 is a function of the LRC's ILS. This service includes 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 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 is a lender and borrower of materials.

The library has an account with the British Library for obtaining periodical articles. That account should be kept.

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

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

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

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

The Director of the LRC and the center’s staff maintains 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 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 is the primary source of information about the LRC. Each service or resource offered by the center are accessible from a category of links, or have a direct link, from the LRC home page. The links use standard English words and phrases. These links provides 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 monitor regularly to ensure their continuing accuracy.

The Web site 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 ensures that patrons have access to printed information about LRC services. The content is parallel content of the Web site (where an electronic version of the document is located in .PDF format). Contents of the handbook includes sections describing in common English each service or resource offered by the LRC. These sections provide LRC patrons with information about services, and direct them to the relevant location on the LRC Web site, and 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 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 serves as electronic bulletin boards to provide directional information, announcements, directory information, and policy guidance for patrons in the LRC.

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

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

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

The library collections in LRC provides the information resources necessary to carry out the university's teaching commitments and to support the research of its students and faculty. The LRC 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 includes 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 has 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 engage in an active program of careful selection, acquisition, review, de-selection, and weeding of the collection.
- The PMU depends on the availability of electronic resources to meet many of its students' and faculties' needs.

The LRC meets the information needs of its primary clientele by providing primary and secondary publications, bibliographic, and reference sources in its resource collections. The LRC plans 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 include but are 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 is 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 ensures 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 govern the selection of materials. In general, appropriate current sources, regardless of format, given priority over out-of-print sources. Other general factors to consider are:

- 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 prefer format for the collections of the LRC. Electronic resources include, but not 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 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 is use 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 are serve as liaisons for those subjects. These librarians made 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 review annually as a part of the regular renewal process. The decision to continue or discontinue subscriptions based on usage statistics, relevance to curricular and research needs, and projected funding availability.

- **Books and monographs** — These materials usually collect in clothbound editions. However, paperback editions are preferred for items that are available only in paperback. 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 collect only when justified by some educational consideration. Reference and loan titles in French and Spanish are acquired and held in stock to support French and Spanish teaching in CORE on the male and female side. The College of Law and the Department of Interior Design have negotiated opt-outs from the ban on text books. Law and Interior Design textbooks may be acquired and held in stock.
- Journals, periodicals, and annuals — These normally acquire only through subscription. Individual issues or reprints of articles rarely purchase.

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

- 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 retain in the LRC for no more than one year. No back issues or bound volumes create or maintain for these materials.

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- **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 are primary requirement for establishing a continuation order. Cost savings or difficulty in learning of the publication of new volumes is consider. Normally, continuation orders establishes for desired works published in parts.

- **Newspapers** — Subscriptions selected by the LRC supports 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 considers on a title-by-title basis. When they are not available as electronic files, newspapers of permanent research value are collecting in alternative formats that conserve storage space. Paper copies of others acquires only for current awareness and discarded after a set period of time.
- **Microforms** — These materials rarely acquires. 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 is consider.

Before any purchase of a large collection of source material in microform is made, attention gives to provide 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 considers 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 generally prefers for microfiche purchases. The preferred format for microfilm is 35 mm.

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

7.3. Collection Development – Staff collaborates with faculty in selecting materials for the LRC.

Selection of materials for the collection is accomplished cooperatively by members of the faculty and subject liaison librarians assigned to the various subject areas. The subject liaison librarians 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 collaborates in allocating resources for collection development.

Each year, in consultation with the LRC Advisory Committee, the Director of the LRC determine the allocations in the materials budget. The committee reviews the allocation criteria periodically. The Director of the LRC monitors expenditure of the funds for materials purchases.

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 prepares 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 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 accepts 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 add 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 maintains through rigorous weeding. The reference collection continually monitored for outdated material, which replace and withdrawn if necessary. Individual sections of the general collection periodically review and weed. Titles are selected for withdrawal from the general collections by library professional staff in consultation with university faculty.

The following factors considers 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 is the responsibility of one of the Library Technicians who designats as Acquisitions Assistant. This staff member accomplish his responsibilities according to the procedures and protocols available in the acquisitions module of the ILS. The acquisitions functions supports the work of the subject liaison librarians and the Director of the LRC in developing and maintaining the LRC collections.

The Acquisitions Assistant develops 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 expedites purchase 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 investigates 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.

GOAL 8: Facilities

8.1 Furnishing

- **LRC Study Rooms**

- 17 library tables (eight male, nine female), each seating four people and each equipped with four or more power outlets
- 77 library chairs

- **LRC Library Shelving (Stacks)**

- To house 22,785 volumes in the general collection

- 103 stacks are located on the female side. 84-inch standard library shelving, (including top and bottom shelves)
- 160 stacks located on the male side. These stacks configured as compact shelving in two blocks of 8 ranges each. Each block 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 requires approximately 50% less than that required for static shelving.

