REPRESENTATIVE DOCUMENTS

User Experience Planning and Organization

SHARPENING OUR VISION
Duke University Libraries Strategic Plan (2010-2012)

1

Improve the User Experience

1.1 Frame a systematic process for collecting and sharing information about the ways library users work.

1.2 Use a better understanding of user communities to create extensive and deep collaboration with users at earlier stages of their research and teaching.

1.3 Institutionalize innovation by employing results from user assessments to improve procedures and services quickly.

1.4 Present library programs and services in ways that help users understand the connections to their needs.

2

Provide Digital Content, Tools, & Services

2.1 Increase the Libraries' capacity to create, acquire, and manage digital scholarly content in an increasingly diverse range of formats.

2.2 Facilitate easy, convenient discovery and use of relevant scholarly information.

2.3 Create and refine services to support the use of digital tools and digital content.

2.4 Provide opportunities for staff to become technologically skilled and adaptable.

3

Develop New Research & Teaching Partnerships

3.1 Encourage interaction of Libraries staff with all groups of users, with non-library groups at Duke, with other libraries and with additional organizations to identify opportunities for new collaborations.

3.2 Be an active partner in the development of infrastructure that supports new types of research and publishing.

3.3 Expand Libraries partnerships that serve groups of constituents, such as Duke Engage, services for students studying abroad, and curriculum revision teams.

3.4 Develop a flexible organizational structure and encourage cross-department work.

4

Support University Priorities

4.1 Develop a broad understanding across the Libraries of University priorities.

4.2 Address emerging University priorities in library planning and assessment activities.

4.3 Connect the Libraries with University priorities in our external communications.

5

Enhance Library Spaces

5.1 Complete the Perkins Project, a way of continuing to adapt Libraries spaces to user needs.

5.2 Regularly assess space usage in all Libraries locations and align space planning with evolving user needs.

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Duke Libraries > About Us > Strategic Plan > 2010 - 2012

Improving the User Experience

Understand library users' research and library experiences and use that information to shape collections, spaces, and services.

Activities	Goals	

Strategic Plan 2010-2012

Overview

Strategic Directions

Improve the User Experience

Provide Digital Content, Tools & Services
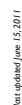
Develop New Research & Teaching Partnerships

Support University Priorities

Enhance Library Spaces

PDF, entire plan
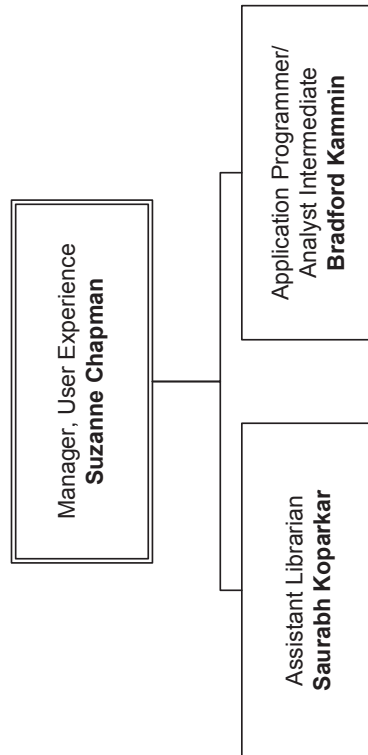[23 pages, 76kb]

PDF, 1 pg summary
[1 page, 261kb]

Previous Strategic Plan
(2006-2010)

1.1 Frame a systematic process for collecting and sharing information about the ways library users work.

- Identify a core team of Libraries staff to guide assessment activities and to design instruments to capture how diverse communities use resources, services, space, the library website and library programs.
- Create a central archive for user data.

1.2 Use a better understanding of user communities to create extensive and deep collaboration with users at earlier stages of their research and teaching.

- Participate in LibQual+ Lite
- Create a mechanism for exploring discovery interfaces and other user-centered tools.

1.3 Institutionalize innovation by employing results from user assessments to improve procedures and services quickly.

- Experiment with more user-driven collection strategies.
- Develop project management expertise in order to implement projects that respond to user needs and that support emerging research methodologies and data needs.
- Review and pilot an article recommender service to provide information to users regarding the behavior of others who have performed similar searches.

1.4 Present library programs and services in ways that help users understand the connections to their needs.

- Have a well defined and well understood service model that describes the similarities and differences across locations.
- Market library services, resources and spaces in ways that match users' communication channels and work styles.

http://library.duke.edu/about/planning/2010-2012/userexperience.html[5/31/11 1:17:51 PM]

Catherine Murray-Rust — *Dean of Libraries*

Vacant — *Associate Dean*

- Cathy Carpenter — *Head, Architecture Library*
  - Corinne Kennedy — *Library Asst. II*
  - Stephany Kuerbh — *Library Associate I*
  - Kevin Quick — *Library Associate I*
- Stella Richardson — *Head, Circulation*
  - Karen Glover — *Asst. Dept. Head Circulation Desk Services*
    - Eric Brower — *Library Asst. III*
    - Justin Bliss — *Library Asst. III*
    - RaeAnne Forrest — *Library Asst. III*
    - Laurie Judd — *Library Asst. III*
    - Colandra Norwood — *Library Asst. III*
    - Thomas Teshome — *Circulation Supervisor*
  - Rob Luck — *Circulation Supervisor*
    - Hattie Avicene — *Clerk III*
    - Nannette Dooley — *Clerk III*
    - Kwasi Frimpong-Bediako — *Clerk III*
    - Don Runnion — *Clerk III*
  - Andrew Blakely — *Circulation Supervisor*
- Nancy Simons — *Head, Collection Development*
  - Guy Leach — *eResources Coordinator*
  - Vacant — *Library Associate I*
- Katharine Calhoun — *Head, Information Delivery*
  - Glenna Barney — *Library Asst. III*
  - Shirley Dixon — *Library Asst. III*
  - Bette Finn — *Research Services Librarian*
  - Renae Knight — *Library Asst. II*
  - Gladys Toppert — *Library Asst. II*
- Bruce Henson — *Head, Research, Instruction & Outreach Services*
  - Charlie Bennett — *Library Associate III*
    - Sherri Brown — *Librarian I*
    - Joy Forrest — *Librarian I*
    - Patricia Kenly — *Librarian II*
    - Lisha Li — *Librarian II*
    - Alison Valk — *Library Associate I*
  - Bing Wang — *Asst. Dept. Head RIOS*
    - Matthew Frizzell — *Info Associate III*
    - Ryan Gaylor — *Info Associate I*
    - Terrance Hines — *Info Associate III*
    - Kimberly Krothup — *Info Associate I*
    - Joslin Lee — *Info Associate I*
    - Jerrold Mobley — *Info Associate I*
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    - Stephanie Morris — *Library Associate I*
    - Carolyn Gill — *Library Associate I*

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- Katherine Norris — *Project Coordinator for Library Facilities*
  - Roland Garner — *Supervisor*
    - Joyce Craft — *Library Asst. II*
    - Richard Holland — *Copy Services Supervisor*
- Cheryl Parker — *Financial Manager II*
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- Oro Tate — *Security Supervisor*
  - Charlie Carter — *Senior Security Officer*
  - Jeanette Collins — *Security Officer*
  - Gregory Crawford — *Senior Security Officer*
  - Shunte Crawford — *Security Officer*
  - Curtis Ives — *Senior Security Officer*
  - Tomrat Mello — *Security Officer*
  - Lakisha Singleton — *Security Officer*
  - Tamichael Slaughter — *Security Officer*
  - Gerald Smith Jr. — *Security Officer*
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  - Dottie Hunt — *Communications Officer I*
  - Tierramy Street — *Communications Officer I*
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  - William Baer — *Librarian II*
  - Heidi Lowe — *Info Associate II*
  - Crystal Renfro — *Librarian II*
  - Vacant — *Librarian I*
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- Jody Thompson — *Head, Archives & Records Management*
  - Kirk Henderson — *Records Supervisor*
  - Kevin Brown — *Records Coordinator II*
  - Christine de Catanzaro — *Access Archivist*
  - Mandi Johnson — *Visual Materials Archivist*
  - Germaine Schatrumeyer — *Library Asst. II*
  - Ryan Speer — *Digital Collections Archivist*

Vacant — *Associate Dean*

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  - Elizabeth Winter — *E-Resources Coordinator*
    - Isoke Ambolwale — *Library Associate I*
    - Lynn Foster — *Library Associate II*
  - Thomas Fisher — *Asst. Dept. Head Acquisition Services*
    - Gail Ajayi — *Library Asst. III*
    - Jackie Boyd — *Library Asst. III*
    - Cynthia Collins — *Library Asst. III*
    - Anna-Marie Soper — *Library Asst. I*
  - Patsy Phipps — *Catalog & Metadata Librarian*
    - Windy Scott — *Library Asst. II*
  - Beth Thomas — *IT Support Professional II*
  - Rubye Cross — *Periodicals Librarian*
  - Mary-Frances Panettiere — *Asst. Dept. Head, Cataloging Services*
    - Jackie Dankins — *Library Associate I*
    - Marilyn Glasper — *Library Associate I*
    - Shedoma Williams — *Library Associate I*
- Marlee Given — *GKR Manager*
  - Keith Gilbertson — *Systems Analyst II*
- Julie Speer — *Head, Scholarly Communication & Digital Services*
  - Sara Fuchs — *Digital Initiatives Librarian*
  - Katie Gentilello — *Project Coordinator II*
  - Karen Smith — *Library Associate II*
  - Karen Walston — *Library Associate II*
- Vacant — *Head, Info Technology & Development*
  - Bill Anderson — *Digital Library Developer II*
  - Mohan Mahdavi-Hezaveh — *Application Developer SR*
  - Heather Jeffcoat — *Web Program Manager & Systems Librarian*
  - Chris Helms — *Network Support Engineer SR*
  - Jason Berrison — *IT Support Professional I*
  - Larry Hansard — *Technology & Systems Librarian*
  - Patrick Browne — *Digital Library Developer I*
  - David McDuffie — *Dept. Manager I*
  - Prisca White — *IT Support Professional I*

last updated June 15, 2011

Library

Information Technology
User Experience

Dec 2010

Manager, User Experience
Suzanne Chapman

Application Programmer/
Analyst Intermediate
Bradford Kammin

Assistant Librarian
Saurabh Koparkar

User Experience Projects

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Assessment

http://libraries.ucsd.edu/services/assessment.html

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- ▷ Tours

Assessment

The UC San Diego library values responsiveness to users and strives to integrate assessment initiatives into service planning & delivery. Using such methods as surveys, usability studies, and statistical analysis, these efforts provide insight into the perceptions, preferences, and needs of library users. The library utilizes these initiatives to predict or effectively respond to the needs of library users and to inform decision-making across operations.

Feedback was recently sought from library users to better understand:

- Student use of Reserve materials
- Functionality and layout of the library's homepage, a newly developed digital asset management system, the UC-wide online catalog, the UC eLinks feature, and select other library web pages
- Ease of navigating the Geisel building
- Satisfaction with interlibrary loan services
- Use of the Scripps Library building
- Faculty use of journals
- Student preferences regarding signage in Geisel

Gathering feedback directly from a wide variety of library users was also a key component of the 2010 development of a new Libraries strategic plan.

Recent analysis of existing data or investigation of library operations has sought to better understand the value and use of:

- Library classrooms
- Navigator Newsletter
- Welcome Week
- A web page targeting new library users
- Document delivery
- RefWorks
- The libraries during various hours
- Various spaces within the Geisel building

The UC San Diego library is committed to serving users as fully as possible within its means and to making regular, sustained efforts to maximize our limited resources.

We welcome suggestions directly from you for areas you think warrant investigation, or on any other library-related issue.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Libraries UX Group
https://wikis.mit.edu/confluence/display/LIBUX/Libraries+UX+Group

MITLibraries **Libraries UX Group**   ⚙ Tools ▾

Added by Laura Baldwin, last edited by Nicole Gail Hennig on Feb 15, 2011 18:48 (view change)

Libraries UX Group
Nicole Hennig, head

- To email the entire group, use:
  ux-lib@mit.edu ✉

- To email the subgroup known as User Interface Group (about web site and virtual interface questions), use this list: uig-lib@mit.edu ✉   (Due to the nature of her work, Marion Leeds Carroll is not part of the email lists above).

1. UX Strategy
ux-lib@mit.edu

- Nicole Hennig, lead
- Darcy Duke
- Remlee Green
- Stephanie Hartman
- Lisa Horowitz
- Lisa Sweeney

2. User Interface Group
uig-lib@mit.edu

Send staff questions and requests for work on our our web sites to web-lib@mit.edu. (This list includes Marion).

- Darcy Duke, lead
- Melissa Feiden
- Remlee Green
- Georgiana McReynolds

Web Assistant: Marion Leeds Carroll
Web UI developer: Wendy Bossons

3. UX Public Spaces (a collaborative group that includes members from other areas)

- Nicole Hennig, lead
- Stephanie Hartman, UX
- Lisa Sweeney, SCS
- Millicent Gaskell, CSM
- Keith Glavash, steering committee
- Anita Perkins, SOT
- Cassandra Fox, SOT
- Maria Rodrigues, SOT

We work in the following areas:

(see Area Scoping Form⧉ for more details)

- Assessment: user needs studies, usability testing, surveys of our users' needs, gathering and interpreting stats on use of virtual and physical spaces
- Virtual sites design and production: libraries web site, including all web, mobile and other public-facing interfaces that we can control or customize.

Public spaces: Leading, planning, and assessing design choices for improvements to services in our public spaces, by collaborating with staff at various levels, depending on the scope of the improvement.
- Marketing & communication: Work together with Marketing & Communications area to set the direction for system-wide marketing and communication.

Search this wiki   Search

- ☐ Agenda ideas - UX group
- ☐ Announcements from UX
- ☐ Apps4Academic planning
- ☐ Book covers for displays
- ☐ Brainstorm - getting to the next step with userneeds results
- ☐ Brainstorm - how to communicate user needs results
- ☐ CLIR workshop on faculty research behavior
- ☐ Creative Thinking techniques
- ☐ Design thinking resources
- ☐ Desired Future State
- ⊞ Device loans to public (Kindle, iPad, etc)
- ☐ Device loans to staff (iPad, Kindle, Nook)
- ⊞ Ebook usability
- ☐ Emerging tech hardware list
- ⊞ Emerging tech subgroup
- ☐ Ethnographic research - how to
- ☐ iPads
- ☐ Lotus blossom diagram
- ⊞ Meeting task lists
- ☐ MIT Libraries new group names
- ☐ Morale event ideas
- ☐ Organizations and lists
- ☐ Projects
- ⊞ Public spaces UX group
- ☐ Scope documents
- ⊞ Task list - Lisa H
- ☐ Task list - Lisa S
- ⊞ Task list - Stephanie
- ☐ User Needs 2006
- ☐ User needs studies - past
- ☐ User needs study ideas
- ⊞ User needs study planning - Spring 2011
- ☐ UX emergency contact list
- ⊞ UX FY11 Goals
- ☐ UX kickoff meeting
- ⊞ UX Office Space
- ☐ UX Strategy group meeting notes
- ☐ UX summit - June 16, 2011

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User Studies at NCSU
Recording Sessions
  - Morae software
  - Remote observing
Conducting a Study
Recommended Resources
Sample Documents

User Studies at NCSU Libraries

For more information about user studies at NCSU Libraries please contact **Angie Ballard**.

