

The South Quad Information Resource Center:
Final Report

Group 14:
Scott Brower
Elizabeth Loesch
Carrie Preston
Nancy Pulsipher
Joel Santodomingo
Krysta Stone

SI 501 Judy Olson

December 10, 1999

Table of Contents:

Executive Summary 3

Introduction 4

Culture and Capabilities 6

Task Analysis 10

Solutions and Recommendations 16

Conclusion..... 23

References 25

Appendix A: ResComp Mission Statement 27

Appendix B: RHL Mission Statement 29

Appendix C: Focus Group Summary 32

Appendix D: Opening Procedures..... 35

Appendix E Closing Procedures..... 36

Appendix F: Prototype SQ IRC Web Site..... 37

Executive Summary

Approach

The South Quad Information Resource Center (IRC) is an innovative combined library and computing site located with the University of Michigan's South Quadrangle Residence Hall. We studied the South Quad IRC in order to discover its organizational culture, its mission and tasks, and its strengths and weaknesses as an integrated information resource for students. We toured the site, interviewed the management and staff, conducted a user focus group, and examined the literature on similar organizations in order to the organizations assess the culture, capabilities, and tasks.

Findings

Research indicates that information gathering and usage skills are lacking in incoming college students. The notion of an information resource center, which combines library and computer services in one site, is a promising solution to the problem of providing college students with complete information resources.

The IRC is already an example of a successful collaboration between librarians and technologists that can grow even more by capitalizing on its strengths and expanding the roll of its customers and educational partners. Culture and commitment in the IRC is very good. They maintain standards and commitment in a high turnover environment. They recruit high quality student staff and provide effective training programs.

While educational and training programs are available in the IRC, communication of these offerings is not effective. This could partly be a function information overload on the part of the student, but this could be addressed by increased attention to marketing on the part of the IRC.

Recommendations

We recommend that the IRC expand its education programs. We recommend writing and tutoring programs as well as increased consulting and education on library usage. To do this the IRC must form partnerships with academic service providers and faculty. The IRC should look to the Living Learning communities for partnership models.

To address awareness and use of services we recommend that the IRC adopt Just-in-time marketing strategies such as advertising on the ResNet TV channel, and sending targeted e-mail shortly before classes are offered in the IRC. Services and awareness can be increased by on-line tutorials that are prominently displayed on the site's computers.

Continuous evaluation of all IRC programs is a critical success factor achieving and maintaining excellence. All educational programs need the continuous input of the users, via formal and informal means such as focus groups, surveys, and conversations with the IRC staff.

“Nowadays, information is not power: the power lies in how to find information and how to use it” –

Larabee and Lorber, 1994

* * *

Introduction

When studying an organization with the intention to improve its operations and services a great deal of time is spent examining how the organization currently functions. One must first consider the organization of power and authority in terms of who reports to who, so that it is clear who can authorize and empower a new idea or solution. It is also imperative to examine the culture of the organization, so that any solution considered or suggested will be plausible within that culture. For example, a more relaxed dress code would not be suggested to an organization that has strict guidelines for business attire due to heavy interaction with clients. Similarly, because the capabilities of an organization directly affect what types of solutions to consider, it is important to understand the organization and its capabilities before making suggestions for solutions. For example, a new, expensive network of hardware and software could not be suggested to an organization with limited financial resources. Finally, it is crucial to consider the daily tasks and operations of the organization. As daily tasks of an organization are examined, it is possible to see areas for improvement.

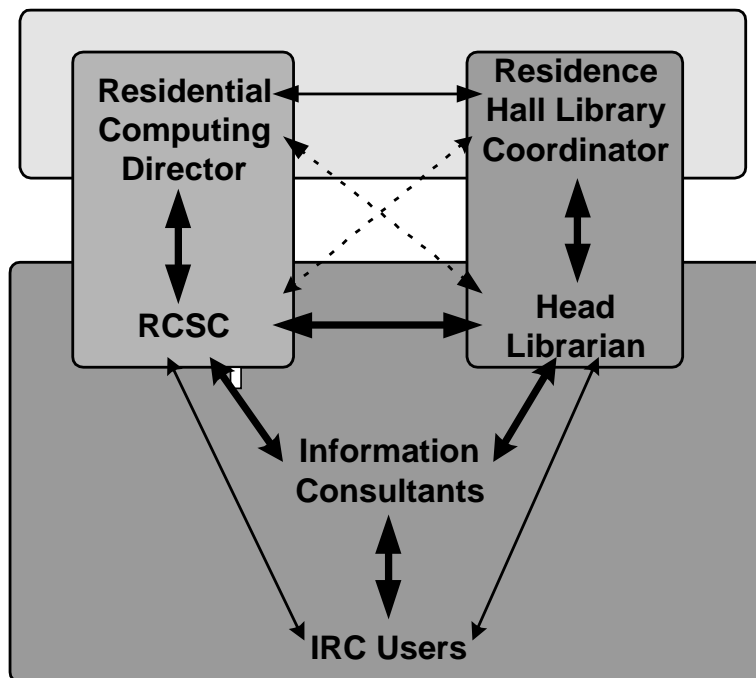
As we examined the South Quad Information Resource Center (IRC), we kept all these aspects in mind, giving individual attention to the organization, culture, capabilities, and tasks of the IRC before determining where improvements could be made and what solutions would be most appropriate.

The target group is the South Quad Information Resource Center, otherwise known as the IRC. The IRC is located in the South Quadrangle Residence Hall at the University of Michigan. The IRC provides a computing facility as well as information resources such as books, periodicals, and entertainment resources such as videotapes, music CDs, CD-ROMs and board games. When residents of South Quad were asked during a focus group what things brought them to the IRC, they said they used the space with its comfortable couches and chairs to study, do homework, and perform group work. Both the computing and library/entertainment resources offered by the IRC appeared to be popular with students. The students also noted that they use the computers for writing papers, searching the Internet and sending e-mail. In addition to these services, the IRC sponsors instructional workshops, educational, multi-cultural and social events for students. The services of the IRC are available to all South Quad residents.

The IRC is administered by two groups who are the primary service and resource providers in the integrated facility. These two groups are the Residence Halls Computing Program (ResComp) and the Residence Hall Libraries (RHL). Both groups are managed from the University of Michigan Department of Housing, which is responsible for all on-campus housing at the university. The function of the ResComp organization is to

provide computing resources to resident students. The function of the RHL organization is to provide library services including access to books, periodicals, entertainment materials and circulation and maintenance of the said materials (See Appendices A and B for the mission statements of the two organizations). While the organizations are currently engaged in these separate areas of activity, the actual goal of both ResComp and RHL is to combine their functions into an integrated information resource service for resident students.

The organization of the IRC is fairly straightforward, but what is important to notice, that the site is co-managed by Residence Computing(ResComp) and the Residence Hall Library Program (RHL). The management of the South Quad IRC includes the Director of ResComp, the Coordinator of RHL, the Resident Computer Systems Consultant (RCSC), the Head Librarian (HL), and the student staff of Information Consultants (IC). The on-site administrators from each respective program are the Residence Computing Site Consultant and the Head Librarian, who live in the residence hall, co-hire, train, and supervise an undergraduate staff of Information Consultants. The South Quad resident users have the most contact with the ICs, who are cross-trained in computing and library services (Figure 1).



Legend:

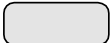



	Housing Administration		Residence Hall Libraries
	Residential Computing		IRC

Figure 1

Our study of the South Quad IRC included interviews with the aforementioned administration and staff, a focus group with South Quad residents, and research of similar information resource centers such as residence hall libraries, residence hall computing services, and the culture and best practices of similar organizations. Recommendations outlined in this paper have been shared with the administration of the South Quad IRC, who worked with us to consider possible solutions and determine those which would be most feasible.

The IRC is very successful in providing a common place for students to come to conduct their scholastic and social endeavors. Information gathered from the focus group revealed that students are very happy with the services currently offered and particularly like the space it makes available to them. However, the IRC is less successful at promoting its more active services to the student public and at providing in-depth academically oriented services. The results of our focus groups and interviews suggest that students are unaware of many of the services provided by the IRC and that academic, as opposed to entertainment-based services, in particular may be underutilized.

