2012

Study Group on Library Services and Space Report

Paul Mosley
University of North Florida, pmosley@unf.edu

Jim Alderman
University of North Florida, alderman@unf.edu

Bill Eckert
University of North Florida, eckw0003@unf.edu

Michael Kucsak
University of North Florida, michael.kucsak@vt.edu

Hilary Robbeloth
University of Puget Sound, hrobbeloth@pugetsound.edu

Follow this and additional works at: http://digitalcommons.unf.edu/library_commons

Part of the Library and Information Science Commons

Suggested Citation
Mosley, Paul; Alderman, Jim; Eckert, Bill; Kucsak, Michael; and Robbeloth, Hilary, "Study Group on Library Services and Space Report" (2012). Library Commons Project. 2.
http://digitalcommons.unf.edu/library_commons/2
STUDY GROUP ON LIBRARY SERVICES AND SPACE
REPORT

Paul Mosley, Chair
Jim Alderman
Bill Eckert
Michael Kucskak
Hilary Robbeloth

Overview

The Study Group was constituted in March 2012 and charged with examining both library public services and library public spaces with the goal of developing a new service model and adapting existing library space to better serve library clientele’s needs. To those ends, the group has reviewed library use statistics, surveyed articles from the professional literature that review the experiences of other libraries, and made site visits to Florida State University and the University of Central Florida, both of which have recently developed knowledge or learning commons and reexamined their own service models.

Recommendations Overview

Recommendations are broken down into three primary categories: I. Staffing, II. Services, and III. Space. In some cases, reconfiguring/redesignating space will be tied into associated changes in services and staffing, but the three are presented separately for clarity.

I. Staffing

A. Media/Periodicals

General – Combine Media and Periodicals services into one area. A new Periodicals/Media Section will be created that will consist of a Media/Periodicals Librarian, a Library Specialist for Media/Periodicals, and student desk/shelving services staff.

Media/Periodicals Librarian – This position will be in charge of collection development for the library’s print and micro-format periodicals collections, collection development for media collections, and for overall supervision of the Media/Periodicals area. This person will also participate in reference and instruction as needed.

Library Specialist for Media/Periodicals – This position will coordinate the day-to-day operations of the area and directly supervise desk and shelving operations. This person might also participate in providing reference services.

Student Assistance – Student assistants will be responsible for physical maintenance of the Periodicals and Media collections, for assisting library patrons with using the physical collections, for assisting patrons with using micro-format and media equipment, and for staffing the Media/Periodicals service desk.
B. Reference/Documents/Instruction

General – Maintain staffing at one of the service desks on the second floor of the library. Preferably, service would be offered adjacent to the largest concentration of computer workstations on the floor, whether that remains in the west lab or if it shifts to the east lab.

Reference/Instruction Librarians – Increase emphasis on liaison and instruction activities. Eliminate desk coverage for faculty and focus on providing faculty assistance on-call and by appointment. Reference faculty will be scheduled for office hours much like teaching faculty and will be available during scheduled hours for on-call reference/instruction assistance. As the result of the elimination of desk coverage, faculty will be able to focus more time on collection development, outreach, instruction, appointments, and online assistance.

Library Specialists for Reference/Documents – Library Specialists will focus on collection maintenance, desk supervision, and providing support to library faculty. Specialists will be direct back-up for desk services, filling in when student workers are not available and providing second-tier response to patron questions if called upon by students who are covering the service desk. Specialists will work closely with student workers to make sure that they have a good understanding of when to call for back-up support in assisting library patrons. Specialists will also help to coordinate calls to library faculty for involved questions/instruction requests.

Student Assistance – Student assistants will provide peer-to-peer assistance to library users and will be called upon to provide the majority of desk coverage. The 2nd floor help desk will be staffed a large number of the hours that the library is open and will require the addition of some additional student hours to increase coverage. Current IT students will be included in desk coverage and will provide direct support for patron questions on printing, copying, scanning, and workstation use. An emphasis will be placed on routine training of student workers to make sure that questions requiring higher level assistance are routed to the appropriate levels in an efficient manner. Library Specialists will provide the first level of back-up to student workers, with library faculty being called in as needed.