Clear Search

Search:

Study Topic	Method	Year(s) Conducted
Collection Guides (Finding Aids)- Novice Users Group	Usability Study	2010
Interview Personas for Web Site Redesign	Persona Interviews	2010
Geospatial Information Systems (GIS) Advanced Users' Metadata Needs For Search and Discovery	Focus Group	2010
Website Navigation Testing	Usability Study	2010
Summon	Usability Study	2010
GroupFinder Focus Groups	Focus Group	2009
Endeca Search NCSU Catalog Round 2	Usability Study	2008
Search TRLN- Phase 2	Usability Studies	2008
Course Views	Focus Group	2008
Giving to the Libraries Web Site	Usability Studies	2008
NCSU Libraries Web Site (NCSU Libraries Staff)	Focus Group	2008
Search TRLN- Phase 1	Focus Groups	2007
Course Views	Focus Groups	2007
Endeca Search NCSU Catalog Round 1	Usability Study	2006
NCSU Libraries Web Site Redesign Round 2	Usability Study	2006
NCSU Libraries Web Site Redesign Round 1	Usability Study	2005
Quick Search Round 1	Usability Study	2005
Find Articles	Usability Study	2005
Web Survey	Survey	2004
Pretest for ATII and NGML Focus Groups	Focus Group	2004
Access Tools & Integrated Instruction (ATII)	Focus Groups	2004
NextGeneration MyLibrary (NGML)	Focus Group	2004
Access to the Collection (Faculty Members)	Focus Group	2004
Communication, Publications, and Marketing Web Redesign	Card Sort	2004
Speed Walk-through: Home Page Search Options and Search the Collection	Walk-through	2004
MultiSearch: Think Aloud	Usability Study	2004
MultiSearch	Usability Study	2003
NCSU Libraries Catalog	Usability Study	2003
Search Query Logs and Analysis	Log Analysis	2002-present
NCSU Libraries Electronic Resources and Services	Focus Group	1997-98

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Giving to the Libraries

Recruiting Volunteers

Participants needed for library usability study

$15 gift card for one hour of your time

The Libraries IT department is studying new types of library catalog software and how easy this software is to use. Participants are needed to try using the software to find books, find articles, and complete other common library tasks.

Participation takes about an hour and would take place in Norlin Library. You would be given a list of common library tasks to complete while "thinking out loud" about what you are doing. You will also be video-recorded so that we can see exactly when and how the software presents difficulties. Participants will receive a $15 gift card (you can select either Amazon or iTunes) as compensation for your time.

Participants must be current undergraduate students at CU and may not be current or former employees of CU Libraries.

If interested, please contact Rice Majors (rice.majors@colorado.edu) to schedule an appointment.

Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu	Library usability study rice.majors@ colorado.edu

University of Colorado at Boulder Libraries- Research and Instruction Department
Study Title: Card Sort Activity on Library Research Help Guides

Undergraduate Recruitment Text:

In advance:

Help the Library!
FREE PIZZA & SNACKS

Are you interested in improving the library's web pages? Could you spare 15-30 minutes to share opinions and ideas about the design and content of research help guides? Pizza and snacks will be offered to participants who help us out.

No prior library research skills are needed but you must be over 18 years of age to participate. Stop by [Rm number] on [date] if you're interested.

On the date:

TONIGHT- Help the Library!
FREE PIZZA & SNACKS

Can you spare 15-25 minutes? Pizza and snacks will be offered to participants who come and share opinions and ideas in order to improve the design and content of library research help guides.

No prior library research skills are needed but you must be over 18 years of age to participate. Stop by [Rm number]

Graduate Recruitment Text:

In advance:

Help the Library Help You!

Can you spare 15minutes? Snacks will be offered to participants who come and share opinions and ideas in order to improve the design and content of library research help guides.

No prior library research skills are needed but you must be over 18 years of age to participate. Stop by [Rm number].

Please stop by room E113 during the following times (TBD) or email caroline.sinkinson@colorado.edu to arrange an appointment.

University of Colorado at Boulder Libraries- Research and Instruction Department
Study Title: Card Sort Activity on Library Research Help Guides

On the date:

Help the Library Help You!

Can you spare 15minutes? Snacks will be offered to participants who come and share opinions and ideas in order to improve the design and content of library research help guides.

No prior library research skills are needed but you must be over 18 years of age to participate. Stop by [Rm number].

Please stop by room E113 during the following times (TBD) : .

Librarian Recruitment Text:

In advance:

Hi Librarians- Help Improve Our Online Help Guides!

Can you spare 15minutes? Snacks will be offered to participants who come and share opinions and ideas in order to improve the design and content of library research help guides.

Please stop by room E113 during the following times (TBD) or email caroline.sinkinson@colorado.edu to arrange an appointment.

On the date:

Hi Librarians- Help Improve Our Online Help Guides!

Can you spare 15minutes? Snacks will be offered to participants who come and share opinions and ideas in order to improve the design and content of library research help guides.

Please stop by room E113 during the following times (TBD) : .

Help improve the Libraries' website.

Spend one hour using and discussing the new *CLIO beta* interface, and receive **$10 cash** for your time.

Email **assessment@columbia.edu** to participate. The study is open April 2010. Space is limited.

Columbia University students, faculty, and staff 18 years of age and older are welcome to participate. This study is approved by the Columbia University IRB, Protocol AAAF0123.

CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu	CLIO Beta Usability Test .$10 CASH assessment@columbia.edu

New to the University of Guelph?

Haven't explored the Library yet?

Good.

We're looking for students who are <u>not yet</u> familiar with the Library to walk through the building with us and <u>tell us what you see.</u>

Participants will receive a Hospitality gift card.

For more information please contact:
Robin Bergart   rbergart@uoguelph.ca

Library News   Tex

Website Usability Study--Participants needed!

Posted: Monday, November 1, 2010

Participants will perform several tasks in Primo, the Library catalogue.

Faculty, grad students and undergraduate students are encouraged to participate.

Usability test will take about 45 minutes and will be conducted in the Library.

No experience with Primo required.

All participants will receive a Chapters gift card.

For more information or to participate in the study please email: libuser@uoguelph.ca

U.Va. student
+ One hour on the Library's website
_____
= $15 Cavalier Advantage card

Click to find out how to volunteer

UVa Banner Ad for Usability Testing
Fall 2010

This is the text that appeared when the library website banner ad was clicked on.

In an ongoing effort to improve your experience using the Library, we are asking students to volunteer to participate in usability studies to improve our website. The studies will take place in the Science and Engineering usability lab (room 145) and will take approximately one hour. During that hour you will be asked to perform a series of tasks on a portion of the library website. The goal is to improve our site, not to test you. Volunteers will be compensated for their time with a $15 Cavalier Advantage card.

If you are interested in helping the Library please e-mail lib-mis@virginia.edu and you will be contacted about scheduling a time. We will be conducting the first tests October 7th, 2010 but even if you cannot do that date please express your interest and we may call upon you later in the year!

Web Usability

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Ask Us NOW!

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Duke Libraries > About Us > Library Assessment > Web Assessment Reports

Web Assessment Reports

- Heatmaps of Key Library Pages: Spring 2011 (March / April 2011)
- Library Website statistics for the 2009-2010 year (July 1, 2009 to June 30, 2010)
- Home Page "Search Resources" Follow-up Presentation - January 13, 2010
- Home Page "Search Resources" Library Presentation - December 16, 2009
- Home Page "Search Resources" tab interface user interview study Report - December 9, 2009
- Home Page Usage: Heatmaps and usage summary for October 11 - 17, 2009

About Web Assessment

Duke University Libraries' Web Interfaces Group (WIG) sponsors regular assessment activities of the Libraries' homepage and supporting pages. This assessment includes, but is not limited to, the following:

1. Public reporting of web statistics via Google Analytics each semester and at the end of the second summer session.

2. User studies in the form of usability studies, circle-mapping, or user interviews of the homepage annually: conducted at the end of the spring semester; analysis and reporting early summer; and changes implemented by start of classes fall semester.

3. User studies in the form of usability studies, user interviews, or focus groups will be conducted on major web interfaces like the Search Resources collective and individual components every year, mid year: analysis and reporting and changes implemented by start of classes fall semester.

4. Content authors will be expected to assess their websites and pages, independently.

The WIG will publish findings and relevant statistics.

Staff from the Libraries' Digital Experience Services department provide assessment-related training and support on the use of Google Analytics and the Libraries' Usability Lab.

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Medical Center Library | Mobile Library (for handheld devices) | Music Library | Perkins/Bostock Library | Special Collections Library | The Link

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Last modified April 8, 2011 11:17:21 AM EDT

Heatmaps of Key Library Pages: Spring 2011

What is this? This page presents heatmaps showing usage trends on several library web pages during spring 2011.

What is a heatmap? Heatmaps are a graphical representation of where patrons clicked when visiting a web page. Cool colors mean fewer clicks, and warm colors mean more clicks.

How did we make heatmaps? We followed steps outlined in the blog post "The definitive heatmap" to create our heatmaps. This method uses javascript, Ruby and RMagick.

Library Homepage: March 21–25

Sample of 40,000 clicks made during the week of March 21, 2011
View large image

Special Collections Homepage: April 4–8
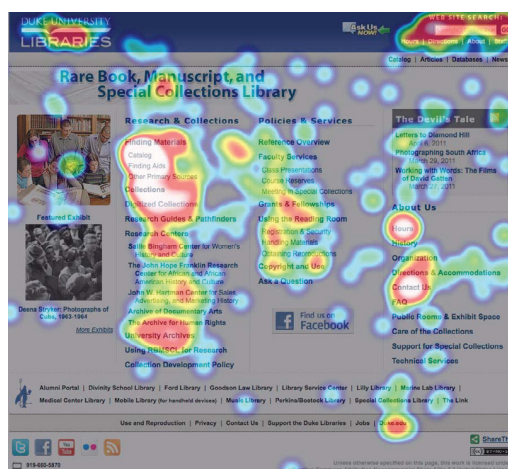
Sample of 800 clicks during week of April 4, 2011
View large image

Interlibrary Loan page: March 28–30

Sample of 500 clicks during week of March 28, 2011
View large image

Data & GIS Homepage: April 11–15

Sample of 230 clicks during week of April 11, 2011
View large image

Music Library home page: April 24–30
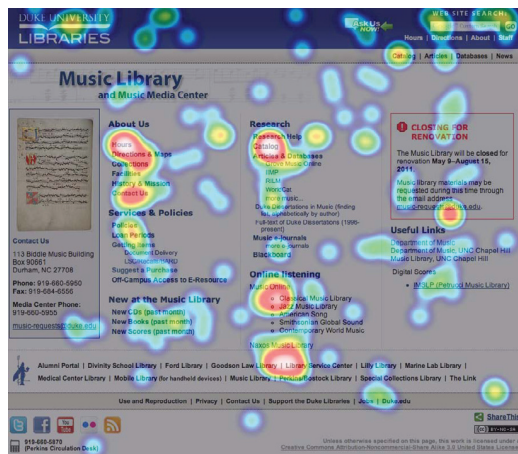
Sample of 300 clicks during week of April 24, 2011
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Last modified May 2, 2011 9:49:21 AM EDT

MIT LIBRARIES

User Interface Group

The User Interface Group is a subset of the User Experience Group and serves as the decision-making team for design of the Libraries' public user interfaces. For details, see our charge.

The UIG wiki contains the most up-to-date information about UIG and its activities.

Members

- Darcy Duke, Chair
- Melissa Feiden
- Remlee Green
- Georgiana MacReynolds

User Interface Group

Charge

Membership

Minutes

Projects

Criteria

Resources

Public web
Staff web
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MIT LIBRARIES

User Interface Group

User Interface Group

Charge

Membership

Minutes

Projects

Criteria

Resources

Public web
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User Interface Group

Criteria for prioritizing our work

This list is used for prioritizing the normal, everyday requests and ideas that come our way. It's not for the big projects (i.e. Project SimpLR) that cost extra money and staff time, but just for the everyday work.

User impact

- solves a problem

- affects a large number of users

- things that show we're on the cutting edge

- things that are fun (for us and for users)

- things that have been requested by multiple users (not just one)

Sub-categories of user impact:

– improves known item searching
– improves topical discovery
– improves connections with other systems and tools
– help with evaluating best sources of info
– helps users save time
– helps with personal information management (saving, sorting, sharing, citing what they found)

Staffing

- doesn't take a huge amount of staff time to implement

- things that are easy and we know how to do or could easily find out how to do

- things that we could delegate to students or interns or temp help

- things that don't cost extra money to implement

- improves staff workflow and saves time

- solves more than one problem with one solution

MLibrary

About MLibrary   Services   Libraries | MGet It   Search Tools   Catalog (Mirlyn)

UNIVERSITY OF MICHIGAN

Search
MLibrary   ArticlesPlus   Catalog
GO

Browse

Get Help
Ask a Librarian   Using the Library

Usability in the Library

Presentations

Projects ▶

Resources

Contact

Home > Services > Usability in the Library

Usability in the Library

About this Site

This website is sponsored by the University of Michigan University Library's Usability Group which is a sub-committee of PARC (Public Access Resource Committee) and ERSC (Electronic Resources Steering Committee). The usability studies represented here have been conducted by various groups throughout the UM Libraries as well as by the Usability Group and its predecessor the Usability Working Group. Only a select group of reports are included here, and more will be added as they are completed.

The goal of this website is to provide open access to our reports and working documents in order to share our findings with the University of Michigan libraries as well as the community-at-large. We hope that sharing our findings will benefit and inform others in their research.

Usability Group Mission Statement

The Usability Group guides and implements usability testing of the Library's web resources and services through short-term task forces comprised of Usability Group members, project stakeholders, and additional volunteers. This includes the Library's locally generated web pages and DLPS (Digital Library Production Service) resources, as well as customizable vendor supported resources, such as MetaLib (SearchTools), Aleph (Mirlyn) and SFX. This group works with PARC and ERSC to set priorities for usability testing shared Library web sites and services, with a focus on testing interfaces and concepts that are broadly implemented across the Library's web environment.