In this report, we will examine how the culture and resources of the IRC both enhance and limit its ability to carry out its mission of providing an integrated research environment to students. We will discuss some of the major services provided and tasks performed by the IRC staff, using data collected in interviews with staff from all levels of the organization. We will summarize the results of our focus group study and discuss what we learned about the needs and preferences of student patrons. Finally, we will present our ideas about how the services, focus and promotional image of the IRC could be improved. As a similar information resource center is being planned for the Mosher Jordan Residence Hall, it is hoped that our findings and recommendations will be of use to the administration in implementing this new facility.

Culture and Capabilities

The lines between libraries and computing technology are becoming less defined throughout the respective professions. “There are several compelling reasons why libraries are entering into partnerships with computer centers in providing service to users. As the library changes and the provision of information becomes increasingly more dependent on the ‘machinery,’ the lines are becoming less distinct between the services of the library and those of the computer center” (<http://info.lib.uh.edu/pr/v8/n1/vand8n1.html>). This growing vision is shared by many academic research-oriented organizations. An example is Goldenwest College, where leaders “envision a place where technology and information work together to help . . . students succeed in their educational goals” (<http://lib.occ.cccd.edu/Library/LTNG.html>). Added to this integrated vision of academic library pursuits is the traditional public library mission of providing entertainment as well as academic resources. An example of this philosophy is the collection at the Robertson Media Center at the Clemons Library at the University of Virginia, which has an “extensive collection of audio, video, and CD’s,” all of which are represented in the Clemons Library’s online catalog (<http://www.lib.virginia.edu/clemons/RMC/>). These examples show that the South Quad

IRC is not alone in its vision of providing integrated library, computing, academic and entertainment resources to students.

The South Quad IRC was founded with the intention of integrating library services and computing services for students. The existing culture of the IRC includes features that both facilitate and impede the achievement of this goal. When students who use the site were asked about the successful integration of the IRC, most responded positively, saying they could not imagine the library and computing facilities and services not being in one location. However, when pressed for details, they said that the IRC is a great “study area and computer lab.” The library services, as opposed to the study area, appear to be underutilized by students, which is not an issue of integration, but of awareness, which will be discussed later in our solutions section. The differences in how the facility is interpreted by students as opposed to how it is interpreted and defined by the administration hindered us from truly analyzing the integration of the site. Thus, we took a closer look at the organization’s structure.

The structure of the organization includes many features intended to integrate library and computing services. The IRC is co-administered by the Director of Residence Hall Computing (ResComp) and the Coordinator of the Residence Hall Library program (RHL). One person from each “side” also handles the direct, day-to-day management of the facility: the Residence Hall Head Librarian (HL) for RHL and the Resident Computer Systems Consultant (RCSC) for ResComp. The RCSC and the HL jointly hire, train, and manage a staff of Information Consultants (ICs), undergraduate student employees who staff the center and have the most direct interaction with its customers.

The training and duties of the ICs form a major part of the IRC's organizational culture. The IRC administrators (RCSC and HL) have attempted to facilitate service integration through their official policies toward student employees. All student employees (ICs) participate in a formalized training program where they learn both computing-related and library-related duties. Each IC is required to work at least one shift in the library area and one in the computing area each week, and willingness to do so is a condition both for hiring and continued retention of employees. Being required to work in both areas of the IRC, employees come to view themselves as members of the IRC team as a whole rather than as library or computing center workers.

Other aspects of the IRC's culture also serve to promote service integration and to provide room for innovation and change within the organization. The overall culture of the organization is open and friendly. Communication among employees, communication between power levels, and sharing of ideas for improvement is unstructured, open, and encouraged. Students are expected to behave in a businesslike manner while on the job; however, many employees are friends outside the workplace, and the managers make an effort to make staff meetings fun and comfortable and to hold social events for their staff.

From the point of view of the ICs, the IRC shows some of the characteristics of an empowering work environment. The amount of authority and structure in the IRC culture

seems sufficient to ensure smooth operations, without restricting free communication of ideas or making ICs uncomfortable with their superiors. ICs can choose to attend supplementary, paid training sessions throughout the school year, thus increasing their technological and professional skills. On occasion, the ICs organize and hold their own staff meetings. Perhaps most importantly, they feel comfortable making suggestions to either supervisor about organizational needs, services that should be offered, and ways in which operations can be improved.

The personnel management policies of the IRC are designed to promote an integrated culture of library and computing services, and when only IC attitudes and knowledge levels are considered, the policies seem to have succeeded to a considerable extent. However, this level of integration has not been achieved in the higher levels of the organization, and structures remain that impede organizational change and further service integration.¹ It is telling that, while all ICs must work "library shifts" and "computing shifts," they do not (and given the current physical layout and work-duty policies of the IRC, cannot) work in or supervise both areas at the same time. The two jobs remain distinct, comprising separate tasks and are sharply separated within the physical space of the IRC.

Some of the major barriers to full integration in the IRC stem from the presence of competing visions of the organization's mission. Neither ResComp nor RHL had specifically detailed or written missions for the IRC (although the web sites of both groups have posted "mission statements"); however, when asked about his organization's mission, the head of ResComp was able to clearly state his own intentions for the IRC. He wants the organization to provide access to, and assistance with information no matter what the medium. Viewed from the ResComp angle, the guiding principle of the IRC should be, "It's all information."

In many ways, the IRC appears to fulfill this mission. Computers as well as printed books are on hand, and the library also includes magazines, videotapes, audio CDs, software and even board games. Other information media, however, particularly those of a more academic nature, seem somewhat neglected. For example, the wide array of digital resources accessible through the university library system is "present" in the form of Web browser access through the IRC's computers. These important resources, however, are not apparently emphasized or advertised anywhere in the IRC. Even such a simple step as making the library's digital resource page the home page on the IRC's browsers might make these resources more apparent to the IRC's users, many of whom are first-year students, unaware of what the university has to offer.

This under exploited potential to bring valuable research resources to the student patrons is embedded in the relationship between the dual nature of the IRC's mission (information provider and customer service), as well as in the IRC's relationship with its users. The head of RHL and the Head Librarian do not completely share the "free-

¹ It should be noted that the division of responsibilities in the higher levels of our organization is perhaps intentional, and that we were asked at the beginning of our study not to address personnel and structure issues, as other evaluation groups had already done this in the past.

flowing" cultural vision of ResComp; rather, they tend to view their culture in more structured terms. When the HL was asked about the IRC's mission, she mentioned customer service and providing the customer with what they want as being their primary goal. To the HL, the IRC is a business and should be run on business principles: in particular, the customers should be given what they want. The customer service aspect of the IRC mission, particularly emphasized by RHL affiliates, can be interpreted in such a way as to lead to greater emphasis on entertainment rather than academic resources.

This is particularly true in the library section of the IRC, where novels, board games, videos, and popular music CDs dominate the collection. The head of ResComp expressed to us his concern about student patrons' "academic" use of the IRC, which to a great extent seems limited to the use of computer equipment to type and print papers and of the physical space as a quiet place to study. The concern was confirmed when we spoke with IRC patrons, who reiterated the fact they use the space because it is a "nice, quiet place to study." About 80% of the students in Michigan's residence halls are freshman, and the head of ResComp believes that these new students do not yet understand the range of resources available to them through the university library system or the expectations for truly "scholarly" work placed on them by college professors.

If this administrator's views are accurate, the particular type of customer service orientation currently promoted in the IRC might actually be limiting the IRC's usefulness to patrons. It can be argued that customers cannot really know what they want until they understand what the options are, and if the ResComp director's assessment is correct, most of the IRC's patrons may not understand its potential for providing academic services. Students mentioned during the focus group the desire for tutoring services and writing assistance on site as ways the IRC could improve and expand its academic services. Given the variety of academic resources that could be channeled effectively through the IRC, the current state of the organization seems to fall short of its potential.