C. Outreach

Outreach/Instruction Librarian – This position will provide better focus for the library’s outreach efforts and participate in the library’s instruction program. Outreach is currently splintered amongst a number of reference faculty and can be better coordinated through a single faculty position. This person will also participate in collection development and in the library’s liaison program, as well as maintain office hours for patron consultation and instruction.

D. Assessment

Assessment Librarian – This position will concentrate on collecting statistics from various library units, on gathering data from library clientele, for conducting surveys to determine faculty, student, and staff needs, and for providing continuous monitoring and interpretation of library effectiveness. The assessment librarian might also coordinate efforts with other campus units to generate client-centric studies that will help feed into the decision-making process for the library and even for other related academic units.
E. Student Advisory Group (Volunteers)

This will be a new advisory panel designed to provide student input for library services. Consisting of students only, this panel will provide student representation from each of the academic colleges and from Student Government and would provide input for library decision-making as it concerns services to students. The library will work closely with this panel to ensure that students are involved in decisions that will directly impact them.

F. Library Services and Space Committee

Constitute a permanent services and space committee to continue the work begun by this study group. Changes recommended by this group, if implemented, will need reviewing after they have been in place for a while to gauge their effects and effectiveness. While the Assessment Librarian will be able to conduct surveys and gather data and recommend actions, oversight of the process should be more representative of all library staff. Committee composition might include faculty from Technical and Public Services, a representative from USPS and A&P staff, and the Assessment Librarian.

II. Services

General – The library will need to provide three service desks to assist clientele: the Access Services desk on the 1st Floor, an Information/Instruction desk on the 2nd Floor, and a Media/Periodicals desk on the 3rd floor.

A. Information Kiosk

To be located in a prominent location on the first floor of the library, an Information Kiosk will provide library clientele with the means for quickly getting answers to basic questions. The kiosk will offer question and answer options, campus and library maps, staff and services directories, and feature a news feed to provide information on current events in the library. A touch-screen interface will be the easiest means for someone entering the library to quickly ask questions and find directions. The knowledge base for questions will come from LibAnswers.

Possible locations:
- Entry lobby between the security gates
- Immediately inside the security gates approximately where the Info Desk is located
- In the elevator lobby on the first floor

B. Access Services

Access Services will continue to be the central location for library clientele to check out materials and will continue to provide Interlibrary Loan, Accounts Receivable, Holds, and Course and Media Reserves services. Responsibility for the library physical plant, including opening and closing and coordinating security and safety, will remain here. Students will continue to provide desk services at night and on weekends and will be responsible for maintaining materials in the General Collections. No staffing changes are currently projected but a separate Media Desk person will be discontinued since Media operations will shift to the 3rd Floor.
C. Information Commons, 1st Floor

Access Services staff will provide basic support for this area and refer those needing more involved assistance to the 2nd floor Learning Commons. The area will feature printing, copying, scanning, collaborative and individual work areas, a TV lounge, and a reading/browsing lounge.

D. Learning/Knowledge Commons (The E-Zone: E for Empowerment and Electronic Resources)

Reference/Documents/Instruction: Replace the current traditional reference model with a tiered model that relies on student workers as the first contacts for clientele. Designate one of the current service desks as the primary station from which student workers can offer assistance to library clientele working on computers and serve as liaisons between clientele and Library Specialists and Faculty. Assistance will be provided in a three-tiered approach:

- Tier One – Peer-to-Peer assistance – Student workers will help their fellow students and call for assistance if more in-depth help is needed.
- Tier Two – Library Specialists will work with student workers during peak times and provide guidance and supervision.
- Tier Three – Library faculty will be called into the mix when questions are involved or instruction is required. Faculty will also serve as back-up in case of staff absences or during periods of heavy service demand.

Desk coverage will be provided 7 days a week, the goal being to staff the desk during the following times:

- Monday – Thursday 9 AM to 9 PM
- Friday and Saturday 9 AM to 5 PM
- Sunday 1 PM to 9 PM

Traffic patterns and questions recorded in LibAnswers indicate the need for Library Faculty primarily between 9 AM and 6 PM Monday through Thursday. Students will provide primary desk coverage with Library Specialists as back-up. Faculty will continue to provide class instruction on demand on evenings and weekends, as requested, but will generally be available primarily during peak periods (9 AM to 6 PM, Monday through Thursday).