About the Members

Current Members

- Suzanne Chapman (committee chair) - Interface & User Testing Specialist, Digital Library Production Service
- Shevon Desai - Social Science/Humanities Librarian, Reference Department Hatcher Graduate Library
- Kat Hagedorn - Digital Library Projects Manager, Digital Library Production Service
- Julie Piacentine - Public Services Librarian, Reference Department Hatcher Graduate Library
- Ken Varnum - Web Systems Manager, Library Information Technology

Past Members

- David Carter - EECS Librarian; Web & Reference Services Coordinator, Art Architecture & Engineering Library
- Mike Creech - Web Content Manager, MLibrary
- Karen Downing - Foundation & Grants Librarian, Reference Department Hatcher

Graduate Library

- Kat Hagedorn (past committee chair) - Metadata Harvesting Librarian, Digital Library Production Service
- Suzanne Gray - Library Web Services Manager
- Anne Karle-Zenith - Special Projects Librarian, University Library IT & Technical Services
- Shana Kimball - Electronic Projects Editor, Scholarly Publishing Office
- Molly Kleinman - Associate Intellectual Property Specialist and Special Projects Librarian
- Jennifer Nardine - Public Services Librarian, Shapiro Undergraduate Library
- Gurpreet K. Rana - Clinical Education Librarian, Taubman Health Sciences Library
- Bob Tolliver - Engineering Librarian, Art Architecture & Engineering Library

Past Interns

- Jacob Solomon - School of Information (Spring/Summer 2008)
- Matt Schulz - School of Information (Spring/Summer 2008)
- Pratibha Bhaskaran - School of Information (Winter 2008)
- Krystle Williams - School of Information (Winter 2008)
- Julie Piacentine - School of Information (Fall 2007)
- John Suciu - School of Information (Fall 2007)
- Xiaomin Jiang - School of Information (Spring/Summer 2007)
- Josh Morse - School of Information (Spring/Summer 2007)
- Natasha Sant - School of Information (Winter 2007)
- Cora Bledsoe - School of Information (Fall 2006)
- Tonya McCarley - School of Information (Fall 2006)
- Cathy Lu - Web Developer & Analyst, Library Web Services (Spring 2005)
- Kavitha Reddy - School of Information (Spring 2005)

Student Internships

The Usability Working Group sometimes employs student interns from the University of Michigan School of Information. If you are interested in working with us, please contact us for more information.

QUICK LINKS	MTAGGER	CONTACT	COPYRIGHT
My Library Account **Online Journal List** **Library Hours** **Webmail** **CTools** **Wolverine Access** **MLibrary Mobile**	TAG THIS PAGE MTAGGER Loading tags ...	We welcome your feedback on our web site. University Library 818 Hatcher Graduate Library South 913 S. University Avenue Ann Arbor, MI 48109-1190	

M Library

About MLibrary   Services   Libraries | MGet It   Search Tools   Catalog (Mirlyn)

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Search   MLibrary   ArticlesPlus   Catalog   GO

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Get Help   Ask a Librarian   Using the Library

Usability in the Library

Presentations

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Mirlyn (VuFind)

LibGuides

MTagger

MBooks

Library Gateway

Library Websites

SFX

Deep Blue

Search Tools

Resources

Contact

Home > Services > Usability in the Library > Usability in the Library: Mirlyn (VuFind) Reports

Usability in the Library: Mirlyn (VuFind) Reports

About the Project

VuFind is the open-source "next generation" system that has been adapted for use as our new public discovery tool.

Mirlyn "Available Online" Label Guerilla Test (February 2011)

Link to pdf

The goal of this guerilla test was to determine which of four labels (three alternate labels, in addition to the current "available online" label) denoting online availability is preferred by patrons, taking time to ensure that patrons understand the range of situations currently represented by the "available online" label. We also solicited suggestions for alternate labels from participants.

Mirlyn Search Satisfaction Survey (February 2011)

Link to pdf

The primary purpose of this survey was to gather information about how satisfied patrons are with search results in Mirlyn and whether satisfaction levels vary significantly between categories of users (i.e. undergraduates, graduate students, faculty, etc.). The survey was designed to measure satisfaction with searching overall and with two different kinds of searches: known item searches for specific items a patron already knows about and subject searches for items about a particular topic or subject.

VuFind Modified Card Sorting Labels Test (December 2008)

Link to pdf

The goals for this test were to solicit suggestions from users for labeling facet categories, determine how users perceive the relative importance of facets, and determine how many narrowing terms users would like to see within each facet.

VuFind Look-n-Feel Guerilla Test (November 2008)

Link to pdf

The goal for this test was to evaluate how users perceive the catalog when it is and is not embedded into a page with navigation tool bars located at the top of the library's homepage.

VuFind Login Guerilla Test (November 2008)

Link to pdf | Link to pdf of test data

The goal for this test was to determine how users perceive login when using the catalog, and at which access points it is best to force a login decision.

Page maintained by khage
Last modified: 02/08/2011

Facility Design

Case Western Reserve University
Kelvin Smith Library

Navigation:
- Home
- Services
- Collections
- Research Tools
- About Us
- Contact us

KSL Quick Links
- My Library Account
- Find Articles
- Ask A Librarian
- Catalog
- Course Reserves
- OhioLINK
- Copyright@Case

KSL News Blog

May 24, 2011
Refreshed Interface on OhioLINK Catalog
Small changes can make a big difference for you when you search & locate items or request them on th...

May 23, 2011
Discover the Freely Available Yale Digital Commons
Yale increased its impact and access this month with its announcement of free use, without license, ...

May 18, 2011
Text KSL!
Are you away from campus this summer? KSL can help you find a book, journal, paper, and more. Just t...

May 12, 2011
Summer Hours @KSL
Summer hours are in effect at KSL, and we're open 6 days a week for you to come in and work, study, ...

RSS

Other Blogs
KSL Reference & Instruction
ITS News

Home > About Us > Student Competition: Redesign the First Floor

Student Competition: Redesign the First Floor of KSL

Request For Proposals (156KB)   First Floor Architecture Drawing (238KB)

Today's Desk Hours — More Hours...

need help? **ASKSL** START CHAT NOW

RSS Feeds

About Us FAQ
What and Where is Siegal?
View All FAQs

Floor Layouts (PDF's):
- Lower Level
- First Floor
- Second Floor
- Third Floor

Overview

Kelvin Smith Library (KSL) is sponsoring a competition for student teams to redesign the entire first floor in an effort to transform the KSL into a vibrant intellectual community center for campus learning and research. Students are invited to create teams that will: (1) study the needs of undergraduate and graduate students and faculty, (2) develop a basis of design and program plan, and (3) present the proposed plan to an expert panel for review.

Proposals will be evaluated by the Evaluation Panel based upon the creativity, cost-effectiveness, practicality, and sustainability of the proposals. The number of prizes awarded may vary depending upon the total number of submissions. First prize will be $2,500 to the team.

Teams should consider which services, functions, or features should be added, redesigned, moved to other floors, or eliminated entirely. Proposed designs should complement and enhance the aesthetics of the building, and ensure that KSL is a warm and inviting environment that has a logical layout of features. Teams may choose to change, augment or maintain the current color palette, add artwork or display spaces, add dynamic visual display panels, and change or improve signage. The team also should recommend changes to the furniture. The only parameters for the redesign are: (1) the space for the new library cafe is assigned but the area can be proposed for redesign; (b) any proposed changes to the compact shelving must be accompanied by an alternative onsite location for an equivalent number of volumes; and (3) no relocation can occur to load bearing walls, elevators or restrooms.

Proposal Contents

- **Research findings** concerning library-related learning and research needs of undergraduate and graduate students and of faculty, including best practices and team survey or focus groups results.
- **Strategic program outline**, including the major organizational, functional, economic, and aesthetic goals for the redesign, environmental sustainability opportunities, accessibility for persons with disabilities, the flexibility of the design for future modification, expected capacity and traffic flow, and the potential for implementing the design in phases.
- **Detailed program plan and design**, including a written report, diagrams of the floor with adjacencies of the different functions, the preferred footprint for each of the major functions, major site requirements, and known constraints or obstacles.

Process

Timeframe and Deadlines. [Note: the following dates are tentative and subject to change]

- *Pre-proposal informational meetings*: December 2, 2010 at 10:00 am; January 12, 2011 at 10:00 am; January 20, 2011 at 2:00 pm

CASE WESTERN RESERVE UNIVERSITY
Student Competition: Redesign the First Floor of KSL
http://library.case.edu/KSL/whoweare/firstfloorredesign.html

- *Statement of Intent to Submit a Proposal*: January 21, 2011 (no later than noon)
- *Library staff available for group interview sessions*: January 21, 2011 (noon)
- *Final written submission*: March 14, 2011 (5:00 pm)
- *Team Presentations to Evaluation Panel* [open-university forum]: TBD (March 21 – 31)
- *Awards announced*: April 11, 2011

Student Competition: Redesign the First Floor of Kelvin Smith Library
Request for Proposals (RFP) – Issue Date: 16 November 2010

OVERVIEW

Kelvin Smith Library (KSL) is sponsoring a competition for student teams to redesign the entire first floor in an effort to transform the KSL into a vibrant intellectual community center for campus learning and research. Students are invited to create teams that will: (1) study the needs of undergraduate and graduate students and faculty, (2) develop a basis of design and program plan, and (3) present the proposed plan to an expert panel for review. Proposals will be evaluated by the Evaluation Panel based upon the creativity, cost-effectiveness, practicality, and sustainability of the proposals. The number of prizes awarded may vary depending upon the total number of submissions. First prize will be $2,500 to the team.

Teams should consider which services, functions, or features should be added, redesigned, moved to other floors, or eliminated entirely. Proposed designs should complement and enhance the aesthetics of the building, and ensure that KSL is a warm and inviting environment that has a logical layout of services and features. Particular attention should be paid to the following:

- **Functions**. Within the limitations outlined below, the entire floor is eligible for redesign. Teams should consider which services, functions, or features should be added to the floor, which current service points should be redesigned, and which functions or services should be eliminated entirely or shifted or moved to other floors.

- **Aesthetics**. The design should complement and enhance the aesthetics of the building, while also enhancing the environment to ensure that KSL is a warm and inviting place to be with a logical arrangement of functions. To accomplish this, the teams may choose to recommend changes to the current color palette, add artwork, create new community spaces (such as artwork), add visual signage or display panels, change or improve signage, etc.

- **Furnishings**. The team should recommend appropriate furniture to accomplish the functions that will be housed on the first floor. For any new furnishings, design ideas using commercially-available furniture should be included in the proposal as examples. [See Appendix for examples of some potential providers of furnishings.]

- **Parameters.**
  - Over the next few months KSL will undertaking some pilot projects that will result in temporary changes to the first floor and that will open up the space. Teams may choose to incorporate or ignore these changes.
  - Space is reserved for a new library café that will open soon. While adequate space to accommodate this café must be included in the design plan, the team is invited to recommend design changes that would complement or enhance the community area created by the café.
  - It is desirable, but not required, that the compact shelving currently on the first floor should remain in position. Proposals to reduce or eliminate this shelving must identify a suitable alternative to provide onsite access to an equivalent number of volumes.
  - The team cannot recommend relocation of load bearing walls, elevators or restrooms.

1

- **Research.** The team should conduct and report upon its research findings concerning library-related the learning and research needs of undergraduate and graduate students and of faculty. To identify critical, highly desirable, and desirable space needs, this research may include the following.

  1. Ascertaining current best practices as reported by CWRU's peer and aspirational institutions on the web, in the literature, or through direct contact.

  2. Gathering primary research results from information gathered directly by the team about the activities, schedules, and needs of the CWRU community (e.g., through surveys, focus groups and interviews). Teams may contact faculty, students, university administrators, or other staff for interviews[1], but teams may interview library staff <u>only</u> in group sessions that the library will hold on dates shown in "Timeframes and Deadlines" section below. Formal or informal interviews of library staff outside of these meetings may result in a team being disqualified.

- **Strategic program outline.** Based upon its research, the proposal should outline the major organizational, functional, economic, and aesthetic goals for the redesign. Specific issues the proposal should address include: (1) environmental sustainability issues and opportunities, (2) issues of accessibility by persons with disabilities, (3) services functions that should be centralized or decentralized, (3) the flexibility of the design for future modification (especially to accommodate new technologies), (5) expected building capacity and flow of traffic, and (6) the potential for implementing the design in phases. Although estimates of specific construction costs are not required, the proposal should provide sufficient information to demonstrate that the design can be achieved at a reasonable cost.

- **Detailed Program Plan and Design**. Although technical architectural drawings are not required, the final proposal must provide floorplans in sufficient detail to illustrate the preferred footprint for each of the major functions, the adjacencies of the various functions, major site requirements, and known constraints or obstacles. The proposal must include scale drawings of the first floor space, but architectural renderings (views, 3-D models, electrical or other wiring schematics) welcome but not required.

PROCESS

- **Academic Credit.** It is permissible for teams or individual team members to earn academic credit for participation in this project, but students who wish to do are entirely responsible for identifying faculty, and those faculty are governed solely by that faculty member. Such faculty may establish requirements for earning academic credit that are in addition to those outlined in this RFP.

---

[1] Any such primary research must comply with CWRU regulations concerning research with human subjects.

2

- **Timeframe and Deadlines. [Note: the following dates are tentative and subject to change]**

  o <u>Pre-proposal meetings</u>: December 2, 2010 at 10:00 am; January 12, 2011 at 10:00; January 20, 2011 at 2:00 pm. These sessions are to answer questions student teams may have. All questions and answers will be summarized and made available to all teams that submit a "Statement of Intent" [see below].

  o <u>Statement of Intent to Submit a Proposal</u>: January 21, 2011 (due no later than noon).   It is a requirement that any team that plans to submit a proposal must submit this Statement of Intent by the deadline. Failure to do so will lead to disqualification. The statement is simply to indicate that the team plans to submit a proposal, and should include the names, college affiliation and email addresses of each the expected team members. No pre-proposal information is expected from teams at this time, and the team is free to withdraw its proposal or change the names of team members at a later date.

  o <u>Library staff group interview sessions</u>. Note: the staff who attend each session may vary.
    - January 24 at 2:00 pm
    - February 8 at 10:30 am
    - February 14 at 2:00 pm
    - March 3 at 11:00 am

  o <u>Final written submission</u>: March 14, 2011 at 5:00 pm. All proposal must be submitted electronically to the Associate Provost and University Librarian (<u>Arnold.hirshon@case.edu</u>)

  o <u>Team Presentations to Evaluation Panel</u>. Presentations will be open (as space permits) to all members of the university community. The actual date of the presentations is to be determined, but will likely occur between March 21 and March 31, 2011

  o <u>Awards announced</u>: April 11, 2011

REQUIREMENTS

- **Team Composition**. All final submissions must be the result of the work of a team collaborative that includes two or more team members.   Diversity among team members is desirable but not required, e.g., representation with a team by different disciplines or colleges, inclusion of graduate and undergraduate students, multiple generations, different cultural backgrounds, etc. Team members must be currently enrolled students at CWRU[2].

- **Health and Safety.** Designs should comply with general university health and safety requirements, as well as university rules and regulations for conducting social science research with human subjects.

---

[2] Students of other University Circle higher education institutions (e.g., Cleveland Institute of Art, Cleveland Institute of Music) may participate as team members providing the predominant number of members of that team are students currently enrolled at CWRU.

3

EVALUATION

- **Criteria.** Proposals will be evaluated by the Evaluation Panel based upon the creativity, cost-effectiveness, practicality, and sustainability of the proposals.

- **Evaluation Panel.** The composition of the evaluation panel will be announced at a later time. The panel will include a broad representation of expertise and perspectives from both within and outside of the university community. Once announced, team members are prohibited from contacting panel members (informally or formally) for purposes of gathering information directly related to this RFP.

AWARD

There must be at least two (2) teams that submit proposals for any prizes to be awarded. The total number of prizes awarded will not exceed N+1 of the number of submissions, e.g., there must be at least three (3) qualifying teams for the granting of a second prize, etc. No more than three (3) prizes will be awarded.