In studying the IRC, we discovered a strong organization with many assets. The people involved at all levels have a positive attitude toward the IRC and its mission. IRC personnel have strong technological skills and a positive attitude toward technology. A great deal of physical hardware and software is already available within the IRC itself. None of the people we talked to felt that the organization was short on funding. People felt that the organization was adequately staffed, and ICs report having "down time" during their work shifts, during which new programs could presumably be developed and implemented. Structures already exist for retraining employees when new skills are needed, for group meetings where organizational members can discuss ideas, and for comfortable sharing of ideas among the different power levels of the organization. These three aspects would facilitate the creation and implementation of new programs or services.

However, there are limits on the organization's capabilities. First is the size and physical setup of the organization's space, which is not ideal from the point of view of integration. Library and computing areas are at separate ends of a narrow, angled hallway, making it difficult for an IC stationed in one part of the complex to even see what is happening in

the other, let alone discuss combining the resources of both with the patrons.² Other limitations may stem from the IRC's nature as a component of the university housing system as well as the Information Technology Division. The Head Librarian is particularly affected by this circumstance; she must report to the Hall Manager, whom she believes to be out of touch with the purpose and needs of the IRC.

The most serious limitation of the organization, though, may be the ingrained attitudes or beliefs about the purposes of residence hall libraries and resident computing centers. In discussing the plans for a new IRC to be implemented in another residence hall, the ResComp director expressed concern that the same old "line in the sand" had already been drawn between library and computing services, making a fresh start toward deeper integration difficult. The differences between RHL and ResComp culture previously discussed are likely to contribute to this division. Also, the South Quad IRC is the first of its kind, and its administrators may simply be following their accustomed paths as members of RHL or ResComp. Implementation of any sort of new activities may be made difficult by the need to coordinate the goals of many different parties: RHL, ResComp, and University Housing may all have differing visions of the purpose and future of the IRC.

Despite these seemingly competing visions and the "line in the sand," the IRC is currently successful at providing many services to the students. The actual daily tasks are carried out efficiently and seem to satisfy at least some student desires and needs. In the next session, we will discuss the services provided and tasks performed by the IRC staff, from both staff and student customer perspectives.

Task Analysis

Now that we understand a little of the culture and capabilities of the IRC, we'll look at the various tasks that are performed by IRC staff members. We will consider the daily tasks of the IRC from two perspectives. The first will be the point of view of a student using the IRC to perform some of the tasks that a first-year student may be faced with in a typical school semester. In looking at the student side of the IRC, we will also see how the IRC responds to the demands of its patrons and performs their own tasks in turn. Then, we will look at the typical tasks of the IRC in day-to-day operations and what resources they use to fulfill these tasks.

Student Perspective: Academic

When using the IRC for academic purposes, students tend to think of it as a convenient and quiet place to study and use computers. One student particularly mentioned that the multi-purpose room was an excellent study location with an overall pleasing environment and quiet atmosphere. Another student said he still used the computers in the IRC, despite the fact he had his own computer in his room, as consideration to his roommate

² It should be noted that the heads of ResComp and RHL had no input into the physical layout of the space when it was being remodeled and the physical layout is unchangeable at this point, so any considerations regarding the physical layout were not considered in our recommendations to the organization.

during late hours. All the students appreciated the location and access hours of the site. Students can use the site 24 hours a day (though the IRC is not staffed by and IC during all those hours) and do not have to leave the building, which is a convenience appreciated by all students.

One of the major problems facing first year students is their approach to writing and researching a paper. Unfortunately, when students in the focus group were asked what they do to write a research paper, they said they had not yet been required to write a research paper. This was confirmed by both the RCSC and the HL. The students did mention, however, that any research they might do would be in the form of Internet searching. This raises concerns about students' levels of searching skills and the IRC's role in improving students' information literacy.

As Carol Kuhlthau (1990) states, college students nowadays need to be "information literate." Information literacy involves knowledge and skills of how to use information resources; educated attitudes toward the information search (such as persistence, attention to detail, and maintaining skepticism rather than immediately believing an information source); a realistic sense of the time and labor involved in the information search; and the ability to recognize and fulfill one's information need. One of the major goals of the IRC is to facilitate this learning and help students to achieve information literacy.

The IRC initially facilitates the learning process for students by offering computer training at the IRC. The RCSC explained that computer training is planned and taught by the RCSC and offerings include writing a good paper, basics of email, web design and networking technology. Similarly, the HL is responsible for hosting a certain number of activities each semester. She explained that she is required to teach at least one course in the IRC on accessing the university library system for research. Although the collection of reference materials physically located in the IRC library is limited, students can use the IRC as a stepping stone to researching and checking out reference materials (see Figure 2 - Checkout and Figure 3 - AFD: Checkout).