Reference Faculty: Faculty services will include individual and group consultations, class instruction, liaison work with campus academic departments, local, state, and national committee service, LibGuides development, collection development, and back-up desk services, as needed. An increased emphasis will be placed on collection development, instruction, and liaison work.

Library Instruction: Continue scheduling faculty-requested library orientations on-demand. Develop workshops on Microsoft Office applications and other frequently used computer applications. Sessions will be open to any library clientele and can be advertised on LibTV and via the library’s website. Invite ACE, the Writing Center, and other academic units to offer workshops in the library’s training rooms. Investigate broadcasting instructional sessions over the campus network and recording sessions for use in distance learning.
IT Support: The library will continue providing two student workers who specialize in IT support during peak hours. These workers will assist in covering service desk hours.

Academic Tutoring and Writing Assistance: Designate one of the current service desks as a tutoring/learning center and invite both ACE and the Writing Center to provide staffing for the area. This will be done using the “hoteling” model, whereby the library provides the work space on an as-needed basis, but not as a permanently assigned space.

E. Media/Periodicals

Media/Periodicals staff will provide support for micro-format and media equipment from the existing service desk on the 3rd Floor. Equipment that generally requires staff support and/or protection (phonograph) will be housed in the current micro-format room. Other equipment can be relocated in public areas that will remain accessible after staff leave. Media reserves will continue to be handled at the Access Services desk, but music score parts will be relocated to the current Periodicals workroom and be checked out to faculty from the 3rd Floor service desk.

Desk coverage will be provided 7 days a week, the goal being to staff the desk during the following hours:

- Monday – Thursday 8 AM to 11 PM
- Friday 8 AM to 5 PM
- Saturday 9 AM to 5 PM
- Sunday 1 PM to 11 PM

Primary staffing and service will be provided by student workers under the supervision of a Library Specialist.

F. LibAnswers, Instant Messaging, SMS, email

LibAnswers will continue to be developed as the library’s “knowledge base” and will be relied upon as the backbone for the Information Kiosk, as the virtual “face” of the library, and as the authority for questions fielded by library staff. This system will become the “one interface” for responding virtually to any clientele questions and will allow the library to phase out instant messaging and email services, since it inherently supports messaging and can provide a standard interface for fielding questions electronically.

Questions received via LibAnswers will be routed to a core group of library faculty and staff (to be determined), any of whom can “claim” a question and provide quick response. Student workers will also have individual LibAnswers accounts in order to provide extended hours for this service and make it available during the entire time the library is open.

III. Spaces

A. First Floor

Information Commons – Creation of an Information Commons will rely upon moving the Media and Curriculum collections off the 1st floor and reclaiming that space for use by library clientele. The
primary features of the Information Commons will be technology (PCs, a book scanner, collaboration stations, printers, photocopiers, etc.), study areas for individuals and groups, work areas for individuals and groups, a lounge area with comfortable furniture, a TV, and vending machines for drinks and snacks, and a popular books/media browsing area. This is designated Information instead of Learning Commons because students are expected to largely work autonomously with minimal support from library staff.

Requirements:
- Relocate LPs to shelving on the south wall of the Periodicals Collection adjacent to the Bibliography Collection.
- Relocate Media Collections and bound Music Scores to empty periodicals shelving in the south end of the Periodicals Collection.
- Relocate music score “parts” to the Periodicals workroom on the 3rd Floor.
- Relocate the Curriculum Collection, intact, to the 4th Floor of the library on the west end following the P call numbers of the General Collection.
- Move VCR and phonograph equipment to the micro-format room on the 3rd Floor.
- Reconfigure space on the 1st Floor to include a popular books/media browsing/lounging area adjacent to the Access Services desk.
- Eliminate New Books collection.
- Square off the round columns on the 1st floor to accommodate ceiling drops for electricity and network and to facilitate mounting of large screen monitors for collaborative workspaces.
- Continue to provide printing and photocopying services.
- Provide a book scanner.
- Reconfigure computer work areas to accommodate individual researchers and provide more opportunities for group work.
- Identify lounge furniture on other floors that can be relocated to the 1st Floor.
- Create a vending area with drinks and snacks and ample trash and recycle receptacles.
- Provide mobile whiteboards.