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- To house 16,000 volumes in the reference collection

- 65 double-faced sections of “half-height,” 60-inch standard library shelving with cover, four shelves per section (including bottom shelves)
- 42 sections 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 static rather than movable.
- 23 sections located on the female side of the LRC to house reference materials.

- Storage components for later consideration

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

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

- **LRC/Learning Services Instructional Areas**

- For two 20-student classrooms (one male, one female)

- 20 desks
- 20 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**

- 09 computers

- Each staff member 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 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 have standard user desktop computers.
- Configuration needs determine by the Director of the LRC in consultation with IT staff of the PMU to meet campus standards.
- 1 desktop workstation printers as specified in section I.2 of the infrastructure report
 - It is assumed that one printer shares in shared offices.
- One photocopy/scanning unit for interlibrary loan and general staff use
 - The unit is capable of scanning documents and producing paper copies and/or copies in an electronic medium (CD and/or floppy disk).
- 1 Standard User desktop computers
 - Administrative Assistants
- **LRC Public Areas**
 - Integrated Library System (ILS)
 - The ILS access through the campus network. It provides 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 self-check circulation units, one for each side of the LRC.
These units interface with the ILS, and allow LRC patrons to check out materials without staff intervention.
 - Reference
 - Two Standard User computers, one on each circulation/reference desk
 - Security Systems

One for each side of the LRC

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

 - Four to eight detection panels
 - Two to four detection panels for each exit from the library
The number of panels needed determines 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 sounds an audible alarm, and an automatic voice module ask the patron in English and Arabic to return to the circulation/reference desk

- Two sensitizing/desensitizing units, two for each circulation/reference desk.

- **LRC Instructional Areas**

- Two “smart” classrooms (one male, one female)

Classrooms 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

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

Administration of the LRC ensures 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 applies 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 requires 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 ensures effective coordination of the activities required to carry the out LRC’s mission.

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

The LRC operates under the leadership of a director who report to the Vice Rector for Academic Affairs. The Director of the LRC is 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 occurred during this nine-month period.

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

The director works closely with the PMU Chief Information Officer and the Vice Rector of Academic Affairs to analyze and articulate information and service needs. Together, they create basic policies and planning services for the LRC.

The director also works closely with the PMU Director of Human Resources to initiate recruitment for professional staff. LRC Implementation Timeline of this report. Important

positions to be filled during this year are:

- 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 enters with the initial class of the Preparation Year Program

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.

9.2. Professional and Support Staff – Design positions for professional staff and support staff and fill those positions with persons who 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 performs.

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 have responsibility for oversight of library services, Learning Enrichment Services and Academic Advising Services. The Associate Director manages library services for females. The Supervisor for Learning Enrichment Services 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) manage advising and course selection services for students within their majors.
- Library Services – Professional librarians provide direct delivery of information services.
- Library Support – Library technicians carry out library services and operations that do not require full professional training.
- Support Staff – Clerks and student workers perform clerical functions and routine procedural matters such as shelving, equipment maintenance, and document delivery.
- Learning Enrichment and Academic Advising Staff – University faculty members 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 provide academic advice and counseling to students. Part-time student workers 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 share duties, with the designated person supervising that task. For example, all librarians assist with reference duties, with the Librarian for Reference Services supervising scheduling and procedures. The Librarian for Reference Services, however,

also assists with information literacy, cataloging, and other functions.

Recruitment - The Director of the LRC is 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 is 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 house a larger number of open stacks and more materials than the female side, it is anticipated that the LRC hires more male librarians and technicians than female.

The LRC's six clerks, who 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, design performance assessments and a review schedule for each position.

Technology Requirements - Each person employed in the LRC requires a standard desktop computer configured as specified in the report *PMU Infrastructure Specifications*. Some professional positions requires 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.

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

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

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 ensures 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, participates 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 includes 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 have campus-wide service responsibilities that depend for their success on the director’s participation in planning. The Director of the LRC is 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 plans 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 holds a seat on the university council of deans. Membership in a council of deans enables 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 involves 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 lies primarily with the director, though certain opportunities and responsibilities lie with all the professional staff. The director maintains close ties with administrators at other universities who have similar responsibilities through professional associations and formal meetings. Although the PMU is a private institution, it maintains 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.

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 creates 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 finalizes a charter for the LRC Advisory Committee consistent with the charters of other university governance bodies. Typically, an LRC Advisory Committee includes representatives from each academic department and the Chief Information Officer or his representative. The committee's role is 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 meets monthly or quarterly. In some universities, students serve on such committees.

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 create a Director’s Advisory Council. This council fills by invitation with directors of academic libraries, public libraries, and learning support centers. Meetings of this council provides a forum for professional exchanges of information about plans, problems, and situations of particular interest to those in the region who have similar responsibilities.

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, organizes 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 includes 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.