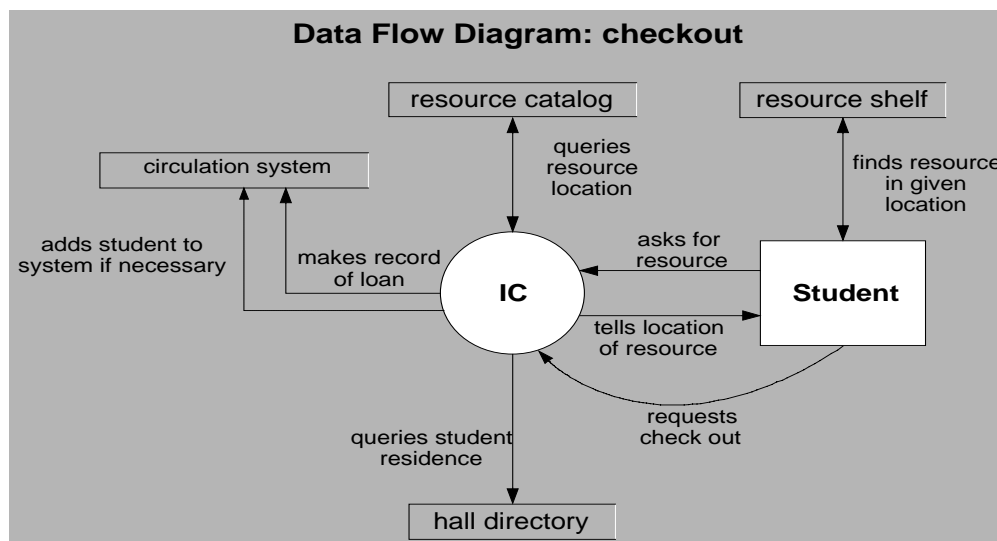


Figure 2

Activity Flow Diagram: checkout

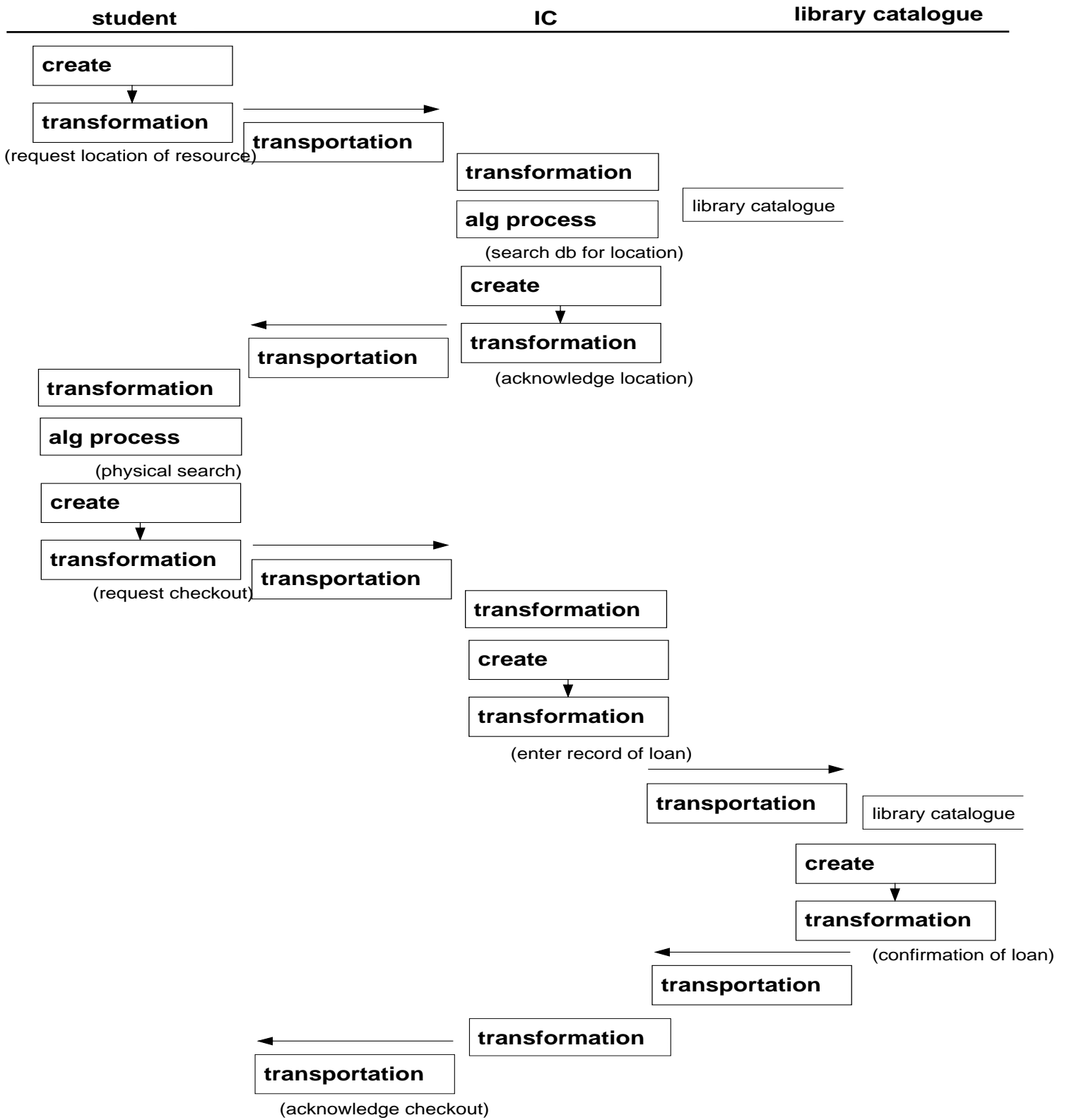


Figure 3

Student Perspective: Entertainment and Socialization

Thankfully, a student's life is not all work and no play, and the IRC offers varied resources for entertainment. Typical first year students living in a residence hall do not have access to their own transportation, and providing entertainment sources is something that the IRC staff feels is vitally important for the emotional well-being of first-year students. To facilitate the use of the IRC for entertainment and relaxation, the IRC has in its collection a wide-range of music CD's, popular magazines, and board and PC games, all of which are available for checkout. The checkout process, as described in Figure 2, makes sure that students are responsible for the items they check out. This allows all students to have a fair and equal opportunity to borrow and utilize the resources available in the IRC. A system of fines for returning a resource late encourages students to be timely and prompt in returning items (see picture).



The IRC not only provides resources for entertainment, but also a physical place where students can socialize, meet other students and work collaboratively. In interviews, the RCSC stated that many students come to the IRC to compete against each other in multi-player PC games such as Quake or to just hang out and see which friends are around. The students in the focus group liked the fact that the atmosphere of the IRC was very informal and several considered it "an extension of their room." This is a wonderful opportunity and place where students who are new to the University can meet and greet each other in an environment that does not have the serious nature of the undergraduate or graduate library, where such socializing is frowned upon or not highly tolerated.

The IRC, through the direction of the HL, is also required to conduct at least one workshop per semester that is strictly for entertainment and socialization purposes. This is in addition to the educational and multicultural workshops, also presented once per semester and organized and sponsored by the HL on behalf of the IRC and Residence Education programs. These workshops have been widely varied according to the Head Librarian. Some examples of past workshops include a cooking decorating/greeting card making session where students decorated their own greeting cards and cookies for various occasions (see picture).



(Attendance at these workshops is currently lower than would be ideal, but through our focus group we learned that low attendance is due to lack of student awareness rather than to the nature of the workshops themselves; this will be further discussed later in the paper.) Although these workshops may sound like a simple approach to socialization, it does provide an opportunity for students at a large university to interact with other students from a wide array of cultures and backgrounds.

A complete report of the findings of our student focus group can be found in Appendix C.

Information Consultant Perspective: Daily Procedures

Two of the major tasks in the day of an IRC staff member involve the opening and closing procedures (see Appendices D and E). These are documented in the IRC procedure manual. Opening duties may include receiving e-mail, postal mail and packages (see Figure 4); cataloging and otherwise processing new library items (see Figure 5); and preparing computer workstations and printers for daily use. Closing duties include physically securing the circulation area (the IRC remains open at all hours; only the circulation desk is closed during non-staffed hours) and recording any unusual occurrences in the employee logbook.

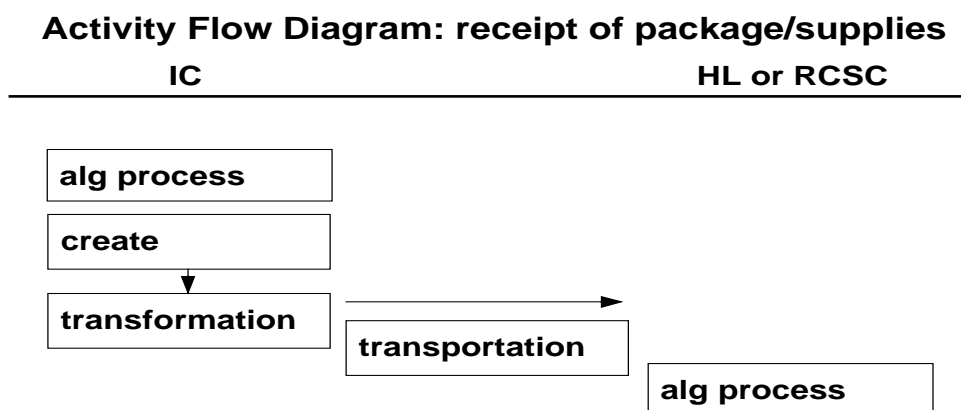


Figure 4

Activity Flow Diagram: catalogue newspaper/magazines

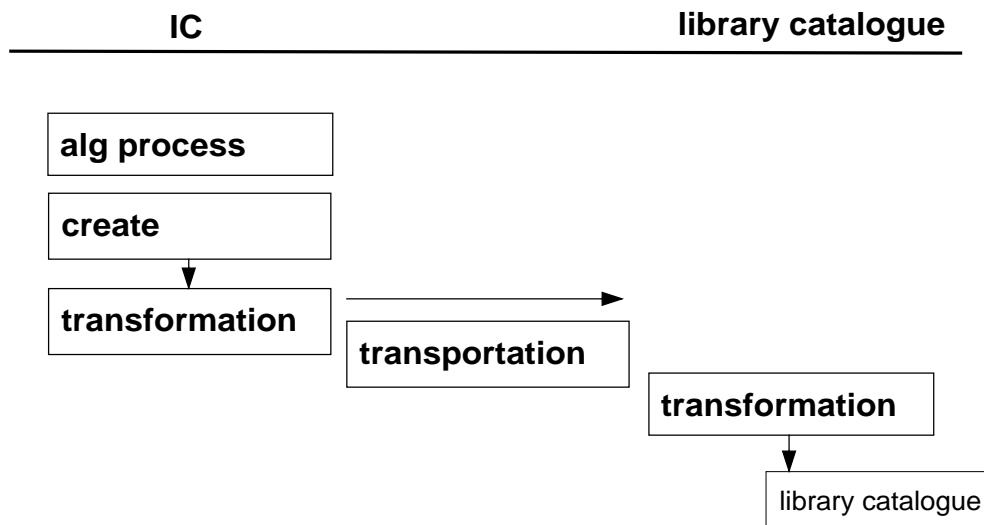


Figure 5

Another of the major tasks that the IRC accomplishes day to day is the circulation and maintenance of all their resources. IRC staff members are given a manual that details the circulation process. Students have the ability to check out almost any resource that is available in the IRC whether that is a book, music CD, a PC game or even a board game. Circulation-related tasks include checking out items to students, examining and annotating the condition of checked-out and returned items, processing returned items, and maintaining a patron database indicating which items each patron has checked out. The process of checking out an item is explicitly detailed in Figure 3.