- First Prize $ 2,500 to the team
- Second Prize $1,500 to the team
- Third Prize $ 750 to the team

CAVEATS

By submitting a proposal, all team members must agree to the following:
- KSL reserves the right to suspend the competition if there are not at least two qualifying teams, and to notify any teams that may have submitted or intended to submit a proposal.
- The Evaluation Panel may disqualify any proposals that do not comply with the specifications of this RFP
- Teams must agree that the intellectual property of all submissions becomes a property of Case Western Reserve University, and that the submissions, in whole or in part, may be made available through a Creative Commons license.
- Teams must agree that KSL may use any ideas from any teams (regardless of whether the team received an award) without providing any remuneration other than that specified under the Award section of this RFP.
- No guarantee is implied that program plans will be used in their entirety or in part by KSL.

QUESTIONS

Any questions about this competition or the contents of this RFP that are not asked during one of the pre-proposal informational meetings must be directed in writing to Arnold Hirshon, Associate Provost and University Librarian (arnold.hirshon@case.edu). Answers will be shared with all teams that have filed a Statement of Intent.

4

Appendix

1. **Examples of Suppliers of Library Furnishings**

http://www.brodartfurniture.com/

http://www.highsmith.com/?CID=HG1000LIBRARYSUPPLIESHP&gclid=CMCpkPWT86QCFWQz5wod3hL8jg

http://www.gaylord.com/listing.asp?H=23

2. **Sample Statement of Intent**

Send this statement of intent to: Arnold.hirshon@case.edu by no later than noon on January 21, 2011.

The individuals listed below plan to submit as a team a proposal for the Student Competition to Redesign the First Floor of Kelvin Smith Library.   We understand that:

- It is a requirement that any team that plans to submit a proposal must submit this Statement of Intent by the deadline, and that failure to do so will lead to disqualification.
- The statement is simply to indicate that our team plans to submit a proposal.
- Our team is free to withdraw its proposal or change the names of team members at a later date.

Team Member	College or School	Email

5

The Joe and Rika Mansueto Library
Grand Reading Room
Lighting and Laptop Survey

Directions: The chair and table on display here have been selected for the Mansueto Library Grand Reading Room, and lighting and laptop lock fixtures are now being considered. Please have a seat and answer the questions below. (Circle your answer where options are provided.)

1. Evaluate the light cast by the horizontal fluorescent bulb.   Too dim   Good   Too bright

2. Do you expect to use a laptop in the Grand Reading Room?   Yes   No
   A. If so, would you use the bar near the outlets to secure your
      computer to the table?   Yes   No
      1. If so, is the location of the bar appropriate?   Yes   No
         a. If not, please suggest a better position.

3. Do you have any additional comments? (Use reverse side.)

4. About you: Faculty   Grad/prof. student   College student
                              Library staff   Other university staff   Other: _____

5. If you would like to be notified about final lighting and laptop decisions, please provide your:

   Name_____   E-mail _____

Thank you for your participation. Please deposit the completed survey in the box on the table.

THE UNIVERSITY OF **CHICAGO** | mansueto.lib.uchicago.edu

THE UNIVERSITY OF CHICAGO
Library
■ MANSUETO

ares catSci entia | vita erco latur
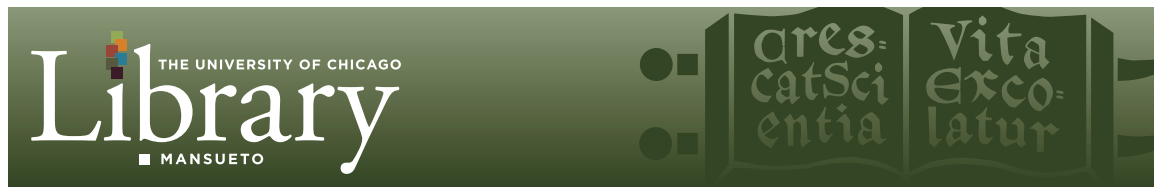
The Joe and Rika Mansueto Library
Grand Reading Room Rendering for
Lighting and Laptop Survey

The table and chair on display here are part of a set that will be used in the Mansueto Library Grand Reading Room, as depicted in the rendering below.

In addition to the fluorescent lighting on the tables, fixtures (only some of which are depicted here) will provide light from above, and there will be natural light during the daytime.

THE UNIVERSITY OF
CHICAGO | mansueto.lib.uchicago.edu

: : Home >> 2 West

West Commons (LWC)
Productivity Cluster
Multimedia Studio
Rehearsal Studio
Information Services

East Commons (LEC)
Group Computing
Performance Space
Circulation
Exhibits
Jazzman's Cafe

Technology Support Center
OIT@Technology Support Center
Multipurpose Room

2 West
Renovation

About the Commons
History
Reactions
Project Documents
Photos

GT Library

Welcome to 2 West!

We hope you will enjoy using the newly renovated 2 West. Please use the space and tell us what you like or do not like by **submitting your feedback**.

▸ **Recent photos of 2 West:**

More info? Contact:

Ameet Doshi
User Engagement Librarian and
Assessment Coordinator
Phone: 404-894-4598

(Photos by Dottie Hunt, GT Library)

Throughout the planning and design process, students provided a wealth of feedback about how the space should look and feel. Below, you will find a number of documents related to the user-driven design of 2 West. Thanks to everyone who participated and please contact us with more suggestions and feedback - we would like to hear from you.

▸ **Design concepts:**

   REVIEW the layouts & SHARE your thoughts!

▶ **Renovation Message Boards:**

Share your ideas about different aspects of the 2 West space.

- **Atmosphere**
- **Furniture**
- **Work Flow & Function**
- **Supplies, Equipment, & Technology**

▶ **Research and Presentations:**

2 West Final Draft

What should we do with 2 West?
by Brian Mathews, May 2008

2 West Space Demos for Focus Groups
by Brian Mathews

2 West Focus Group Space Photos Response Sheet

2 West Affinity Group Results
Spring 2008

2 West Design Charrette Instruction Sheet
Winter 2009

2 West Design Charrette Time Lapse Video

2 West Findings

▶ **Technique Articles:**

Library finds funding for renovations
January 16, 2009

How can the Library be improved? and What would you change in the Library second floor?
February 29, 2008

Library plans new renovations
February 22, 2008
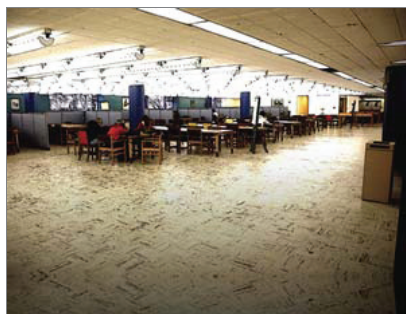
Outreach

facebook

Email
leeanne@arl.org
☑ Keep me logged in

Pass...
•••
Forg...

Sign Up   **Facebook helps you connect and share with the people in your life.**

"Lost in the Stacks" on WREK Radio   👍 **Like**

Education

Wall   "Lost in the Stacks" on W... · **Top Posts** ▾

"Lost in the Stacks" on WREK Radio

Playlist for Friday, May 27th ("This I Believe")
"Horn Intro" by Modest Mouse "Friction" by Television "This I Believe Introduction" by Edward R. Murrow (clip) "M. Daguerre" by Rachel's (background)...

📄 May 27 at 2:29pm · Like · Comment

👍 Karen Head likes this.

Kate Godwin I loved this show, y'all!
May 27 at 9:30pm

"Lost in the Stacks" on WREK Radio Thank you, Kate!
Saturday at 5:59am

"Lost in the Stacks" on WREK Radio
is excited to offer you a new and experimental show today! "This I Believe" will include interviews with Dana Hartley, Pete Ludovice, and Brian Dyke, along with audio from This I Believe at Tech winners. You'll also hear music from Toadies, Queen, Jenny Lewis, and plenty more. Tune in to 91.1FM in Atlanta or stream that sucker from wrek.org wor

WREK Atlanta, 91.1 FM | quality, diverse programming
www.wrek.org
WREK is the entirely student managed, operated and engineered radio station at Georgia Tech. We broadcast 24/7 on 91.1 FM with 40,000 Watts of quality, diverse programming.

📄 May 27 at 5:35am · Like · Comment

👍 Dana Hartley, Grant Jerkins and 2 others like this.

Dana Hartley Great job! My whole family and I listened during breakfast – yes, breakfast...
May 27 at 2:19pm · 👍 1 person

"Lost in the Stacks" on WREK Radio
has put together a special edition for tomorrow: WREK 91.1 FM is our laboratory!

May 26 at 7:03am · Like · Comment

👍 Jj O'Brien and Kasie Keith Bennett like this.

"Lost in the Stacks" on WREK Radio added 2 new photos to the album

📗 **Wall**
🖼 Info
🖼 Photos
📝 Notes
🔗 Links
📹 Video

About

Georgia Tech's Research Library Rock n Roll Radio Show on WREK 91.1 FM Atla...
More

578
people like this

Likes   See All

Sound Opinions

Archbishop Marsh's Library

This I Believe at Tech

Robert C. Williams Paper Museum

Digital Library of Georgia

Create a Page
Report Page
Share

"The 'Public' Library."

"The 'Public' Library"

May 24 at 1:23pm · Like · Comment

Parul Parikh and Ed Martin like this.

"Lost in the Stacks" on WREK Radio hear the streaming archive of this show for one week! http://wrek.org/fridayshows
May 24 at 1:24pm

Toral Shah Doshi
"Warning: Historical recordings may contain offensive language."

National Jukebox LOC.gov
www.loc.gov
The Library of Congress presents the National Jukebox, which makes historical sound recordings available to the public free of charge. The Jukebox includes recordings from the extraordinary collections of the Library of Congress Packard Campus for Audio Visual Conservation and other contributing lib

May 11 at 6:14am · Like · Comment

Raj Chakraberti likes this.

"Lost in the Stacks" on WREK Radio

Playlist for Friday, May 20th ("The Public Library")
Intro: "Friction" by Television   "Everybody's Gonna Be Happy" by Queens of the Stone Age   F...

May 24 at 8:54am · Like · Comment

Ed Martin likes this.

"Lost in the Stacks" on WREK Radio It was our pleasure!
May 26 at 7:40am

"Lost in the Stacks" on WREK Radio
is pleased to offer you a new show today at noon EDT! "The Public Library" will focus on public programming in the Georgia Tech Library and includes music from The Who, Two Door Cinema Club, and plenty more. Tune in to 91.1FM in Atlanta, or stream that sucker on wrek.org worldwide.

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May 20 at 5:54am · Like · Comment

Chelsea Hopper likes this.

Maria Sotnikova New Socks?!?!?!
May 20 at 7:15am

HesburghLibraries
UNIVERSITY OF NOTRE DAME

Senior Thesis Camp

Fall Break 2010—Hesburgh Library, Lower Level

The program is designed to assist seniors who are writing theses in Arts & Letters. Students will have the opportunity to jumpstart the research and writing process by working in dedicated spaces in the library and by consulting with librarians and writing tutors about their work. The program will help students establish a framework for writing and research that will enable them to work effectively. Through informal conversations and short presentations of their research, they will also develop a sense of community with other students. Members of the Center for Undergraduate Scholarly Engagement will talk about the annual research fair and opportunities for graduate study. Each day the library will provide breakfast and refreshments and there will be a lunch on the final day to celebrate the completion of the program.

Students

Provide the name of their advisor
Provide a brief description of their research interests
Provide some basic information on their familiarity with library research

Librarians

Conduct a workshop on research essentials
Conduct a workshop on literature reviews
Conduct a workshop on formatting citations with RefWorks
Provide research consultations for individual students
Provide subject specific workshops (depending on participants)
Provide a brief presentation on the Library Research Award

Writing Center

Conduct a workshop on writing essentials
Provide individual consultations for students

CUSE

Conduct a presentation on research opportunities, graduate fellowships and funding
Conduct a presentation on preparing for the Undergraduate Scholars Conference

Arts & Letters Advisors

Encourage students to enroll
Meet with students before and after to check progress

CONTACT
Cheri Smith
Coordinator for Instructional Services
csmith@nd.edu
631-4271

Hesburgh Libraries
University of Notre Dame

Tentative schedule:

Monday, October 18th

9:00-9:30	Continental breakfast
9:30-10:00	Introductions and library research essentials
10:00-3:00	Writing time/*Individual consultations by appointment*
3:00	Refreshments/Review of the first day

Tuesday, October 19th

9:00-9:30	Continental breakfast
9:30-10:00	Writing Center presentation
10:00-3:00	Writing time/*Individual consultations by appointment*
3:00	Refreshments/Library Research Award

Wednesday, October 20th

9:00-9:30	Continental breakfast
9:30-10:30	Literature Review Workshop
10:30-3:00	Writing time/*Individual consultations by appointment*
3:00	Refreshments/CUSE—Undergraduate Scholars Conference, and opportunities for graduate work and postgraduate fellowships

Thursday, October 21st

9:00-9:30	Continental breakfast
9:30-10:30	RefWorks
10:30-3:00	Writing time/*Individual consultations by appointment*
3:00	Refreshments

Friday, October 22nd

9:00-9:30	Continental breakfast
9:30-12:00	Student presentations (brief) on progress, problems, etc.
12:00-1:00	Lunch

Hesburgh Libraries
University of Notre Dame
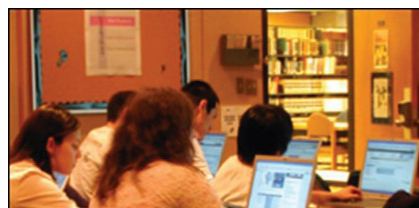
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The User Experience

UX examines the ways that our users experience libraries and how users interact with library staff and other departments across the organization.

Usability answers the question "Can the user accomplish their goal?" User experience answers the question, "Did the user have as delightful an experience as possible?" Jared Spool

News from Fondren: New User Experience Role for Librarian Debra Kolah

UX Caucus formed in Special Libraries Association SLA-KUX@sla.lyris.net

Photo of the Week

A view from staircase A, at Fondren Library, Rice.

Keeping Current

- *A List Apart*
- *Boxes & Arrows*
- *Digital Web*
- ACM's *Interactions*
- UPA's *User Experience*
- *UX Magazine*
- *UXmatters*
- *Library Journal column on User Experience*
- *UX Booth*
- *UXURLS.com*

Seth Godin

Seth Godin at Gel 2006
from Gel Conference PLUS

20:14   vimeo

Seth Godin at Gel 2006 from Gel Conference on Vimeo.

Subject Guide

Debra Kolah

Links:
Profile & Guides

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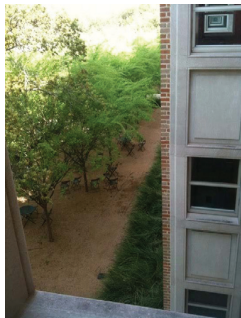*ACRLog* - the official blog of ACRL

Designing Better Libraries- using design and innovation to create better libraries and user experiences

UX Diigo Links

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Library Renovation

The Jean & Alexander Heard Libraries are undergoing an exciting renovation. This guide highlights our efforts to Build a Better Library.

Last update: Jan 26th, 2011 | URL: http://campusguides.library.vanderbilt.edu/renovation | 🖨 Print Guide | 📶 RSS Updates | ✉ Email Alerts

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📰 Renovation News

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📋 Dean Connie Dowell

"With these changes, our libraries will make additional intellectual contributions to our campus."

