

Finally, the library must also work to target outreach to graduate students, faculty, and graduate student leadership. As demonstrated by forum speakers, rich assessment techniques can be of tremendous value to those institutions that have adopted them, and they can be invaluable resources for understanding user needs and perceptions and determining effective strategies for delivering meaningful services in the ever-changing and evolving environment of graduate studies.

- <sup>1</sup> The author gratefully acknowledges the significant contributions of Jaia Barrett, Joan Lippincott, Clifford Lynch, and Crit Stuart to this report.
- <sup>2</sup> PowerPoint presentations from the forum "Enhancing Graduate Education" are available online at <http://www.arl.org/events/fallforum/forum07/>.
- <sup>3</sup> *Graduate Education: The Backbone of American Competitiveness and Innovation* (Washington DC: Council of Graduate Schools, 2007), <http://www.cgsnet.org/Default.aspx?tabid=240&newsid440=47&mid=440>.
- <sup>4</sup> *Graduate Education*, p. 5.
- <sup>5</sup> "The Bologna Process aims to create a European Higher Education Area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. The Bologna Declaration of June 1999 has put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for Europeans and for students and scholars from other continents. Reform was needed then and reform is still needed today if Europe is to match the performance of the best performing systems in the world, notably the United States and Asia." Excerpt from, "The Bologna Process: Towards the European Higher Education Area," [http://ec.europa.eu/education/policies/educ/bologna/bologna\\_en.html](http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html), last updated August 13, 2007.
- <sup>6</sup> Cecily Marcus, Lucinda Covert-Vail, and Carol A. Mandel, "NYU 21st Century Library Project: Designing a Research Library of the Future for New York University: Report of a Study of Faculty and Graduate Student Needs for Research and Teaching," January 2007, <http://www.library.nyu.edu/about/KPLReport.pdf>.
- <sup>7</sup> More information about both studies is available online at <http://www.lib.umn.edu/about/mellon/> and at <http://www.lib.umn.edu/about/scieval/>.
- <sup>8</sup> Details about these projects are available online: 2006 UW Libraries Biosciences Review, [http://www.arl.org/arldocs/resources/pubs/mmproceedings/150/wilson\\_files/wilson.ppt](http://www.arl.org/arldocs/resources/pubs/mmproceedings/150/wilson_files/wilson.ppt); 2007 UW Libraries Triennial Survey, <http://www.lib.washington.edu/assessment/surveys/survey2007/>; 2005 UW Biomedical Research Data Management Study, <http://www.jamia.org/cgi/content/abstract/14/4/478>.

## NEW SPARC CAMPAIGN ENGAGES STUDENTS ON OPEN ACCESS

by Jennifer McLennan, Director of Communications, SPARC

Over the past year and a half, SPARC has had the opportunity to begin working with students. Regardless of their discipline, level of study, or institution size, students across North America have made clear their commitment to all things open. While our conversation with students started with public access to publicly funded research, it has evolved and grown in many directions—culminating most recently with the launch of an educational campaign centered on open access.

The student dedication to "open" was first made clear to us when Students for Free Culture at New York University designated their annual regional meeting to open access, and invited SPARC, Public Library of Science, and Science Commons to speak. The messages from the speakers were familiar, but the excitement and engagement of the audience—and the views they had to offer—were completely new. We expected the meeting to be an introduction to open access for students, instead it turned into a learning experience for us on the depth of the student commitment to making open sharing of information habitual—for everyone.

The potential that students clearly embody for shaping the future of scholarly exchange and the growing level of student activity throughout 2007—as well as the hire of the first SPARC summer intern—inspired the genesis of the SPARC student campaign and companion guide: *The Right to Research: The Student Guide to Opening Access to Scholarship*. Developed in close collaboration with our student colleagues, the guide is a tool they will use to engage more of their peers.

Specifically, *The Right to Research*:

- helps students recognize the problem of access, saying they shouldn't have to skip over research that could be important to their papers;
- introduces the principle of open access (OA), making a clear distinction between the principle and the ways OA is being realized—through OA journals, repositories, and copyright management;
- indicates how open access can make life as a student easier, advance research, widen access to those who need it, and increase visibility for student scholars;
- offers ways to support OA that pertain both to graduate students approaching publishing decisions and to undergraduates who want to take up the OA banner.

Please join us in inviting more students to the conversation on access. Visit the SPARC students Web site at <http://www.arl.org/sparc/students/>.