Ongoing Tasks: Collection Development

An additional task of the IRC is the effort to find and purchase new resources in order to keep abreast of the latest trends in software, magazines and entertainment. It is the desire of the IRC to be proactive in the services and resources they offer. As Morgan (1999) suggests, "borrowing behaviors could be mapped to other services across the campus. Particular subject headings, author names, or call number ranges could be used to draw a patron's attention to upcoming seminars, training opportunities, lectures and cultural events." "Similarly, if patrons were to complete profiles representing their interests, then these interests could be translated into subject headings, author names, or call number ranges. (Morgan, 1999, pg. 34)". Sharon M. LaRosa, the librarian at Dolby Laboratories, said she felt it is her "responsibility to find out what information people need, and to see that they get it. . . . Every conversation [with a customer] is an opportunity to learn about the current projects he or she is working on" (LaRosa 1).

Although the IRC does not currently have a tracking system to interpret what resources the students are using and checking out the most, the awareness of IRC staff members

helps to keep a collective knowledge of what is coming and going from the IRC. The Information Consultants in the IRC can likewise view every encounter they have with students in the IRC and outside as an opportunity to find out what information students need currently or will need in the future. Passing on this information to the RCSC and HL, the RCSC and HL can make decisions on what future products and resources to keep, in addition to which products and services are underutilized.

Many issues came up during the discussions of the culture, capabilities, and tasks of the IRC. These issues, as well as those voiced by our target group, were the starting point for considering what things need fixing, where improvements can be made, and especially what solutions will be most feasible and most effective in improving the overall services of the South Quad IRC.

Solutions and Recommendations

Solutions were discussed in a client meeting with the ResComp Director and Residence Hall Libraries Program Coordinator (hereafter referred to as IRC Coordinators). This was structured as a brain-storming session building from our observations from site visits, interviews, and the report of the focus group conducted with undergraduate residents of the South Quad Residence Hall who are also patrons of the IRC. Findings from the focus group were presented along with recommendations from our group, which stimulated a free discussion of ideas. This section builds on the ideas discussed and developed with our clients. Our target group's contributions and criticisms are also reflected here. In addition to the recommendations developed by our group and the suggestions of our client, we examined best practices of organizations similar to the IRC.

The solutions and recommendations presented here reflect three aspects of the IRC's mission – its educational, leisure services, and computing services mission. The solutions and recommendations presented can be divided into three categories:

1. Academic Co-curricular Enhancements
2. Publicity and Communication
3. Additional Services

Each of these three areas will be discussed in greater detail below.

Academic Co-Curricular Enhancements

It is perhaps questionable to assume that the IRC should be deeply involved in the educational mission of the University of Michigan as a whole. However, a portion of University Housing's mission is to enhance the educational environment for the students: "The mission of University Housing is to create and sustain diverse learning-centered residential communities that further the goals of the University. Through partnerships with others we provide quality programs, services, and facilities for those we serve in a caring, responsible, and cost-effective manner" (<http://www.housing.umich.edu/general/mission.html>).

Indeed, the university should take every chance it is given to improve the quality of education of its students. Certainly an information resources center is one such prime opportunity to present to the student as many research, educational, and academic resources as possible. This is particularly important for new students who are unfamiliar with an academic environment. This uncertainty on the students' part and the need on the university's part to expose students to information resources led us to recommend that the IRC offer an on-line librarian referral system.

An on-line librarian referral system would allow students to contact university reference librarians from the IRC. The focus group conducted with IRC users revealed that students are reluctant to explore the university library, and even avoid using the library, preferring to conduct research via a simple Internet search engine. The students suggested that they would be more likely to use the library if they could make the first step into the larger library arena from within the IRC. The students themselves suggested facilitating this introduction to the academic library by having an IC contact a reference librarian at the Shapiro Library, forward the query to the librarian, and then direct the student, using a printed map, where to meet the librarian. Once in the library, the student then has the name of a person who is familiar with the work the student is pursuing and can further aid the student in their inquiry.

When we proposed this system to the client, they responded positively by telling us they had attempted to provide just such a service. They had implemented a video conferencing system that was prototyped in residence hall libraries. Reportedly this system was popular with a few dedicated users but failed to achieve wide spread use. The Head of RHL felt that students who used the system were already pro-active and the students they were trying to reach, those intimidated by the academic library, were just as reluctant to use the video conferencing system. Though the first attempt was considered a failure, we believe it would be worthwhile to revisit this pilot in light of the potential for benefit. It is possible that the original concept was good and could succeed with some adjustments. For example, rather than getting as involved as video conferencing, perhaps a simple phone call would suffice. Even something as simple as providing the South Quad residents with a map of the Shapiro Library with the approximate location where the student needs to go would be helpful and used frequently. We suggested to our clients that this be an issue for further study.

Another solution that furthers the IRC's efforts to be an educational resource would be increased educational programs. These programs could be directly or indirectly in support of academic goals. When asked, "How do you think the IRC could better help you with your academic work?" students asked for on-site tutors. The IRC Coordinators explained to us, when we told them of this student suggestion, that other residence halls currently have tutors on-site, though these tend to be in areas where there is a high concentration of student residents of one discipline. Students in the focus group believed that tutors in certain subject areas, specifically chemistry and calculus, would be helpful and heavily used. The students also suggested that tutors be available at varying hours

and that students be free to schedule appointments with tutors at times convenient to the individual student.

Upon presenting this suggestion to the IRC coordinators, discussion was raised about possible ways to facilitate such scheduling. The director of ResComp commented that such a scheduling service could be modeled upon the scheduling database currently used by ResComp to schedule appointments for technical service calls within the residence halls. The ResComp technicians, students themselves, enter their availability schedule into a database, which is then accessed by students who need to schedule an appointment with a technician for service. This system allows the students to sign up for an appointment at the most convenient time for them, and technicians are often available at "odd hours," such as 10:00PM-12:00AM. A similar system would be ideal for students to sign up for appointments with tutors in the IRC.

A similar suggestion, also mentioned by students during the focus group, was to have a writing tutor available on-site to proofread student papers. Though the students we spoke to had yet to be required to write a research paper, they do write response papers, and mentioned that writing advice would be helpful. We mentioned this to the IRC Coordinators and they seemed supportive of the idea. As the IRC Coordinators offered, the IC's generally know when tests and big assignments are due in the most popular classes. It may be possible to secure upper-class students as tutors and writing advisors during these peak times of need. Either the multipurpose room or the computer training room of the IRC could be used to hold tutoring sessions. We strongly suggested that the idea of writing tutors be pursued.

These same types of academic services are being offered in organizations at other universities, similar to the IRC. The Academic Resources and Computers in Housing program (ARCH) at the University of Wisconsin points to its Writing Center collaboration as one of its most successful co-curricular programs (<http://arch.housing.wisc.edu/arch/>). The Writing Center is a university-wide program to improve the writing skills of all students, not just residence hall students. ARCH hosts the program in its residence hall computing centers, providing space for the tutor and students to work and access to computing resources. The Writing Center provides the tutor, and the program is placed where resident students are likely to frequent and likely to use as a production center for their papers.

The University of Wisconsin ARCH program highlights a critical success factor for co-curricular initiatives. It is more likely that the IRC can successfully launch co-curricular programs if it works with the academic divisions of the university. Currently, University Housing offers the Academic Peer Advisor Program (APA) in which graduate students offer academic advising in the residence halls. The IRC happens to house the offices for the APA in South Quad. This program is a joint venture with the College of Literature, Science and the Arts (LS&A). In this case the program coordinator from LS&A administers the program with the assistance of the Residence Education of University Housing. This is a best practice because it brings together the expertise of academic disciplines and student residence life to meet the needs of the residence hall student.

The University of Pennsylvania recognizes another critical success factor in delivering co-curricular services – the necessity for a mixed format delivery. Their programs combine “face-to-face” teaching with on-line information (O’Donnell 1998). Their programs address the needs of having the program visible, flexible, and human because of the human interaction and the critical need of having the information accessible exactly when the students needs it.