~Connie V. Dowell, Dean of Libraries

Comments (0)

📋 Renovation 2010

Board of Trust Approves Library Renovation

Vanderbilt University's General Library Building is undergoing a $6 million renovation that addresses 21st century teaching and research needs for students and faculty while enhancing the experiences of community visitors. This is the first major change to Vanderbilt's largest library building since the addition of the H. Fort Flowers Wing in 1969.

Central Library Lobby, 1941.

The renovation will upgrade almost 19,000 square feet of existing space. The number of large, attractive study areas will be increased, including two multi-purpose group study areas that can be used for library instruction classes, study sessions and special events. The number of public workstations will be increased, and the lobby's four help desks will be consolidated to provide a single service point for library users. A café will be added on the fourth floor, directly accessible from campus as well as through the library.

Construction on the lobby, reference room, computer commons and second floor breezeway will be completed in time for the fall semester. By the end of the calendar year, work on the café and community room will be done.

The full text of the Vanderbilt News article is available online.

Comments (0)

📋 Provost McCarty

"Scholarship has changed dramatically in the 70 years since construction of the Central Library. The information revolution completely transformed the way faculty members teach, the way students learn and the way faculty and students conduct research. "

~ Provost Richard McCarty

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Surveys

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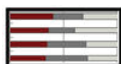
Survey of graduate and professional school students

RESULTS:

- Survey report
- Respondent comments
- Library response to results
- Summary results
- Survey form

What is the 2010 Survey of graduate and professional students?
The 2010 Survey of Professional and Graduate Students, which ran from February 9-15, 2010, launched the University of Chicago Library's new annual survey program which will target, on a rotating basis, graduate students, faculty, and undergraduates.

What does the survey cover?
The 23-question survey, designed by the Assessment Project Team and based on similar surveys run by MIT and the University of Washington, covered:
• Demographic information: division/school, degree program, whether respondents were in first year at University
• Collections: importance, satisfaction, impact on success , comments/suggestions
• Activities: physical/remote visits, activities when visiting library, website tasks
• Spaces: primary library, library satisfaction, frequency of visits , comments/suggestions
• Existing services/facilities: importance, satisfaction, comments/suggestions
• New services: importance of services presented as options, top pick, comments/suggestions
• Overall satisfaction

Who took the survey?
• Invitations were sent to 9,726 graduate and professional school students who were enrolled in a degree program
• 1,791 students completed the survey, yielding an 18% response rate
• The highest number of responses (423) came from the Social Sciences Division and the Humanities Division (303), which together account for 41% of the completed surveys.
• Degree programs: 62% (934) Doctoral degree, 37% (657) Masters degree, around 5% are in Law or Medical degrees

What are the 2010 survey results?
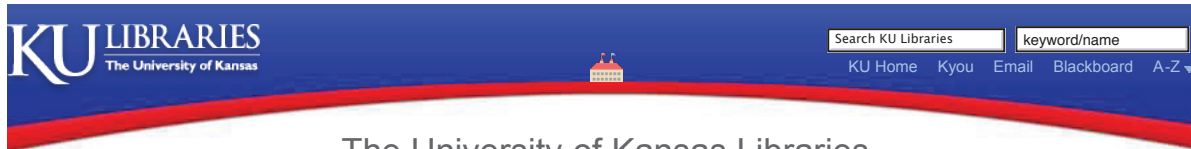Results include (see the full report for detailed analysis):
• 93% report that they are either very satisfied or satisfied with the Library overall
• 92% rate electronic journals and magazines as either very important or important to their current research and study
• 85% report being very satisfied or satisfied with our collection of electronic journals and magazines
• 86% rate the Library's collections as either very important or important when it comes to their effectiveness as a researcher
• 76% report accessing the Library resources from off campus at least weekly
• Among the proposed services that participants rated as important to offer were scanning and online delivery of print journal articles, and designated quiet zones
• Over 4,000 coded comments in response to the 6 open-ended questions highlight the reliance on electronic access and collections and the importance to many of the Library as work space.

How is the Library responding to these results?
In addition to responses to specific requests, both the quantitative and qualitative data are reviewed and acted on by various committees and workgroups, including:
• The Library Planning Council will use the results to develop priorities for the next fiscal year
• Results will be reviewed and acted on by the Public Services Steering Committee, the Virtual Access Committee, and the Web Improvement Team.

Assessment Project Team members: Agnes Tatarka, Assessment Director; David Larsen, Head of Access Services and Assessment: Tod Olson, Systems Librarian; Margaret Schilt, D'Angelo Law Library Faculty Services Librarian; Andrea Twiss-Brooks, Co-Director, John Crerar Library

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Snapshot Day at Anschutz Library, April 14, 2010

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What is a day in the life of Anschutz Library like? From the bustling Group Study areas to the cloister like quiet zones, Anschutz is a veritable hive of activity. Patrons at Anschutz are in the midst of a variety of activities, from searching for jobs to studying for finals at any given time.

On April 14th, KU Libraries joined Kansas Libraries in documenting SnapShot Day: A Day in the Life of a Kansas Library. Snapshot Day was an effort to document the importance of libraries in their communities. Patron surveys were conducted to find the variety of reasons why hundreds of people walk through the doors of Anschutz each day.

Patrons on Snapshot Day were asked what resources they were using as well as their likes and suggestions for bettering service in Anschutz.to see the survey results.

- View the graph detailing services used
- View the response sheet
- Click through the photo gallery

For more information about KU Libraries, visit http://www.lib.ku.edu/pressroom/.

View the snapshots from Snapshot Day

Click to view full-sized images

Snapshot Day at Anschutz Library, April 14, 2010
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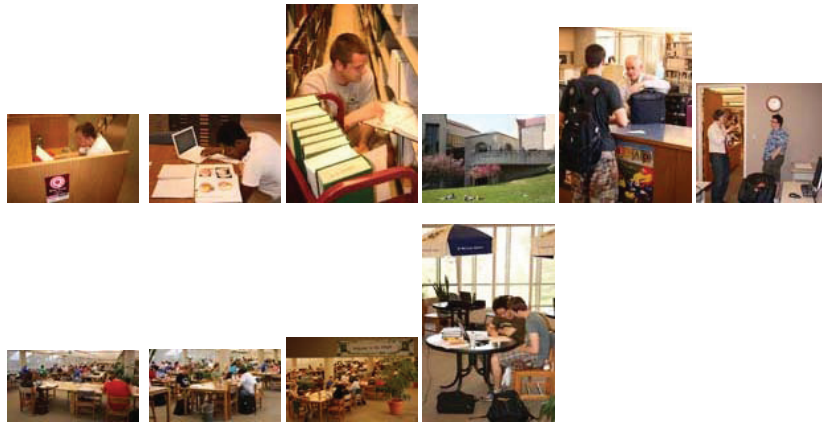
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› Ethnographic study - Digital Scholarship at MIT

MITLibraries **Ethnographic study - Digital Scholarship at MIT**   ⚙ Tools ▾

Added by Nicole Gail Hennig, last edited by Lisa Horowitz on Apr 21, 2011 13:02 (view change)

Digital Scholarship at MIT

Team: Nicole, Remlee, Stephanie, Lisa H; Michelle Baildon, Anne Graham, Kate McNeill

Timeline

Email communications to users: recruiting, informing of selection (or not), reminder, scheduling

Interview schedule (restricted)

Classes and Projects Involved (restricted)

Interview Training

Interview brain dump (restricted)

Coding

Proposal

Digital Scholarship at MIT:
a study of how new technologies and formats are changing how MIT scholars find and use information

Goal:
The MIT Libraries User Needs group studies the needs of the MIT community in order to inform the future of library services for MIT. In the Spring of 2011 we propose to study how new technologies and formats are having an impact on how MIT scholars find, use, and share information for their study, research, and publishing. This will help inform our work related to the following strategic directions:

- Create the Next Generation Research Library Organization
- Build and Strengthen Relationships with Faculty, Students, and the MIT Community
- Advocacy for Information Policy
- Improve Infrastructure for Content Management and Delivery
- Transform Library Space

How:
We will use an ethnographic method known as a "cultural probe." Volunteers from the MIT community will be asked to record their own research behavior over the course of a one-week period using their own digital camera and taking notes in any format they wish. The photos and notes will be used to help each person tell their story in detail during in-depth interviews (1.5 hours).

Who:
Undergrads: Since we know that undergrads are focused mainly on completing coursework, we will study them within the context of specific classes that agree to participate. We aim to target 3 different classes, one from each of the following communities: Science & Engineering, Arts & Humanities, Social Sciences & Management.

For example we may recruit:
- a class working with geospatial data
- a class from comparative media studies using multimedia in some way
- the terrascope class from EAPS, since students work on creating museum-like displays to communicate their content
- a group working from abroad or in an international program (if possible).

We will work with librarian subject liaisons who have existing relationships with specific classes. They will help recruit the particular classes and participate along with UX group members to conduct the interviews.

Grad students, faculty, researchers: Since this group is focused mainly on research, we will study them within the context of specific research projects. We will focus not only on how they find information, but also on how they use, share, and publish it. We aim to target 3 different research projects, again from each of the three communities mentioned above.

We will work with librarian subject liaisons who have existing relationships with specific faculty members. They will help recruit the particular projects to be studied and participate along with UX group members to conduct the interviews.

Library staff involved:
From UX group: Nicole Hennig, Lisa Horowitz, Stephanie Hartman, Remlee Green
from LDLC: Kate McNeill, Michelle Baildon, Anne Graham

How many:
We will have 3 undergrad classes and 3 faculty/grad/researcher projects each with several people willing to participate. We will include undergrad students, teaching assistants, grad students, faculty and researchers. Ideally we'd like to interview 3 people from each class and 2 people from each research project for a total of 15 interviews.

We'll aim to use 4 members of the UX group and 4 subject liaisons from LDLC (TBD). This team of 8 staff will work in pairs to conduct the interviews. (each team of 2 will interview 3-4 people)

The volunteers will be offered $75 Amazon or TechCash gift certificates for their time.

When:
Recruiting & contacting volunteers: throughout February and early March
Participants track themselves: any one week in March or April
Interviews: April/May
Results consolidation: May (first 2 weeks)
Reporting out: May (last 2 weeks)

What:

Interviews will be guided by the following questions:

Warm-up questions:

- Introduce yourselves, explain the process

- Demographic (i.e., who they are and what class or project they did for the study)

The central question:

- So tell us the story of your week. We'll use your diary to jog your memory. Describe any tasks you did during the study that were related to:
finding information, organizing, sharing, citing, collaborating, teaching, presenting, or publishing.

For each task:

Formats:
- What kinds of data and formats did you use? (NOTE: only mention examples if they don't know what you mean)
(i.e., GIS, bioinformatics, social science data sets, textual data, music recordings, images, videos, ebooks, ejournals)

- Describe any difficulties you had with specific formats.

Equipment:
- What kinds of equipment did you use? (NOTE: only mention examples if they don't know what you mean)
(i.e., laptops, mobile phones, smartphones, tablets, desktop computers, cameras, GPS devices, other)

- Describe any difficulties you had with specific equipment.

Collaboration:
- Did you work as an individual, in a group, or both? Tell us about what you do individually vs. what you do in group settings.

- Did you collaborate with remote colleagues? What are some pain points when it comes to collaborating remotely? What works well?

- What were some typical or common pain points in your process?

Change compared to the past:
- How did you do that task differently five years ago? What has become easier and what is still difficult?

- Describe some things that could make this task easier.

Specific tools used:
- How do you save your information, both for the short-term and the longer-term? What happens to your information when the class or research project is over?

- Did you use any academic social research tools, or any general social social tools (in relation to your academic work)?
(i.e., academic: such as Mendeley, Cognet, Archnet, ArXiv, Lablife, Zotero; general social: Facebook or Twitter)

Where & when:

- Where did you do your work? Tell us the specifics of each place that you worked in.
(i.e., an on-campus office, dorm room, coffee shop, library, home or traveling (list city, state, country), plane, train, other.)

- What were some particular qualities of those places that made your work easy or made your work difficult?

- What time of day did you do this work? Are there particular times of day that you prefer for different activities? (i.e. studying, meetings, research, solitude, thinking, writing, group work)

Getting help:
- Did you ask for or receive help from anyone during the process? Who? What do you consider when deciding whether and who to ask for help?

Publishing:

- What kinds of considerations about copyright, fair use, or open access impacted your work during this time?

- If you have published something recently, tell us about your process. What were the pain points? What would make the process easier for you?

Wrap-up questions:

- (If they haven't mentioned library use yet): Did you use any library services? If so, which ones? How did you find out about them?

- How is your studying or research changing because of new technologies?

- What are the top few things that would make your academic work easier?

Results:

- Each interview will be conducted by a team of two MIT libraries staff. One to conduct the interview and the other to take notes. The UX group will train the library staff participants in ethnographic interviewing techniques.

The notes will be consolidated and a few UX team members will apply card-sorting methods to organizing the results. We'll produce a report and a presentation for MIT Libraries staff. Results will be posted on the UX wiki where all library staff can access them.

The personal identities of MIT community members will not be revealed except to those conducting the interviews. The raw materials (notes and photos) will be stored on a protected wiki space, available only to relevant staff. As we've done in the past, we'll get the study approved by COUHES: http://web.mit.edu/committees/couhes/, and the MIT Libraries staff participating in the study will complete the human subjects training (http://web.mit.edu/committees/couhes/humansubjects.shtml).

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Establishing fondren@brc

Insights from a User Study

Debra Kolah and Lisa Spiro
August 2010

I. Introduction

Rice University's Bioscience Research Center (BRC) aims to be "a catalyst for new and better ways for researchers to collaborate, explore, learn and lead."[1] With fondren@brc, its new library facility in the BRC, Fondren Library can participate in this collaborative effort and support researchers in producing pioneering new research. Through fondren@brc, the library can explore how to use a flexible library space that focuses on service instead of content, what kind of services to offer to a group of scientists who mainly do their research online, and how to implement embedded librarianship, or the integration of librarians into academic disciplines.

To understand how best to serve the biochemists, bioengineers, and chemists who occupy the BRC, Debra Kolah and Lisa Spiro interviewed 3 faculty members, 4 graduate students, and a library liaison (to date; more interviews are planned). We adopted the ethnographic research methods developed by anthropologist Nancy Foster through her work at the University of Rochester, methods that we learned by attending a workshop Foster taught for the Council on Library and Information Resources (CLIR). We conducted half-hour to hour long semi-structured interviews, examining how researchers do their work, how they use the BRC, and what services they would like to see the library offer.

II. How Bioscience Researchers Use the Library

Bioscience researchers primarily work in their labs, so they want easy online access to the research literature. Occasionally, they will walk to the library, but more frequently it is a graduate student who is tasked with picking up materials at Fondren Library. One researcher commented on missing the new book shelf, but it is Fondren is too far to go by now.

Researchers primarily use Web of Science, Scopus, and Pubmed. Even though researchers may say "I don't really use the library," they often proceed to acknowledge that they use multiple online databases. There remains a gap in the perception that it is the library that is providing the subscriptions to the research database.

---

[1] http://www.rice.edu/brc/index.shtml

Interlibrary loan seems to be the most heavily used service, and researchers seem very happy with all aspects of it. Course reserves do not seem to be used by the faculty we interviewed. Instead, professors seem to be putting their own resources into their courses on OwlSpace.