B. Second Floor

Learning/Knowledge Commons – Creation of a Learning Commons on the 2nd Floor will rely upon reducing the size of the Reference and Documents Collections and reconfiguring space to accommodate more individual and group work space and redesign of service desks to better suit a changed reference model, an expected increase in individual and small group consultations, and the addition of services from ACE and the Writing Center.

Requirements:
- Weed and reduce the size of the Reference Collection by as much as half and move Government Documents into the vacated shelving space.
- Weed and reduce the size of the Government Documents Collections so that materials will fit on shelving vacated in the reference stacks.
- Utilize floor power and network accesses currently inaccessible in the Government Documents area to add additional computer work areas for individuals and groups. (4 additional rows of outlets are currently in the shelving area)
- Reconfigure computer work areas to better accommodate individual researchers and groups.
- Eliminate long rows of computers and go with clustering where possible.
- Add collaboration stations.
• Utilize one of the built-in service areas as the main information/assistance desk. Utilize the other for tutoring, writing assistance, and/or research consultation.
• Utilize the ADA room for research consultation.
• Create additional lounge areas where possible.
• Provide vending.
• Continue to provide computer workstations, printing, photocopying, and scanning. Upgrade current page scanner to a book scanner.
• Provide mobile whiteboards.

C. Third Floor

Media/Periodicals Section – Move media services to periodicals and combine the two areas into one service unit. Moving media services to periodicals will better utilize current staff and relocate equipment and equipment assistance to a floor that already provides some technology help.

Requirements:
• Move some micro-format equipment that can be safely/effectively relocated to unsecured public areas to accommodate the relocation of VCRs and phonograph equipment to the current micro-format room.
• Reconfigure public space to accommodate additional equipment.
• Configure shelving in the Periodicals workroom to house the music score parts relocated from the 1st Floor.
• Shelve LPs, music scores, and media at the end of the Periodicals Collection.
• Add vending.
• Provide more lounge furniture.
• Configure additional group study spaces.
• Review Index/Abstract Collection and move “viable” materials into the 2nd Floor Reference Collection. Consider discarding discontinued/obsolete indexes and abstracts.
• Plan for shifting/weeding Periodicals print collections as the opportunity arises.

D. Fourth Floor

• Weed General Collection when possible.
• Relocate Curriculum Collection to vacant shelving immediately following the P call numbers on the west side of the building.

Elaboration and Support

While the foregoing has provided an overview of recommendations from the Study Group, some of the recommendations might be better understood with further elaboration and might require further background information in support of the proposed changes. The following information includes rationales, justifications, and cost estimates (where appropriate) for the recommended changes in staffing, services, and space.
I. Student Needs

Many of the recommendations in this report are based on the Study Group’s identification and recognition of student needs. Needs assessment has largely been determined using the following resources.

Sources: UNF Library Surveys from 2009 and 2010; Charrette Drawings from Spring 2012 LIS1001; a review of the library literature; Site visits to UCF and FSU Libraries

GROUP AREAS A recurring theme in library surveys done at the UNF Library in 2009 and 2010 was to increase the number of group study rooms available in the library. Of the 278 surveys completed in 2009, 45 specifically referenced more access to group study areas. This theme was repeated in the 2010 survey, with 34 participants requesting more group study areas. Site visits to both UCF and FSU further reinforce the Study Group’s perception that students are in need of more group spaces. Both libraries, in designing their knowledge commons, placed a focus on providing students with additional group study areas. FSU has meeting rooms in its Scholars Commons that accommodate both group meetings and presentation practice. UCF has designed computer collaboration areas into its Knowledge Commons and has work areas that are more conducive to group work. The library literature reviewing the creation of Information and Learning Commons at other universities further supports the importance of providing group spaces within the library. Charrette drawings contributed by Spring 2012 LIS1001 students also recognized the need for group study spaces.