“In the past two years, we have built up our residents’ on-line access to academic advising in specific courses and disciplines, such as math and writing. Further, many of our houses now have "library advisers," undergraduates who know a bit more than average about how to use library resources -- in particular, the welter of on-line data bases. The student advisers work with professional librarians to link other residents to the help they need; they also organize on-line and face-to-face programs to introduce students to research tools in a more disciplined way. These academic services are just as available at 2 am as at 2pm - and are often far more urgently needed at 2am."

The IRC program coordinators recognize the need for such programs and services and offer courses on par with the best in its class. For example, the course offering “World Domination and Better Papers Through Superior Word Processing" (ResComp Networking Guide, 1999). In addition, the Information Consultants are prepared to offer more individualized consulting on computing and library issues. However, these services are not as fully utilized as they could be. The IRC Coordinators told us class attendance at these workshops is often poor. Furthermore, the IC’s are underutilized by students as resources for help in conducting research, providing resource suggestions, and answering questions about the University libraries. The ICs are viewed by student users of the IRC as technical support for printer problems or checkout clerks, rather than computing consultants or library service providers

Publicity and Communication

Although the IRC currently offers an e-mail training course, in addition to courses on writing papers and library orientation, the students interviewed in the focus group asked for these very same classes. We explained to students that according to our interviews with IRC Coordinators, these workshops are offered at least once per semester, yet the students did not recall knowing that the classes were offered. Classes and programs are publicized in a variety of forums including student orientation materials, , the ResComp web site, and posters hung on the IRC and residence hall bulletin boards. There appears to be a gap between the delivery and receipt of information. A problem certainly exists with retention of this information.

The library profession has had this kind of publicity and communication problem for a long time. The University of Michigan Hatcher Graduate Library contains several dozen books on this specific library issue of awareness and publicity. Options range from

scholarly marketing analyses such as “The Marketing of Library and Information Services” (Cronin, 1981) to how-to guides such as “68 Great Ideas: The Library Awareness Handbook” (Barber, 1982). The former work contains an article entitled “Marketing Online Services in the University,” in which Ferguson writes, “Marketing represents an organized way of offering online services that includes user interests, databases, communication methods, imaginative design of services and products and feedback that improves what you are doing.” This could well be a guiding principle for IRC service development.

There are many things the IRC is doing well. The IRC offers excellent services to students in the form of educational and social workshops, provides trained Information Consultants who can offer real help to the student attempting to access information resources, and offers a comfortable site where students like to come. The students certainly do use the site: they physically come to the IRC, though they do not currently come to take advantage of its educational offerings. If the IRC wants to achieve a higher level of effectiveness in student/user education then it must take on the challenge of marketing to the students, as well as product development. Good ideas require careful planning and analysis to ensure the most effective approach is taken and the service or program is successful. The IRC needs to develop a working plan with its users to determine their needs, receive evaluation of programs, and to engage the students in program development. Not only will this give good ideas a better chance at success but it will also give the students users ownership of the IRC, truly making it part of their academic environment.

Addressing the issue of communication seems to be a vital first step for the IRC. Students seemed genuinely interested in the offerings of the IRC but unaware of their existence. Certainly other issues may be involved in the low attendance at the programs such as inappropriate timing of the workshops, students overly reporting their intention to attend programs, or even misjudgment of student needs, though this does not seem to be a problem for the IRC.³ A starting point to improve student awareness of programs, however, is to consider the simplest solution first, which means considering how well the services are publicized.

Barber’s work, a publication of the American Library Association, is a compilation of submissions from public libraries around the country describing special marketing programs. Many of these involve novel, but simple ways to get the public’s attention. Similar ideas that may be appropriate for the IRC environment include “Name the IRC Contest” and “Nightly Theme Song.” The most surprising finding from our focus group was that none of the students knew what the ‘IRC’ was, making it unsurprising that previous advertising about programs at the ‘IRC’ hadn’t reached the students! (We believe that our focus group directly benefited the students of South Quad in that these particular students now know what the mysterious IRC is, and may tell their friends.)

³ In our meetings with the IRC directors, we received affirmation that students are in need of “just-in-time” services and thus do not often respond to or attend workshops and events, unless they occur immediately before the student needs to write a paper or do a library assignment.

Students currently refer to the IRC as “the 9th floor” or just “upstairs”. This could be turned into a marketing advantage by sponsoring a contest to rename the IRC and thus increase awareness within the resident population in general.

Another advertising scheme could be a Nightly Theme Song. A member of our evaluation team noted that the library at her undergraduate institution announced closing time by playing the *Hawaii 5-0* theme song over the library’s loud speakers. This actually became somewhat of a trademark for the library and students passed the tradition on to new students, telling them their academic experience was not complete until they had stayed at the library until closing to hear the *Hawaii 5-0* theme song. Though this seems to be a frivolous and unnecessary recommendation, we considered it because it could be a “contact point,” as Barber discussed for the residents. It may increase awareness and give students an even greater feeling that the site is relaxed and accessible to them. This may, in turn, increase students’ willingness to use the services and make suggestions about improving the IRC.

A more straightforward, and perhaps fruitful, advertising idea includes increasing awareness of IRC offerings by using a TV channel (ResNet) currently maintained by ResComp. This TV channel is now used only to show the status of the residence hall computing network, noting where certain systems are down and why (See Figure 6 for image of existing ResNet TV display). The director of ResComp informed us that since the TV channel has been implemented, ResComp has noted a significant decrease in the number of phone calls received to report computer problems, as students now tune in to the channel to see if the network is experiencing problems and if the problems are directly related to their residence hall. This system of communication is effective for ResComp and the decrease in phone calls is proof that students do indeed check this channel at least periodically for ResComp communications.

According to the ResComp director, students also “watch” the ResComp channel because the channel uses WCBN, the University student radio station, as its background sound feed. Due to poor radio reception in the residence halls, many students use the ResComp channel as their sole means for tuning in WCBN. As many students are already accustomed to checking the ResComp channel, or even having it tuned in to hear WCBN, the channel could be a very useful publicity and communication tool for not only ResComp, but the IRC and residence hall libraries in general. The ResComp Director agrees that the TV channel is under exploited and is a good communication vehicle. The design of the visual display could be similar to those seen on cable news channels such as MSNBC, with the viewable area of the screen divided into sections with different text and news in each section. A “tickertape” style banner could also be used to advertise events or services in the residence hall libraries and computing sites, including the IRC. The visual display of the TV station could be used to advertise programs and services, a potential which was noted by the Director of ResComp in our meeting to address possible solutions. The audio could be periodically interrupted to call attention to the visual display, to make brief announcements about offerings, or to direct students to the IRC’s web site with more complete information on offerings.

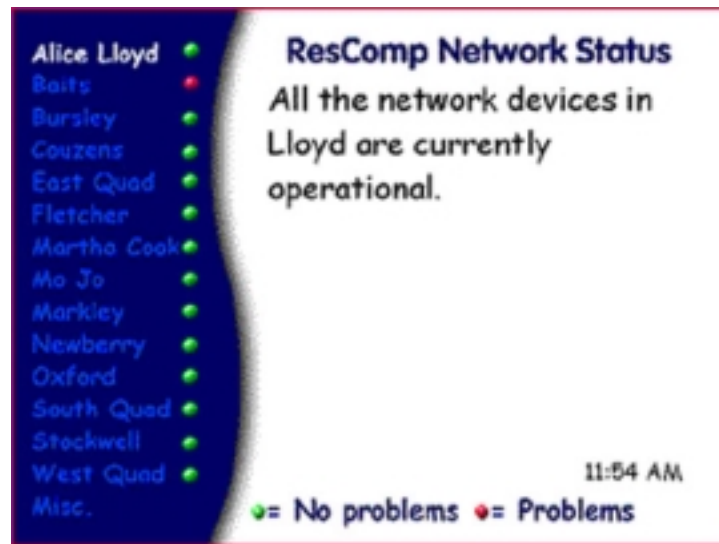


Figure 6

Another suggestion we thought beneficial, but which was met with some objection from the IRC coordinators, was the idea to use e-mail to inform students of services offered in the IRC. If we could couple this awareness with an academic calendar, which notes upcoming academic events such as major papers or mid-terms (which could be posted by faculty or the students themselves), then this would complete the “just-in-time” concept of providing information and services when it is needed. The reason for objection to this recommendation is that University of Michigan has an e-mail policy, which attempts to protect students from e-mail solicitations. It is unclear at this point how the policy applies to co-curricular academic offerings. At the suggestion of one of our group members and at the request of the ResComp organization, the Housing Department is initiating a review of e-mail policy in the residence halls. It would also be appropriate to contact the University’s Office of Policy Development and Education. In the meantime, we suggested providing students with the option to subscribe to an e-mail list which would notify them of services and up-coming workshops and events at the IRC.⁴