The subject bibliographer has witnessed a steady decline in the number of office visits over the past five years, and now "face to face contact has diminished to the point where I hardly ever see them." Faculty still do email requests and questions, but some faculty seem not read all email sent to them, so communication remains challenging. However, the department liaisons work closely with the subject bibliographers.

The faculty we interviewed knew very little about the fondren@brc space and were confused by the sign by the door describing it as "TMC Library." One faculty member seemed to get somewhat upset after hearing that the library would not provide access to Med Center information resources. Fondren needs to communicate its mission and services for the BRC space clearly.

III. Life at the BRC

Located at 6500 Main Street, the BRC links Rice with the Medical Center. Currently the BRC hosts faculty, postdocs, graduate students, undergraduate researchers, and affiliated staff in bioengineering (which is wholly located in the BRC), biochemistry, and chemistry. Currently 27 Rice faculty and their research groups are located in the BRC. In addition, the offices for Gulf Coast Consortia (GCC) and the Cancer Prevention and Research Institute of Texas (CPRIT) are based at the BRC. The ten-story building features several lounges, conference rooms, a 28-seat auditorium, a 90 seat seminar room, "state-of-the-art classrooms," and 10,000 square feet of retail space (which is as of yet unoccupied). To connect the BRC to the main Rice campus, a Rice shuttle service stops at the BRC four times an hour and delivers passengers to campus in less than 10 minutes. A pleasant walking path links the BRC and central campus.

Most faculty spend the majority of their time at the BRC, although occasionally they go to the central campus to attend lectures or meetings, teach classes, or interact with seminar speakers. Some classes are held in the BRC, mostly in bioengineering. Graduate students tend to spend more time on campus, but seem to regard the distance between the central campus and the BRC as being significant, so they prefer to drive rather than walk. Most of what researchers need is available at the BRC, although they would like a cafe (one is being planned).

When researchers moved into the BRC in the fall of 2009, the physical infrastructure was not completely in place. Initially administrators at the BRC focused on the physical structure of the building, resolving issues such as plumbing problems. Now, work is being done to build the "social fabric" of the BRC by promoting both "vertical" and "horizontal" integration within the building, so that researchers know their neighbors on their own floors and throughout the building. The BRC deliberately mixes together researchers from different departments on the same floor. To promote community, the BRC hosts a Tuesday morning Bagels and Brew, in

which different campus and vendor groups come in to showcase their products and services; a recent Bagels and Brew focused on biosafety and compliance issues. The events aim both to foster community and to disseminate information so that people can accomplish their goals more easily. The BRC also hosts a Thursday afternoon event called Patties on the Patio. Signs promoting these events adorn the elevators and other public spaces. The hallways are lined with posters showcasing research going on at the BRC, and some researchers have drawn or written on the glass walls.

Fondren's space in the BRC is located on the second floor, just beyond an entranceway that is linked to the patio by a spiral staircase. It seems that Fondren's facility is in a fairly visible, high traffic area, although our observation of the space occurred during the summer, when most students are away and when construction was altering foot traffic through the building,

IV. Recommendations/Conclusion

We concluded our interviews by asking for suggestions for Fondren's BRC facility. Interviewees suggested that the library provide the following:

Services
1. Most of all, researchers wanted access to **biomedical databases** that are available at the HAM-TMC library. They didn't understand why they cannot access these important research materials. One interviewee suggested that it might be possible to offer faculty joint appointments with Medical Center institutions so that they could access these databases; Rice could give Med Center faculty reciprocal privileges. Such an approach worked (to some extent) at another institution.
2. **Pick up and drop off services** for books that researchers needed to acquire or return. Although researchers don't use print books very frequently, occasionally they want to consult an introductory book, specialty work, or older volume. Making the trip to Fondren can be cumbersome. As one interviewee commented, "it doesn't seem like 15 minutes is much to walk, but it is."
3. **Training and support for patent searches**.
4. **Training and support for the development of business plans**.
5. Although fondren@brc does not need to be open for extensive hours, librarians can offer **regular office hours** so that researchers can drop by with questions. Not only would researchers better know their librarian, but librarians would develop a deeper understanding of the researcher community that they are serving. Graduate students in particular said that they would like to get help identifying and accessing relevant resources.
6. Host **outreach sessions** focused on "what the library can do for you." Perhaps the library can host a future Bagels and Brew or Patties on the Patio event. As one interviewee told us, "Feed them and they will come." The best times for such events seem to be weekday mornings (10 a.m.) and afternoons (4 p.m.).
7. Offer **tutorials and workshops**. A number of researchers (particularly graduate

students) come from other countries and may not be familiar with library resources or how to find what they need. Workshops would be especially useful for first-year graduate students who may not be familiar with doing serious library research. Faculty seemed supportive of new graduate students attending workshops focused on their research areas, and graduate students seemed interested in such workshops as well. Short workshops that teach researchers how to do their work more quickly and efficiently might also be popular. In addition, researchers need specialized training in working with Web Of Science, medical databases, tech transfer, patents, business, and environmental science.

8. **Survey** BRC tenant groups about what they need, particularly when it comes to journals and other information resources.

9. Raise awareness of library services by sending a **BRC specific email**.

Facilities and Collections

10. **Space that can be used for meetings**. Already at least one small conference session has been held in the current Fondren space.

11. **Access to high-end printing**, particularly poster printing. Typically each lab will produce about 10 posters per year, according to one interviewee.

12. **Access to high-end computer workstations**, particularly with expensive software such as SAS, MatLab, Adobe products, Mathematica, etc. Large displays would also be helpful. Graduate students particularly identified this as a need.

13. **A small collection of new books**. One researcher commented that it was difficult to know "if there's anything new at the library," but that a display of these books would be useful. Alternatively, perhaps the subject specialist could compile a quarterly update of new books relevant to a discipline and circulate that via email.

14. A comfortable, flexible space for **collaborative student projects**.

15. **Video conferencing** for meetings with other research groups. (It appears that some video conferencing facilities are already in the BRC.)

16. A **small journal browsing collection**. Each research group could provide a list of 5-10 core publications that they would like to see in the building.

17. A **touchscreen display** showing you what is available in the library.

In addition to the researchers' suggestions, we recommend that:

1. The library embrace the visual culture of the BRC and **promote library services** and resources through posters facing the hallway, colorful drawings on the glass walls, flyers in the elevators, and other marketing approaches.

2. Fondren sponsor **outreach sessions**. The hallway outside the library space in the BRC is large enough to accommodate several tables as well as groups of people, so food could be served there.

3. Librarians create a BRC **Libguide** that reflects the interdisciplinary research needs of the building and provides links to resources in biology, chemistry, bioengineering, and biophysics.

4. More marketing and training can be done for **Scopus**, which is generally a better citation

database for emerging sciences such as bioengineering.
5. Innovative technologies that foster communication between the library@brc and Fondren
be explored: use of **Skype** and **GoogleChat**, for example.

Faculty and graduate students whom we interviewed seemed to have a generally positive
impression of the library and to welcome help in getting access to information that they
need. With the fondren@brc space, Fondren has the opportunity to explore new models of
librarianship based not so much on collections as on services.

RUTGERS
University Libraries

SUMMARY

NEW BRUNSWICK STUDENT FOCUS GROUPS, SPRING 2008

The Rutgers University Libraries held three student focus groups in New Brunswick during spring semester 2008. The impetus for having these groups was the desire of the current Reference and Lobby Redesign Committee to know from students what kinds of spaces they wanted in the library. There was also a desire to know from students their perceptions and desires of reference service. In addition, the libraries have been seeking information from graduate students about a possible redesign of the Graduate Reading Room. To this end we held three focus groups: March 26 for undergraduates (two students) and one for graduate students (5 students); and April 23 for undergraduates. (eight students). Lila Fredenburg facilitated the discussions; and Jeanne Boyle, Valeda Dent, and Françoise Puniello took notes.

The following questions directed the discussions:

1. We often hear that atmosphere is important for studying. What do you think is the ideal atmosphere for individual study? Group Study?

2. What three things do you like most about the library? What three things do you like the least about it?

3. What do you imagine being in the perfect university library?

4. What do you imagine the perfect graduate reading room looking like? What do you imagine the perfect undergraduate study space?

5. What do you think is meant by reference service?

6. Do the services offered by the library meet your needs?

7. What would make reference service better?

SUMMARY OF THEMES

1. **Overall - All Groups**

      Appropriate study spaces - quiet and group

      Hours – especially weekends and late night

      Complexity of library website

      Outlets for laptop use

2. **Undergraduate Students**

      Quiet spaces

      Hours

      Computing - wireless, access to computers

      Aesthetics

      More seats

3. **Graduate Students**

      Comfortable and diverse spaces

      Equipment and costs to use

      Digital resources and services

      Librarian contact and help

FSP/JEB 5/20/08

RUTGERS University Libraries

STAFF RESOURCES

| BOOKROOM | FIND PEOPLE | FIND COMMITTEES | SEARCH STAFF PAGES | STAFF RESOURCES INDEX |

- Libraries Home
- Staff Resources Home
- Access Services
- Administrative Services
- Budget Office
- Central Technical Services
- Collection Development
- Distributed Technical Services
- Human Resources
- Integrated Information Systems
- Library Faculty
- Marketing
- Planning and Assessment
- Public Services
- Research and Instructional Services
- Technical and Automated Services
- Training & Development
- University Librarian

- Sampling Dates
- Abbreviations & Acronyms

Rutgers University Libraries Staff Resources:
  Planning and Assessment:
    Committees and Task Forces:

Ethnographic Research Project: Reports

Studying Students: The Ethnographic Research Project at Rutgers

- Studying Students to Enhance Library Services at Rutgers University: Principles and Priorities for Moving from Research to Redesign and Development of the Libraries Website: The Final Report of Our Ethnographic Research Project [PDF]

- Tentative Findings from Student Surveys and Interviews as Compiled at the Conclusion of the Research Phase of the Rutgers University Libraries Web Interface Redesign Project [PDF]

- Qualitative Findings from Student Interviews as Compiled at the Conclusion of the Research Phase of the Rutgers University Libraries Web Interface Redesign Project [PDF]

Coded Comments

- Graduate Students [Excel]
- Undergraduate Students [Excel]

Comment Reports from Committees and Other Groups

- Alumni [PDF]
- Ask a Librarian [PDF]
- Circulation [PDF]
- Citation Managers [PDF]
- Collections [PDF]
- Communicate [PDF]
- Facilities [PDF]
- Federated Searching, Vendor Issues [PDF]
- Hours, Maps, Navigation, Research Guides, Visuals [PDF]
- Instruction [PDF]
- Interlibrary Loan [PDF]
- IRIS [PDF]
- Navigation [PDF]
- Personalization [PDF]
- Proxy [PDF]
- Research Guides [PDF]

- Comments Distribution Message [PDF]
- Comments Distribution Table [PDF]

State of the Libraries 2009 Presentation PowerPoint Slides [PDF]

Last updated September 28, 2009; December 9, 2009; February 15, 2010; March 24, 2010

RUTGERS
University Libraries

Studying Students to Enhance Library Services at Rutgers University:

Principles and Priorities for Moving from Research to Redesign and Development of the Libraries Website

The Final Report of Our Ethnographic Research Project

Submitted by:

Grace Agnew
Ka-Neng Au
Susan J. Beck
Jeanne Boyle
Judith Gardner
Samuel McDonald
Rhonda Marker
Chad Mills

March 17, 2010

STUDYING STUDENTS TO ENHANCE LIBRARY SERVICES AT RUTGERS UNIVERSITY:

PRINCIPLES AND PRIORITIES FOR MOVING FROM RESEARCH TO REDESIGN AND DEVELOPMENT OF THE LIBRARIES WEBSITE

THE FINAL REPORT OF OUR ETHNOGRAPHIC RESEARCH PROJECT

INTRODUCTION

We carried out this ethnographic research project to investigate the research behaviors of Rutgers University undergraduate students, graduate students, and faculty in an effort to discover how library and information resources are used, in particular the Rutgers University Libraries website. We intended that the research would highlight ways in which the website might be improved both to enhance the research experience for users and to attract new users.

This final report details the principles and priorities developed by the core team for guiding improvements to the Libraries website. Project methods and detailed results are contained in two reports available on the Libraries website at: http://www.libraries.rutgers.edu/rul/staff/groups/ethnography/reports.shtml. Also at the same location are coded comments from the surveys of graduate and undergraduate students and review reports with specific recommendations from relevant councils and committees on the coded comments contributed by survey respondents.

The study gathered a great deal of data. The various reports describe the "what" of improving our website. The design team will determine the "how."

PRIMARY FINDING

The Libraries website needs to be viewed quite differently by librarians and library staff than it has been to date. Instead of being a vehicle for library information, it must become a tool. Website users do not want to read and be instructed, except perhaps by choice. They desperately need and want the website to carry out actively what they need to have done. As Roy Tennant has written:

"You know you want it. Or you know someone who does. One search box and a button to search a variety of sources, with results collated for easy review. Go ahead, give in—after all, isn't it true that only librarians like to search? Everyone else likes to *find*."[1]

Our results confirm this view.

---

[1] Digital Libraries- Cross-Database Search: One-Stop Shopping, by Roy Tennant. Library Journal, 10/15/01. Viewed February 3, 2010: http://www.libraryjournal.com/article/CA170458.html.

1

PRINCIPLES

These principles should guide current and future redesign and development of the Libraries website:

1. Flexibility. Users should be able to customize both their experience and where they receive information as individuals and as members of groups.

2. Integration. The Libraries website needs to integrate more tightly with such user tools as Sakai, the university website, myRutgers, departmental websites, continuous education, RUcore.

3. Information literacy. The Libraries website should express and be an integral part of information literacy learning at the university.

4. Simplicity. Less is definitely more. The Libraries website should be easy to get to and remember, with fewer clicks and explicit language.

5. Context. Website users should always know where they are and how they got there.

6. Self-sufficiency. People want to find and do for themselves. Tool development should focus on self-sufficiency.

7. Process. There needs to be an iterative and permanent process of redesign and development that incorporates version releases, constant rethinking of strategy, and constant feedback.

PRIORITIES

After reviewing all reports and comments, the Core Team has identified the following priorities for initial website redesign and development. They are listed by priority within broad categories. The categories themselves are not prioritized but are listed alphabetically.

Access
Single sign-on/login – Users desire one login for all services we offer. It should be integrated with the login for remote access. They report not being able to access resources remotely without paying.

E-Journal process
E-journal process – Our process for finding e-journals and articles in them is undeniably broken. Users need improved discovery, navigation, URL access, selection by discipline, and enhanced federated searching capabilities. They come to us needing a particular article or wanting articles on a particular topic, and we present them with lists of database and journal titles. They scroll over Searchlight and do not see that it might be the single search box they desire. Users search our databases or Google Scholar and cannot figure out how to link to our e-articles even when we offer them. Users experience requests for payment when accessing our resources remotely.
Help users identify databases to use for their research – The broad subject breakdowns of indexes and databases, advanced search subject choices within Searchlight, and the research guides are not doing the job. They need to be brought together and surfaced.

2

Navigation

Navigation – Users want to find rather than search and search rather than read instructions.