While building actual study rooms is not currently an option for the library, providing more areas in the library that accommodate group work is definitely something that is feasible. The addition of computer collaboration areas in the library would go a long way toward offering students additional group work options. The proposed squaring of columns on the 1st floor to make it easier to provide ceiling drops for power and networking would be a significant first step toward opening up additional group space. Similar renovations on the 2nd floor would be in keeping with the concept of making the 1st and 2nd floors Information and Learning Commons and would provide additional group accommodations.

LIBRARY HOURS The 2009 and 2010 library surveys also reflected student perceptions that the library should be open additional hours. 24 or the comments in 2009 and 55 in 2010 were in regard to longer library hours. This student request has largely been accommodated by Student Government funded extended hours during final exam periods.

TUTORING One of the common features of a Learning Commons is the presence of other academic units in the library’s space to offer students additional academic support as needed. Library literature reviewed reinforces the need for academic tutoring and writing assistance where students do their work. At this, and probably most university campuses, the library is the academic hub where much of the research and paper writing takes place. Providing students convenient access to subject tutoring and writing assistance is deemed important by the Study Group. FSU has implemented “hoteling” in its Undergraduate Commons, providing space to their writing and academic tutors on an as-needed basis. Charrette drawings completed by Spring 2012 LIS1001 showed that students are interested in having tutoring and writing assistance right here in the library.

If the Library develops the 1st floor as its Information Commons and the 2nd floor as its Learning Commons, the most logical location for tutoring and writing assistance will be the Learning Commons. The 2nd floor features two built-in “assistance desks,” one of which could be repurposed as a location for
tutoring and writing assistance. The Library will need to approach ACE and the Writing Center to gauge their interest in maintaining services in the library.

**Peer Assistance**

FSU librarians emphasized to the Study Group the need for peer-to-peer assistance as a model for providing more effective assistance. Their observations are that younger students seem more apt to ask for help from someone of their own age group than from someone much older. Their approach has been to staff their primary service points in the Commons with highly trained student workers and to rely on full-time staff to intercede when questions go beyond the student worker level and involve instruction or in-depth research assistance.

The efficacy of using student workers as a first point-of-contact for many library services is also supported in the library literature. A recent article from *Reference Services Review* (2010), “Peer-ing into the Information Commons: Making the Most of Student Assistants in New Library Spaces,” finds that the use of student workers at the reference desk is generally quite effective and that the use of students frees professional librarians for “higher order” activities, including in-depth research consultations. The authors of this article stress the importance of peer teaching/learning in the information literacy process and find that using students at the reference desk opens up many more opportunities for enhanced learning both for the employees and for the clientele.

Implicit in relying more heavily on student workers is the need to include student workers in regularly scheduled training opportunities. Since student employees have limited work hours and their time of employment at the library will be limited, they cannot be as knowledgeable of library services and collections as the full-time staff. Student workers are critical components of an effective library team and, therefore, must be kept up to date in order to best serve library clientele.

**Vending/Food**

Site visits to UCF and FSU revealed that both institutions have relaxed their previously stringent food policies and now allow food in the libraries. UNF Library surveys also show that students prefer being able to have drinks and snacks as they work and would support a loosening of UNF Library’s policy. The Study Group initially had mixed reactions to allowing food in the building, but, after some discussion, generally agreed that food gets sneaked into the building anyway and that it would probably be easier to manage if library policy didn’t “force” students to pirate their snacks. The addition of vending machines was seen as an additional benefit to the library’s clientele. Many students/researchers will come into the library early and stay late and would be content not to have to leave their work areas for refreshments. Relaxing the library’s policy and providing vending where possible would create a more “user-centric” environment.

**Assessment**

The best means for keeping a finger on the student pulse is to provide for ongoing assessment of student attitudes and needs. The Study Group felt strongly that the UNF Library should designate a faculty position for assessment. Whereas library surveys have been useful previously in tapping into library clientele’s ideas about the library, more formal assessment would be of huge benefit to planning changes in library services and spaces. FSU employs two faculty members solely for the purposes of assessing the needs of its clientele. Their assessment techniques go beyond simple, voluntary surveys and might also involve cooperation and collaboration with other campus entities which have a vested interest in student and faculty attitudes toward university services.