Additional or Improved Services

Several years of program development from both the Residence Hall Library program and ResComp program have produced valuable services within the IRC and students are generally very pleased with the IRC. There are some small suggestions, however, which

⁴ The Coordinator of Residence Hall Libraries noted that in other residence hall libraries, borrower registration forms, required of all library users, give students the choice to be notified by e-mail of programs and events offered in the residence hall library.

students made during the focus group and which could be implemented immediately with little further investigation or planning. One such idea is to have a suggestion box prominently placed in the IRC, so that suggestions can be made to the IRC staff without a formal suggestion-gathering event. Currently, ICs accept suggestions directly from the students in a fairly informal fashion, though they have careful guidelines to follow to make sure the suggestions get passed throughout the organization and particularly to the RCSC and HL. The students we spoke with, however, did not know that this was the procedure for making suggestions, and thus this method is ineffective for less pro-active students. Another student suggestion was to provide a drop box, where borrowed library materials could be returned. The focus group participants cited that it was not always convenient to return materials when an IC is on duty, and that the \$10 fine for materials returned by “slipping them through the gate” during non-staffed hours is too excessive for undergraduate students. A simple, secure drop box could easily resolve this situation.

Perhaps the most useful enhancement that the IRC could develop on its own, with minimal effort, is the development of a home page for the IRC that could serve as the default login screen for the IRC computers. This page and attached links could be a great tool for making students aware of the information resources available within the IRC and improve awareness of educational workshops and services. The web site could highlight current and upcoming events, promote workshops, and detail new library materials. More ambitiously, the site could feature a tutorial for using e-mail, step by step guidance for writing a term paper and guidance for using the library reference services. We examined just such a web page at Stanford University and decided the same basic idea could easily be adapted and applied within the IRC. It would be a simple and very prominent means of improving students awareness of all the excellent services the IRC offers. (See Appendix F – Prototype IRC Home Page)

All the recommendations we have noted here were discussed in detail with the Director of Residence Computing and the Coordinator of Residence Hall Libraries. We realize that any solution we suggest needs to be something that would work within the culture and organization of the IRC. The solutions we gave particular attention to are those we believe to have the greatest power to improve the IRC.

Conclusion

The South Quad Information Resource Center provides a wealth of opportunities for us to examine in a real life situation the information issues we discuss regularly in our classes at the School of Information. The idea behind the IRC is a very good one, and the implementation thus far has been fairly successful. The culture created by merging the two clashing cultures, library versus computing, has served both to promote and resist change.

The culture is conducive to change because the organization is still new and the management realizes there are issues still to be resolved and services to be refined. Likewise, the free flow of information vertically and horizontally through the organization lends itself comfortably to the implementation of new ideas. The merging

cultures, however, also resist change because there is a line in the sand; the two take different approaches to the same problems and have separate ideas of what the organization is all about.

As we recognized this complicated culture and moved on to examine what tasks they actually perform, we discovered competent Information Consultants who can perform each side's duties equally well, and this makes the IRC successful. One step up, we discovered a Resident Computer Systems Consultant and Hall Librarian who work well together to hire, train, and supervise their undergraduate staff, as well as plan and conduct workshops for their staff and for the residents.

Within this already well-conceived organization, we could only make small recommendations. However, it is these small recommendations that we believe can make significant improvements to an already great information resource center. There is certainly room to expand the educational services already provided to include on-site tutors and a writing consultant. This would require only minimal coordination with existing support groups on campus and the benefits to students would be immense.

Other issues we addressed were directed at improving awareness of all the services offered by the IRC. This awareness would necessarily apply to future services we hope the IRC will implement. Expanding the utilization of the ResComp TV, providing an e-mail notification to subscribing students, and implementing an IRC web site as the log-in default are aimed at increasing student awareness of IRC services. Asking for student participation in naming the IRC and choosing a nightly closing theme song would add to these efforts to increase awareness by increasing the number of contact points students have with the IRC. All these efforts we believe would give the students more possession of the site, and make them generally more aware of all the services they can access within the IRC to improve their academic education.

It has been a pleasure to study the IRC and realize how real life issues complicate ideas that work seamlessly on paper. The services currently provided by the IRC are excellent and the efforts are certainly in the right place, with a focus on improving the overall access students have to information resources. The IRC is certainly a well-organized and well-managed facility and will be enhanced by an investment of time and energy in the task of improving services. Through analyzing the solutions we suggest here, we hope the IRC sees the potential benefits in the thing we have recommended. Our recommendations can help the IRC in meeting their mission of providing informational and computing resources to the students of the South Quad Residence Hall, thereby enhancing the students' quality of education at the University of Michigan.

References

- Barber, P. (Ed.) (1982) *68 great ideas: The library awareness handbook*. Chicago: American Library Association.
- Cronin, B (Ed.) (1981) *The marketing of library and information services*. London: Aslib.
- Ferguson, D. (1997). Marketing online services in the University. *Online*, 1(3), 15-23.
- Kuhlthau, C.C. (1990). Information skills for an information society: A review of research. *Information Reports and Bibliographies*, 19(3), 12-26.
- Larabee, J.F., & Lorber, C.I. (1994). Electronic resources: Level of awareness and usage in a university library. *CD-ROM Professional*, 7, 137-142.
- LaRosa, S. M. (1992). The value of pro-active marketing. *Marketing Library Services*, 6(1).
- Morgan, E.L. (1999). Possibilities for proactive library services. *Computers in Libraries*, 19(4), 34.
- O'Donnell, J. J. (1998, February 13). Tools for teaching: Personal encounters in cyberspace. *The Chronicle of Higher Education*, p. B7.
- University of Michigan South Quad Information Resource Center (1998). Closing procedures checklist. In University of Michigan South Quad Information Resource Center, *South Quad IRC procedures notebook*. Ann Arbor: South Quad Information Resource Center.
- University of Michigan South Quad Information Resource Center (1998). Opening procedures checklist. In University of Michigan South Quad Information Resource Center, *South Quad IRC Procedures Notebook*. Ann Arbor: South Quad Information Resource Center.
- University of Michigan University Housing (1999). University Housing Mission Statement. In University of Michigan University Housing Web Site. <http://www.housing.umich.edu/general/mission.html>
- University of Virginia Library (1999). Robertson Media Center. In University of Virginia Library Web Site. Charlottesville: University of Virginia. <http://www.lib.virginia.edu/clemons/RMC/>
- University of Wisconsin Academic Resources and Computers n Housing (1999). ARCH info. In University of Wisconsin Academic Resources and Computers in Houseing Web Site. Madison: University of Wisconsin. <http://arch.housing.wisc.edu/arch/>

Vander Meer, P. F.; Poole, H.; & Van Valey, T (1997). Are library users also computer users? A survey of faculty and implications for services. *The Public-Access Computer Systems Review*, 8(1), 6-31. <http://info.lib.uh.edu/pr/v8/n1/vand8n1.html>

Appendix A

**ResComp Mission and Vision Statements as posted on the ResComp
Web Site**

(<http://rescomp.umich.edu/about.us/about.html>)

Appendix B

Residence Hall Libraries (RHL) Mission Statement as posted on the RHL Web Site

(<http://www.rhl.housing.umich.edu/rhlmission.html>)

Appendix C Focus Group Summary

What follows each question is a summary of the student responses.

What types of things do you do in the IRC?