Surface high demand resources – We need to aggressively and continually identify our high demand resources and give them top real estate. Titles mentioned often are Academic Search Premier and JSTOR; one Web page in demand is our Hours and Directions. What are the others? How do we feature them?

Match user expectation in Web 2.0 in color layout, widgets, and services – This is not currently among our first priorities.

Search – Many users desire one Google-like search box. We need to improve our federated search function, extending it to more databases and to such other tools as our website, IRIS, RUcore, etc.

Personalization and context – point of need

Personalization features – Users want to manage their favorite resources.

Delivery of services to tools outside the Libraries context – Several users requested the availability of maps that would guide to a particular book in our stacks. Such maps could be on a cell phone as the user walks to the stacks. Other places to deliver our services include departmental websites, Sakai, myRutgers, etc.

Create different Web spaces for different user groups – Users come to us with different levels of expectation and skills as well as different needs dependent on discipline and status.

Help when needed – Users requested such helps as one-minute podcasts at point of need and very brief text when they stumble.

Research guides - Users don't want to bother librarians. We need to explore making on demand/online librarians more available and investigate how to incorporate provision of subject expertise in a discipline.

Simplifying

Change labels – While we constantly strive to minimize library jargon, our users want us to do better and give them an easier to use website.

Repave – We need to get rid of tripping spots, extra clicks, etc.

Top page

Service orientation on top page – The website should provide services supported by lower pages rather than lists of resources.

Front page delivery – The left hand menu is too cute, crowded, etc.

STRATEGIES

Suggested strategies for managing the web redesign and development are:

1. Unify redesign, development, and ongoing oversight of the website by integrating the responsibilities and functions of the Web Advisory Committee (WAC) and Web Services into one new group. Include representation from the IRIS Public Access Committee (IPAC). Recognize that the silos of website content, technology, and public catalog are a library construct and are not meaningful to users, who rightly integrate the services in their mind.

3

2. Work with other groups, as appropriate, such as the Digital Interface Group (DIG), for implementing changes to the e-journal process. Leverage existing expertise and service/resource management processes to add efficiency, integration, and different points of view and expertise to the redesign and development process.

3. Recognize that website redesign and development is an ongoing process that needs to reflect changing user needs and changing technologies and not a discrete and massive project occurring every 3-5 years. Develop a version schedule for incremental, ongoing changes. Schedule at least two website versions annually.

4. Identify and prioritize website functionalities into coherent and coordinated website version releases.

5. Recognize dependencies/interrelationship to other developments, such as the selection of a new open source public access catalog for VALE that would be a strong candidate for the new public catalog interface for RUL. Other dependencies include integration with services offered via OIT (Sakai, myRutgers, etc.), changes to RUcore, etc.

OTHER ISSUES
Several remaining issues point to possible future activities:

1. At the request of the Core Team, Jeanne Boyle, the remaining principal investigator for this project, filed a successful request for continuing review with the Institutional Research Board to give us flexibility in following up with users for clarification, feedback, etc. The Core Team remains ready to oversee any additional data gathering required. We encourage all library faculty and staff to consult existing ethnographic data or use Google Analytics or RUL website statistics before beginning new data gathering projects.

2. We need to market the website redesign and development process more actively within the Libraries.

3. The website redesign and development process needs to be informed by the differences between user and librarian beliefs, which in itself is one of the key take-aways from the ERP study.

4. Research guides and other current similar efforts need to have their assumptions challenged not only for service effectiveness but also for return on investment. Students are asking to be directed to the appropriate resources particular to their specific research needs. Research guides have traditionally been the Libraries approach to addressing this need, but students don't seem to be generally aware of research guides. Are the libraries receiving a useful return on investment for research guides, given the amount of time and effort involved in creating a research guide? Should more agile and dynamic approaches, such as packaging resources into custom portals, be employed instead? What are our peer institutions doing? It was agreed that the evaluation of the research guide methodology is out of scope for this working group but that the research guide strategy should be evaluated, in light of ERP findings, perhaps by a specific working group tasked by the two councils.

5. Additional recommendations for website improvement are included in the review reports from relevant councils and committees on the Libraries website.

4

NEXT STEPS

Judy Gardner, Interim Deputy Associate University Librarian for Research and Instructional Services, has been charged to coordinate improvements to our Web presence and digital public services, including work resulting from the ethnographic study and the need to advance implementation of its recommendations. She will partner with the Director of Integrated Information Systems for the Rutgers University Libraries to guarantee that the appropriate commitment and support from both public services and information technology are brought to bear on developing the Libraries website. Judy and the Director will work with members of the newly integrated website team and the Core Team to initiate and oversee the redesign and development process.

Information gathered in this study concerns issues beyond just the Libraries website. All committees and other groups that reviewed comments from the student survey will be requested to review their initial recommendations, taking into consideration the principles, priorities, and strategies in this report, which focuses on the website, as well as the website-focused and more general recommendations in the report on student interviews. They will be requested to incorporate work that will carry out both the website and other recommendations into their planning and goal setting for academic year 2011 and beyond. The Core Team will provide support in the form of additional data gathering and analysis and priority setting, as needed, and track and report on progress over the course of the coming academic year.

5

Libraries: Bothell Tacoma Health Sciences All ▾   UW Home   Directories   Maps   MyUW   off-campus access *(log in)*

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Libraries Home > **Libraries Assessment**

UW Libraries Assessment

Libraries Assessment & Metrics Team

Members
Presentations
Publications

Charge

The Libraries Assessment and Metrics Team works with and reports to the Director of Assessment and Planning to:

- initiate and support library assessment efforts within the University Libraries;
- identify user needs and assess Libraries efforts at meeting them;
- foster a culture of assessment within the Libraries;
- provide support as needed for assessment efforts conducted by other library staff;
- develop expertise and understanding of assessment measures and techniques and share these with library staff as needed;
- conduct the Libraries triennial user surveys;
- communicate assessment activities and results to appropriate individuals and groups;
- assist in assessing organizational performance through the development of outcomes and success metrics;
- help develop a management information infrastructure to make data and key statistics available to staff and the public;
- maintain the library assessment Web sites;
- and plan the semiannual library assessment forums.

Contact Us
Last modified: Thursday January 27, 2011

UW Libraries Triennial Survey

The University of Washington Libraries has conducted extensive large-scale surveys of faculty and students since 1992. These triennial surveys focus on library use and satisfaction as well as user needs and library priorities.

2010 Triennial Survey Forms & Results NEW! *Updated 12 November 2010

Previous Triennial Surveys and Results

Other Surveys, Results & Assessment Info

In Library Use Surveys
Reports
Usability Testing

Library Statistics

KEY FACTS - University Libraries: Contribution to UW Excellence (PDF) *Updated 10/09
Selected Library Statistics
User Query Sampling
Circulation Statistics
Monthly Gate Counts (.xls)

Libraries: **Bothell Tacoma Health Sciences All** ▾   **UW Home Directories Maps MyUW**   off-campus access *(log in)* 🔒

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Libraries Home > Libraries Assessment > Surveys > Ilu2005 > **In Library Use Surveys**

In Library Use Surveys

Forms and Results

2008

Survey Forms	Results
	Frequency Tables (.doc) Datasheets (.xls)
Branch Library Form (.doc) UW Bothell Library Form (.doc) UW Tacoma Library Form (.doc) Health Sciences Library Form (.doc) Odegaard Undergraduate Library Form (.doc) Suzzallo-Allen Libraries Form (.doc)	**CHARTS** NEW! (Click here for instructions on how to create custom charts.) Question 1: What did you do in this library today? Question 3: How important are the services? Question 4: How would you rate the library? Question 5: Who are you? *(respondent status)*

2005

Survey Forms	Results
	Frequency Tables (.doc) Datasheets (.xls)
Branch Library Form (.doc) Health Sciences Library Form (.doc) Odegaard Undergraduate Library Form (.doc) Suzzallo-Allen Libraries Form (.doc)	**CHARTS** (Click here for instructions on how to create custom charts.) Question 1: What did you do in this library today? Question 3: How important are the services? Question 4: How would you rate the library? Question 5: Who are you?*(respondent status)*

2002

Survey Forms	Results
Branch Library Form (.doc) Odegaard Undergraduate Library Form (.doc) Suzzallo-Allen Libraries Form (.doc)	Frequency Tables (.doc)

Contact Us
Last modified: Monday March 30, 2009

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IN-LIBRARY USE SURVEY 2008   **BRANCH LIBRARY**   Date _____ Survey No._____

Please take a few minutes to complete this survey **BEFORE** you leave and help us evaluate library services.
Drop the survey off in any of the boxes marked "library survey" near the exit.   Thank you.

1. What did you do in this library today? (Please check all that apply)

a.___ Asked library staff for assistance
b.___ Looked for books, journals or other items in the library
c.___ Used course reserves
d.___ Borrowed or returned material
e.___ Made photocopies
f.___ LOCAL QUESTION
g.___ LOCAL QUESTION

h.___ Studied individually or did own work
i.___ Studied or worked in a group
j.___ Used a library computer
k.___ Used personal laptop or mobile computing device
l.___ Met friends/someone else
m.___ Printed from computer
n.___ Other (please specify)

2. How often do you visit this library in person? (Please check the most appropriate category)

❑4 or more times per week   ❑2-3 times per week   ❑Weekly   ❑Monthly   ❑Less often   ❑This is my first time here

3. How important are the following services to you in this library? (If service isn't currently available here mark how important it would be to offer it in this library)

	Very Important				Not important
Library computers	5	4	3	2	1
Assistance from library staff	5	4	3	2	1
Access to on-site collections	5	4	3	2	1
Access to online library resources	5	4	3	2	1
Place to work individually	5	4	3	2	1
Place to work in groups	5	4	3	2	1
Application software on library computers (Word, Excel)	5	4	3	2	1
Electrical outlets by seating areas	5	4	3	2	1
LOCAL QUESTION	5	4	3	2	1
LOCAL QUESTION	5	4	3	2	1

4. How would you rate this library on the following?

	Excellent			Poor		Not applicable
Access to computers	5	4	3	2	1	0
Space where I can work on my own	5	4	3	2	1	0
Space where I can work with groups	5	4	3	2	1	0
Quality of collections	5	4	3	2	1	0
Quality of customer service	5	4	3	2	1	0
Ease of finding collection locations and service points	5	4	3	2	1	0
Hours open	5	4	3	2	1	0
Inviting environment	5	4	3	2	1	0
LOCAL QUESTION	5	4	3	2	1	0

5. Who are you? (Check one category that best applies to your visit today)

___UW undergraduate student
  Declared Major_____

___UW graduate/professional student
  Department_____

___UW faculty or staff
  Department_____

____Student at other college
____K-12 student

____Instructor or staff at other school
____Businessperson/professional

____Community member/public
____Other (please specify)

6. Briefly list what we can do to make this library better for you. Include any other comments here or on back.

Porter Main Floor Renovation

Furniture Charrette - Summary of Results

January 15, 2008

9 students participated. Students were asked to provide furniture layout input into three areas but were welcome to comment on any part of the floor. The three areas are: Southwest corner (SW); Southeast corner (SE); Browsers seating area (BR).

Southwest

- 2 recommended the area be devoted to **group** table space (mixture of booths, pods, small and large tables)
- 1 recommended a mixture of **group** tables (booth) and **workstations** (line)
- 1 recommended a mixture of **group** tables (booths and large tables), **workstations** (line), and **laptop** counter in the corner
- 1 recommended a mixture of group table (booths and large table) and **comfy** sofas with coffee tables
- 1 recommended a mixture of small **group** tables, **comfy** group in the middle of tables and laptop, and **laptop** at front window
- 1 recommended of mixture of comfy **group**, comfy **individual**, and **workstation** (line) in the middle of area
- 1 recommended almost entirely **workstation** (line – as many as possible) with some **laptop** at side window
- 1 recommended entirely **café** seating

Comments on this area: "Group/collaboration area (workstation pods but without workstations). These tables are good as each member of a group has plenty of their own desk space but can see each other and talk to each other (not as silent as upstairs)"
Summary – mostly table group (booths and tables), some workstations, some comfy group and a little comfy individual

Southeast

- 1 recommended all **laptop** in two lines parallel to front window
- 1 recommended mostly **laptop** with some **workstation** (laptop in same two lines as above, but with workstation (line) in the middle if room
- 1 recommended mostly **laptop** (front window and aisle) with one large **group** table and one **café** seating
- 1 recommended mostly **laptop** (along both windows) with three **café** seating

- 1 recommended **mixed comfy** – some couches some chairs
- 1 recommended mixture of **laptop** against Graphics parallel to workstation, and **workstation** (line) along front window
- 1 recommended an even mixture of **café** along both windows and two **laptop** counters
- 1 recommended a **laptop** counter along front window and four small **group** tables
- 1 recommended entirely **laptop** along side window and along aisle by stairs

Comments on this area: "Most students don't know about this space. Once they see others working on laptops, from the large windows, they can also begin to use it"
Summary – mostly laptop, some café and a little workstation

Browsers

- 1 recommended **laptop**, **café** only by window, 2 **group** collaboration booths and mixed style of **workstation**
- 1 recommended two **workstation** pods and three **individual tables** by window
- 1 recommended lots of **café** seating, occasional table, two **sofas** and two **comfy chairs**
- 1 recommended two **workstation** pods, a **laptop** counter by window, interspersed with **individual table** study
- 1 recommended lots of **café** and some **individual and group comfy** seating with coffee table by window
- 1 recommended all **workstation**
- 1 recommended three **café** style and six **comfy sofas** by the window with coffee tables in between every two
- 1 recommended two **café** style interspersed with two **comfy chairs** (wants area to stay the same)
- 1 recommended one **café** style, three individual **comfy chairs**, one **sofa** and two occasional tables all by the window

Comments on this area: "The café/comfy area is a nice place to grab a coffee and read the newspaper or that interesting book you picked up. When one person has grabbed a table, no one else will sit there and several chairs are wasted. Let's give the option for the individuals to sit on comfy chairs while there is café space available for when you run into your friend"
"I think that café style seating should stay the same"
Summary - two camps: one is comfy cafe and one is workstations and laptops i.e. individual work activity

Additional Comments: "There is plenty of space from floors 6-10 for individual, secluded study. The main floor, especially with the large windows, would be a better area for groups to meet and collaborate. (Especially as your friends can spot you from outside"

"One thing I normally do is bring my laptop to work at an individual table upstairs. A laptop bench to plug in properly would be a welcome change"

"Perhaps make the laptop benches less elongated. It may be a little intimidating to see a long row of benches. I think this layout [referring to the "mushroom" pods] for laptop space would be preferable as it gives people plenty of personal space while being efficient with the room size"
"The first floor of the DP should be as informal as possible. There are lots of other floors that are more formal study areas"

"I also think that the furniture should be as movable as possible so students can move the furniture to suit their needs"

"Individual siting [sic] with sofas (group discussion)" in the area marked INDIVIDUAL STUDY

"Laptop 'lockdown feature'" on laptop counters

Print release stations in alcove beside information desk and in public work area

Informal Interview

Questions

1. What do you come into the library for?

2. Is there anything; a service, equipment, or resource missing in the library?

3. As you enter the library, what would you like to see?

4. What service points do you use?

5. What do you like about the library? & dislike?

Don't just sit there,
Speak your mind...