The importance of assessment in the planning process is evident in the library literature. Academic libraries that have redesigned spaces have done so typically with their students in mind. When the University of Rochester began planning for a redesign of their user spaces, they embarked on an
extended, formal study of their clientele. The result, utilized by FSU in planning for its Undergraduate and Scholars Commons was the book *Studying Students: The Undergraduate Research Project at the University of Rochester*.

OUTREACH Both FSU and UCF have Outreach Librarians. At both institutions, the Outreach Librarians also participate in library instruction. While the UNF Library seemingly has no problem with students using the facility, outreach is should still be an important aspect of library services. In spite of students coming into the building, anecdotal evidence suggests that many students who have not had formal instruction sessions are not fully aware of available library services. An outreach librarian would facilitate focusing efforts on putting a better face on the library and its services.

STUDENT ADVISORY If the UNF Library is to recognize formally the importance of its facility and its services to students, it should form a Student Advisory Panel that will be involved in planning for enhancements to the library building and to library services. Student buy-in is of key importance in ensuring that the library is viewed as user-centric.

II. Services

MEDIA/PERIODICALS The Study Group felt it important to replace the library’s departed Media Librarian and to place that position in a newly created Media/Periodicals Section. The idea behind combining these two areas is that the similarity in services would be a natural match for the two areas. Both Media and Periodicals require staffing to provide assistance with specialized equipment (micro-format, audio, video, etc.). Recognizing that Periodicals service desk statistics have tapered off, the Study Group felt that moving the Media Collections and their attendant need for service to the 3rd floor would make better use of existing staff. Periodicals currently has no direct faculty supervision on that floor and relies primarily on a single Library Specialist to oversee operations. Combining the two service areas would also bring faculty once again to the 3rd floor for oversight and facilitate collection development both for Periodicals and Media. The university’s music programs are nationally recognized and should continue to have full support from the library.

LEARNING COMMONS The current assistance model relies heavily on Reference staff to provide desk services, to provide class instruction, and to provide individualized instruction. While these are all essential services, the Study Group felt that basic desk services could be provided effectively using student employees. The recommended new model would operate in service tiers. Student workers would provide the first tier of service, providing peer-to-peer assistance at the information/assistance desk on the 2nd floor. Their direct supervision would come from the second tier, Library Specialists, who would also participate in desk coverage during periods of heavy activity and when requests for services exceed student worker expertise. Requests for individual instruction and research consultations would be referred to library faculty, who would serve as the third assistance tier.

This approach to providing assistance would acknowledge the importance of peer relationships in providing assistance to students and serve to route more involved interactions to higher levels of staffing, thus better utilizing more skilled and better paid employees. A number of studies conducted by other libraries have found that peer-to-peer assistance is quite effective as a first line of contact for student clientele.

LIBRARY INSTRUCTION Expand library instruction to include workshops on using the Microsoft Office Suite and other software that the library offers on its public client. Since the software is offered, there is
an implicit suggestion of support for said installed software which the library currently does not provide. While not every staff member nor every librarian can be expected to expert in these systems, students have grown to expect a certain level of support from the library not only with research but with the tools that they use to construct reports. Where library expertise falls short, the instruction program would be well advised to draw in expertise from other academic support units, such as ACE and the Writing Center.

**STUDENT STAFFING** To provide student coverage of service points on three floors will require the commitment of additional OPS funds and the inclusion of desk service in the ITS students’ schedules. Projected OPS funding needed to continue to provide existing desk and shelving services and to provide additional desk coverage at the Media/Periodicals and Learning Commons desks amounts to $168,300. This is based on the following scheduling assumptions:

Access Services, 1st Floor

**Overall Desk Coverage & Shelving**
- **Monday**: 7 A.M. to 12:30 A.M.
- **Tuesday**: 7 A.M. to 12:30 A.M.
- **Wednesday**: 7 A.M. to 12:30 A.M.
- **Thursday**: 7 A.M. to 12:30 A.M.
- **Friday**: 7 A.M. to 6 P.M.
- **Saturday**: 7 A.M. to 6 P.M.
- **Sunday**: 1 P.M. to 12:30 A.M.