Students typically use the IRC to study. The IRC has many tables and couches available for students to do their homework. There also is a multi-purpose room that provides a space for group work and/or individuals with a quiet place to study. The IRC houses computers that students use for writing papers, searching the Internet, and email. The collections of CDs and videos are also popular with students. The actual library portion of the IRC probably sees the least amount of student use. One student made the comment that he, "once read a newspaper in there." The other students occasionally checked books out from the library.

What is your favorite IRC feature/service?

One student favored the multi-purpose room. He stated that he not only liked the room, but the tables, the view, and the quiet study environment that the room provided. He said that groups sometimes come in while he's working, but that typically doesn't bother him.

Another student said that his favorite feature/service of the IRC was the computers. This student did not have his own computer and found the IRC convenient for typing papers, searching the Internet, and using email. Even other students, who had their own computers, still used the IRC computers. If, for any reason they didn't want to bother their roommates, they liked the fact that there were computers available in the building for their use.

All the students liked the fact that the IRC was in the same building and that they could access the space at all hours of the day. The re-iterated the fact that it was a nice, quiet space to study.

How do you think the IRC could better help you with your academic work?

All of the students chimed in about wanting tutors (of various subjects) available in the IRC. However, one student suggested that the tutor would probably not be utilized as much as all the students were suggesting, but he still thought that it might be a good idea.

When one student suggested a writing tutor or someone to offer paper advice (proofing), everyone chimed in positively. They said that it would be nice if this service could be offered late at night as well.

What do you currently do when writing a research paper? What resources do you use?

Most of the students said that they hadn't had to write a research paper yet. Most of the papers they had written so far had been reaction papers to readings/materials provided in course packs or in textbooks. They did not see the need to consult outside sources for information.

Even if they did do any research, it was mostly in the form of Internet searching (Yahoo!, Lycos, AltaVista, etc...) Only one of the students (the sophomore) seemed comfortable using MIRLYN for finding information.

It was at this point that many students pointed out that they hadn't even been to any of the University Libraries yet. Most of them seemed hesitant to visit the library because of the daunting size and confusion as to where and how they might actually find useful information.

In suggesting the idea that the IRC could hold a workshop on using the library, most students responding with the thought that nobody would attend the workshop. The one sophomore in the group stated that he had already done that sort of thing in a class.

Do you think IRC is a unique offering? Does the IRC offer something that the University Libraries do not?

Most students commented about the environment that the IRC offers. They all like the nice, comfortable couches. Several students commented on the comfortable computer chairs. They all liked the fact the IRC, typically, was a quiet place perfect for studying. Most importantly, it seemed, they all liked the fact that the atmosphere of the IRC was very informal. Many students felt like the IRC was just an extension of their own room.

They also mentioned that they liked the fact that the ICs were their own age. However, it seemed that it only added to the informal atmosphere of the IRC, and did not make the ICs more approachable if a question arose. Only two of the students talked about interacting with any of the ICs. One student's experience was very positive, saying that his question was answered promptly. The other student, however, had a less than positive experience. The student felt that the IC was getting annoyed at the questions being asked.

Do you view the IRC as a true integrated resource center?

All the students agreed with the idea that the IRC was truly an integrated resource center. However, it seemed that most of them thought that the two aspects being integrated were the study space and the computer lab. They like the fact that they could study for a bit, then take a break by using the computers for email or the Internet. One student even said that she couldn't imagine them not being in one space. I don't think that they thought of the IRC as a good place to find information for research (unless it was primarily web based research).

One student commented that he didn't expect the library offerings in the IRC to even begin to compare to that of the University Libraries.

How could the IRC help with research and library needs?

-assistance from ICs in doing research at Shapiro and Hatcher.

-One participant suggested a system in the IRC by which students doing research at the IRC on MIRLYN could approach an IC, who would act as a mediator between the researching student and the library, i.e. a "call ahead" system in which someone could meet them at the library and help them find the item they located via MIRLYN, or have that item waiting for them at the circulation desk. The students expressed intimidation about the University libraries and would like to have assistance in locating items.

-assistance with MIRLYN and electronic library resources.

-Participants said posting a step-by-step "how to search MIRLYN" poster or flyer in the IRC would help. Also suggested passing out a one-page document of the same content at orientation, first week of classes.

-workshops generally seemed to be met with negative reaction--feeling of participants is that people wouldn't attend, but would appreciate quick reference help such as the guide described above.

-participants liked the idea of having some sort of web site that explains MIRLYN, links to it, etc.

Are there any other changes you'd like to see in the IRC?

A couple students said that they did not know the hours of the IC desk. (unfortunately, at this time, one student pointed out that there was a sign right on the desk...)

All the students suggested two types of drop boxes:

1. a drop box for CDs, videos, and books
2. and a drop box for anonymous suggestions/comments

A couple students suggested that the IRC needed to diversify their video and CD collections. They felt that they didn't have any voice in saying exactly what pieces went into either collection.

One student suggested a two-day video rental option. Being a film student, this person needed extra time to write a critique of the movies they rented.

In regards to the copy machine(s) currently available, they all wanted a coin-operable machine instead of the current MCard Cash Chip Only machine.

What's good?

Our participants seemed to be quite pleased with the IRC. They think, for the most part, that the staff is helpful, they like the comfort, quiet and convenience.

Other miscellaneous, but interesting, comments/findings. . .

Interestingly enough, all of the students did not have a clear idea of what IRC stood for. Many of them referred to the IRC simply as "the ninth floor" or "upstairs."

Something else we gathered was the fact that participants did not know about the workshops/training/social events offered by the IRC. They all seemed interested when we told them about the e-mail, web site workshops offered by Tony and the Card Decorating offered by Karen, but none of them had known about the workshops/events. They also suggested that such workshops should be offered in multiple sessions, at different times to accommodate different schedules.

Frequency of use of the IRC amongst our participants varied from 3 times this semester to every day, with most saying they use the IRC frequently (multiple times/week).

Appendix D

OPENING PROCEDURES CHECKLIST

NAME _____ DATE _____

- _____ Pick up library key and mail at front desk.
 - _____ Open library door and turn on lights.
 - _____ Read all log notices and computer messages since previous shift, initial necessary items and write answers to questions if applicable.
 - _____ Advance date due stamps.
 - _____ Separate mail. Leave head librarian's mail in folder. E-mail if any packages or important stuff. Stamp newspapers and magazines and catalog them in on the computer check-in file. Recycle old newspapers, and put all magazines and newspapers on their proper shelves. Put any information or library magazines in the Head Librarian's folder and send e-mail informing they arrived.
 - _____ Make sure all overdue notices from previous day have been emailed.
 - _____ Begin working on assignments left for you by Head Librarian.
-

THINGS THAT SHOULD BE DONE EACH SHIFT

1. Straighten the library – pick up papers, other trash, push in chairs, etc.
2. Shelve all returned materials. Unless you are extraordinarily busy you should never leave items that were returned on your shift for the next person to shelve or check-in.
3. Complete any assignments the HL has left you. If you can't finish either leave a note in the log telling how far you have gotten, or ask the next IC if s/he can finish the assignment (if it is something easy/routine.)
4. Place an entry in the log book, remembering to comment and respond to all items as appropriate. Remember to read back from the last time you worked.

Appendix E

Closing Procedures Checklist

Name: _____ Date: _____

- ___ Announce that the Library will be closing 15 minutes before closing time
- ___ Email out Fine notices
- ___ Make sure all returned items are checked in and shelved
- ___ Advance date stamps (but not to a Saturday)
- ___ Clean up desk area
- ___ Pick up trash and loose paper around the library
- ___ Straighten books, magazines, browser packs and chairs
- ___ Balance cash box (\$10.00) If there is more than \$10.00 in the cash box, leave a note for the Head Librarian in log book
- ___ Record your entry in the Log Book
- ___ Write down hours worked on the timesheet
- ___ Check that everyone is out of the reading room, that the lights are off, and the door is locked
- ___ Turn off all lights and lock library door
- ___ Return red Key bag to the front desk through the door slot

Appendix F

Prototype South Quad IRC Default LoginWeb Site