Learning Commons Desk, 2nd Floor
- **Monday**: 9 A.M. to 9 P.M.
- **Tuesday**: 9 A.M. to 9 P.M.
- **Wednesday**: 9 A.M. to 9 P.M.
- **Thursday**: 9 A.M. to 9 P.M.
- **Friday**: 9 A.M. to 5 P.M.
- **Saturday**: 9 A.M. to 5 P.M.
- **Sunday**: 1 P.M. to 9 P.M.

Periodicals/Media Desk, 3rd Floor
- **Monday**: 8 A.M. to 11 P.M.
- **Tuesday**: 8 A.M. to 11 P.M.
- **Wednesday**: 8 A.M. to 11 P.M.
- **Thursday**: 8 A.M. to 11 P.M.
- **Friday**: 8 A.M. to 5 P.M.
- **Saturday**: 9 A.M. to 5 P.M.
- **Sunday**: 1 P.M. to 11 P.M.

Projections for coverage include no changes in student scheduling/staffing levels in Access Services and a standard student assistant wage of $8 per hour for all student employees with the exception of students who cover late hours in Access Services from 11 P.M. until 12:30 A.M., when Student Government funding takes over.
Learning Commons and Periodicals/Media coverage recognizes student wages of $8 per hour. ITS students make $10 per hour. Desk coverage hours are estimated based on an average of 16 weeks per fall and spring semesters and 12 weeks per summer semester. Student absences and attrition nearly always result in OPS savings, so the projected amount would be somewhat in excess of actual need.

**Phasing**

The Study Group recognizes that many of its recommendations will need to be implemented in phases. Not everything is doable at once; some changes will require collection moves and space reconfigurations before they can happen. The following provides a general framework for phasing in recommended changes.

**Phase I:**
- Install and configure Information Kiosk on the 1st floor
- Relocate Media, Curriculum, and Scores and remove shelving from 1st floor
- Square columns on 1st floor and pull network and electricity to support collaborative computer work areas
- Configure popular reading/viewing/listening area on the 1st floor adjacent to Access Services
- Discontinue “New Books” collection and remove shelving
- Reconfigure individual computer work areas to better accommodate individual and group work
- Bring lounge furniture from other floors to help configure a lounge area in the current TV area
- Implement Media/Periodicals merger and attendant staffing changes

**Phase II:**
- Weed and reduce the size of the Reference and Documents Collections and move Documents onto shelving vacated in the Reference Collection
- Reconfigure computer workstations in the east side of the library adjacent to the current Reference Desk and make use of additional floor runs that are currently inaccessible in the Documents Collection
- Utilize west service desk as new Learning Commons information desk
- Investigate using current reference service desk as “hoteling” space for ACE and the Writing Center
- Convert ADA computer room for use as Learning Commons library consultation space
- The hoteling space might also be utilized for consultation
- Implement new service model for Reference/Documents that utilizes student workers as primary service desk coverage, supervised and backed up by Library Specialists. Reference librarians would provide advanced learning consultations, take care of library instruction, both group and individual, and serve as subject specialists to students and faculty.

**Phase III:**
- Retain interior designer to examine library space and recommend reconfigurations, renovations, and furniture adjustments
- Institute a standing committee for library services and space
Other Recommendations

During the course of its investigations, the Study Group touched upon some areas that were not specifically within the scope of its charge, but which it felt needed to be pointed out as additional recommendations within this report. Those recommendations follow.

- Relax the library’s No Food policy and replace it with a food policy that allows snacks and “non-aromatic” foods in the building.
- Provide vending in the library.
- Consider checking out additional equipment to library clientele, to include iPads, headphones, videocams, and other equipment that would be useful in accessing library services and creating projects for campus classes.
- When funds allow, retain an interior designer to provide professional advice for better utilizing space in the library and to recommend furnishings which will more adequately address library clientele needs.
- Investigate relocating the Technical Services Division to another floor and opening up the majority of the 1st floor to public use.

References