The library wants your feedback on the best way to use
the main floor at Porter!

Here's how
3. Answer the questions on the other side of this card
4. Drop off your completed card in the box on the table at the exit.
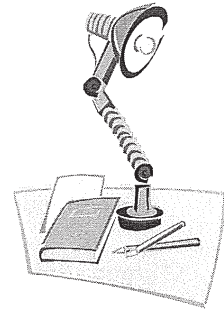
If you have already filled out one of these cards,
please leave this one for the next person

April 2007

What kind of seating is most important for the <u>main floor at Porter?</u>

Please rank the following items, 1 being most important and 6 being the least important.

__group study tables   __individual study tables

__individual study carrels   __group study rooms

__comfy lounge furniture and tables   __more café seating

If group study rooms went onto the <u>main floor at Porter</u>, what additional equipment should they contain?

Please rank the following items, 1 being most important and 5 being the least important.

__computer with large screen for group work   __white board

__large screen but no computer (plug-in your own laptop)   __flip chart paper

__other (please specify) _____

What do you like best about the <u>main floor at Porter?</u> _____

_____

What would you change about the <u>main floor at Porter?</u> _____

_____

Is there anything else you would like us to know? _____

_____

Advisory Boards

UNIVERSITY OF BRITISH COLUMBIA

Advisory Committee

http://www.ikebarberlearningcentre.ubc.ca/about/advisory.html

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ADVISORY COMMITTEE

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WHY AN ADVISORY COMMITTEE?

In order to create a wider forum for discussion and consideration of the role and activities of the Learning Centre, we established the IKBLC Advisory Committee. The Advisory Committee's membership includes UBC and community stakeholders to ensure that program advice represents a broad range of interests and perspectives with respect to the IKBLC's expansive mission, with primary focus on the external community-oriented services.

While the Committee is not a Steering Committee, IKBLC staff ask the Committee to engage in a wide range of discussions and make informed recommendations as to Learning Centre service priorities and development, and we, in turn, take Committee recommendations seriously, followwuing up on directions and ideas.

(Photo Credit: Glenn Drexhage)

2010-2011 MEMBERS

- Scott Graham, Director of Community Development Education, Social Policy and Research Council of BC (SPARC BC)
- Sue Hanley, Coordinator, First Nations Technology Council
- Cathy Mercer, Director of Student and Enrolment Services, Selkirk College
- Nancy Levesque, University Library Director, Thompson Rivers University
- Rory McIvor, Director, Community Futures Development Corporation of Okanagan Similkameen
- Doug McLachlan, Vice-President, Education, College of the Rockies
- Eve Hope, Head Librarian, Hazelton District Public Library
- Deanna Nyce, President of Wilp Wilxo'oskwhl Nisga'a Institute, located in Gitwinksihlkw
- Chris van der Mark, Superintendent, School District 54, Bulkley Valley
- Andy Ackerman, Trustee, Fort St. John Public Library Board, President, British Columbia Library Trustees Association
- Vacant, Graduate Student Society, UBC
- Ben Cappellacci, VP Academic and University Affairs, Alma Mater Society, UBC
- Ian Cavers, Associate Dean, Curriculum and Learning, Faculty of Science, UBC
- Janet Giltrow, Associate Dean, Students, Faculty of Arts, UBC

- Linc Kesler, Director, First Nations Studies Program and Director & Sr. Advisor to the President on Aboriginal Affairs
- Michelle Lamberson, Managing Director, Centre for Teaching, Learning and Technology, UBC
- Janet Teasdale, Director, Student Development, UBC
- Jan Wallace, Head Librarian, David Lam Management Research Library, UBC
- Chris Petty, Director of Communications, Alumni Association, UBC
- Don Black, Director of Community Programs, Continuing Studies, UBC
- Michelle Aucoin, Managing Director of Community Engagement, External, Legal and Community Relations, UBC
- Cynthia Mathieson, Acting Dean, Irving K. Barber School of Arts and Sciences, UBCO
- Leonora Crema, Associate University Librarian, Planning and Community Relations, UBC

- Ex officio: Ingrid Parent, UBC University Librarian
- Ex officio: Irving K. Barber

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Library Home > About the Library > Library Student Resource Group

Library Student Resource Group

The Library Student Resource Group (LSRG) serves as a formal channel of communication between students and the Library Administration. The LSRG discusses matters related to all the University libraries—Crerar, D'Angelo Law, Eckhart, Mansueto, Regenstein, and SSA—including feedback about collections, access, services, and present and future needs of the student community. The LSRG also assists in making specific recommendations to improve the Library and considers proposals for future changes in services. Finally, members of the LSRG discuss how the Library can most effectively communicate its resources, services and plans with students, and conversely, how students can most effectively communicate their wishes, needs and concerns to the Library.

The student representation in the LSRG consists of students from the College, Divisions, and the Professional Schools, who represent their respective areas. The LSRG also includes several Library staff, including the Library Director.

The Council meets approximately 2 times per quarter, with the year's dates selected at the first meeting. Students are appointed to the LSRG by Deans of Students, working with the Office of the Vice President and Dean of Students in the University, and serve a 2-year term.

Membership

From the College, the Divisions, and the Professional Schools:

- Joey Brown, College
- Allison Demes, College
- Samantha Lee, College
- Rachel Miller, College
- Julia Sizek, College
- Nicholas Stock, College

- Mark Opal, Biological Sciences Division
- Joshua Grochow, Physical Sciences Division
- Ben Merriman, Social Sciences Division
- Chris Dunlap, Social Sciences Division
- Rick Moore, Social Sciences Division
- Peter Erickson, Humanities Division
- Nick Tarasen, Law School
- Kelly Ledbetter, Pritzker School of Medicine

From the Library:

- Judith Nadler, Library Director, *chair*
- Jim Vaughan, Assistant Director for Access and Facilities
- Rachel Rosenberg, Communications Director
- John Kimbrough, Assistant to the Library Director, *secretary*

Meeting Agendas and Notes

- May 16, 2011: agenda | notes
- April 15, 2011: agenda | notes
- February 22, 2011: agenda | notes
- January 21, 2011: agenda | notes

- May 11, 2010: agenda | notes
- April 14, 2010: agenda | notes
- February 17, 2010: agenda | notes
- January 20, 2010: agenda | notes
- November 20, 2009: agenda | notes

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FACULTY ADVISORY BOARD

Created in Fall 2007 by Dr. Gary Schuster, the Library/Faculty Advisory Board (LFAB) is an essential sounding board for the Library, particularly to enhance faculty engagement. Board Members facilitate faculty / Library communications, partner with the Library in areas of common concern including -- scholarly communications, author rights, information policy -- and serve as Library advocates and counselors. Topics discussed at recent meetings were scholarly communications, open access, the Library's institutional repository - SMARTech, the Library commons areas, and Library and LFAB strategic planning. The LFAB is comprised of 20 members with Ellen Zegura (College of Computing) as Chair. The Board meets six times annually.

Left to right: Michael Best, Marlit Hayslett, Bruce Stiftel, Ellen Zegura, Carol Senf, Martha Grover, Harvey Lipkin, Dewey Hodges, Yingjie Liu, Larry Bottomley, Bill Underwood, Andrew Zangwill, and Benjamin Flowers. Not present: Haskell Beckham, Nate Bennett, Amy Bruckman, Richard Catrambone, Haizheng Li, Nick Lurie & Bob Pikowsky

The current Advisory Board members are:

Ellen Zegura, LFAB Chair (College of Computing)
Haskell Beckham (School of Polymer, Textile & Fiber Engineering)
Nate Bennett (College of Management)
Michael Best (College of Computing and School of International Affairs)
Larry Bottomley (School of Chemistry)
Richard Catrambone (School of Psychology)
Benjamin Flowers (College of Architecture)
Martha Grover (School of Chemical and Biomolecular Engineering)
Marlit Hayslett (Georgia Tech Research Institute)
Dewey Hodges (School of Aerospace Engineering)

Haizheng Li (School of Economics)
Harvey Lipkin (School of Mechanical Engineering)
Yingjie Liu (School of Mathematics)
Nick Lurie (College of Management)
Bob Pikowsky (School of Public Policy)
Carol Senf (School of Literature, Communication and Culture)
Bruce Stiftel (College of Architecture)
Bill Underwood (Georgia Tech Research Institute)
Andrew Zangwill (School of Physics)

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UNC UNIVERSITY LIBRARIES

ABOUT THE LIBRARIES

University Library Student Library Advisory Board

The University Library recognizes that a strong, high-quality research library requires input and participation from the student body. The Student Library Advisory Board is a fundamental component of the library's efforts to support the research, teaching, and learning mission of the University of North Carolina at Chapel Hill.

Charge

The charge is given in Title VIII, Article III, Section 324 of the Student Code:

Subject to the approval of the Student Affairs Committee and the Full Student congress the Student Body President shall appoint five undergraduates as members of this board. All appointments last for a term of one year. The functions of the Student Library Advisory Board include: (1) to provide a mechanism for student suggestions to the library administration, (2) to involve students in the formulation of new library programs and facilities, (3) to incorporate student input in administrative decisions, and (4) to solicit student opinion regarding library programs and services. This body will meet on a monthly basis during the academic year.

Responsibilities

The Board is responsible for communicating thoughts, ideas, and concerns to the University Librarian and the Library administration. The primary responsibility of this group is to make suggestions on ways to improve the effectiveness of the Library. Other responsibilities include:

- Determine how the Student Endowed Library Fund will be spent. This fund is described in Title I, Article I, Section 4, Paragraph F and Title I, Article V, Section 6 of the Student Code.
- Provide Library administration with relevant user feedback and advice on library services and resources to support both graduate and undergraduate student study and research needs.
- Provide input on library policies and services and recommend appropriate changes.
- Communicate user needs to the Library, and communicate information about library services and resources to the University community.

Board Membership

The UNC Student Library Advisory Board consists of a group of 10 or more graduate and undergraduate students that broadly represent the academic programs and overall diversity of the UNC student body. Membership is for a period of one year. The Board meets two or three times a semester in the Administrative Conference Room in Davis Library, unless otherwise noted.

Members for 2010-2011

Graduate and Professional Student Federation's Appointments:

Gary Guadagnolo (gdg@email.unc.edu)
AS Doctor of Philosophy, History, College of Arts and Sciences
Anna Krome-Lukens (annakl@email.unc.edu)
AS Doctor of Philosophy, History, College of Arts and Sciences

Student Body President's Appointments:

Nissan Patel (patelnm@email.unc.edu)
AS Bachelor of Arts, Major: Economics
Robert Windsor (rwindsor@email.unc.edu)
AS Bachelor, College of Arts and Sciences
Sarah Kaminer (skaminer@email.unc.edu)

AS Bachelor, Major: Nursing

Speaker of Student Congress' Appointments:

Chelsea Miller (millercs56@gmail.com)
AS Bachelor of Arts, Major: Peace, War, and Defense, Minor: Religious Studies
Joe Levin Manning (jlevinmanning@gmail.com)
AS Bachelor of Arts, Majors: Music, Political Science

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Suggestions on Library Services? Give us your feedback.
URL: http://www.lib.unc.edu/about/slab.html
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Fall 2010

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Library Student Advisory Group: Student Engagement At Work

For so many students, the Libraries are their "home away from home". Take a casual walk through the various library spaces at York, and you'll see students camped out in every corner. Libraries are essential to students' academic experience; they are the site of much of a student's reading, writing, researching, thinking, creating and studying. It's important, then, that students be engaged as much as possible in the planning and development of their libraries.

This year marks the second year of the **Library Student Advisory Group** (LSAG). This group was created to provide a forum for dialogue with students about library issues including services, policies, resources and physical and virtual spaces. This year 23 students are serving on the committee, representing a broad cross-section of undergraduate and graduate students from different faculties and disciplines.

Last year the Library Student Advisors were engaged in discussions about issues such as renovations in the Scott Library (the Learning Commons), noise and food policy, and the design of the new catalogue search interface.

This year, LSAG has expanded its role from its original advisory function to encompass project work as well. The students chose two projects, one in each term. The fall project consisted of the Scott Learning Commons Open House which was held on October 20th. LSAG helped plan, promote and host the event. LSAG members were also involved in a Learning Commons Speakers' Corner which interviewed students about their reactions to the newly renovated space.

In the winter term, the primary LSAG project will be to plan and organize an Undergraduate Conference to be held in the Scott Library in March. This small conference will provide an opportunity for students to present their research and ideas to the larger community. (Watch for more information about the conference on the Libraries' web site.)

For more information on the Library Student Advisory Group, contact Mark Robertson, Associate University Librarian, Information Services.

« YULibrary News home

Job Descriptions

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GEORGIA INSTITUTE OF TECHNOLOGY
LIBRARY & INFORMATION CENTER
POSITION ANNOUNCEMENT

User Engagement Librarian/Assessment Coordinator

The Georgia Tech Library and Information Center invites applications for an energetic, flexible, and innovative professional to join the Public Services Division in this department head level position. The Georgia Institute of Technology is a top tier university and has several nationally recognized programs in science and engineering. The Georgia Tech Library & Information Center (www.library.gatech.edu) is a member of the Association of Research Libraries, and was awarded the 2007 Association of College and Research Libraries Excellence in Academic Libraries Award.

Responsibilities: The User Engagement Librarian/Assessment Coordinator reports directly to the Associate Director for Public and Administrative Services. Working closely with Library personnel across departmental lines, this position will maintain and creatively enhance a user engagement and assessment program that informs decision making, services and learning spaces.

Specific responsibilities include:

*Regularly engage and interact with all Library user communities through formal and informal channels to determine user needs and the Library's effectiveness in meeting those needs.

*Collect qualitative and quantitative data and produce interpretive reports based on them.

*Identify and coordinate assessment efforts.

*Work with Library departments and groups to effectively promote outreach efforts and data-driven decision making.

*Supervise one fulltime staff member dedicated to graphical design, digital media, marketing/communications, and user engagement.

*Participate in service opportunities such as the Information Services Desk and/or subject liaison responsibilities depending on Library need and candidate background/interest.

Qualifications: Required: ALA accredited MLS; knowledge of social, interactive networking, and web tools; strong commitment to outreach and the use of assessment tools. Preferred: Academic library experience; effective communication and presentation skills; ability to work independently and as a team member and to assess and shift priorities in a demanding and rapidly changing environment.
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University of Guelph Library
Position Description
June 11, 2009

Position Level: Librarian (Any Rank)
Incumbent: TBD
Position Title: User Experience Librarian

Scope and Accountability:
Working collaboratively in a team-based environment and reporting to the Head, Discovery & Access, the User Experience Librarian leads the exploration into user behaviours, expectations, and needs in evolving academic, technological and information environments, and, assesses the impact of user services (technology-based and in-person) on Library users. He or she employs user experience principles* when conducting analyses and assessments and participating in the design and development of new user services to ensure initiatives focus on user success and enhancing the user experience. He or she works collaboratively with the other strategic teams and the Evaluation & Assessment cross-functional team to understand the user experience and improve user success and productivity.

Working within Discovery & Access, the User Experience Librarian works collaboratively with the Design, Help, and Operations work teams to improve the user's library experience by studying users' behaviours and needs, and by exploring new and different technologies, service models, and techniques for the provision of library services in collaboration with the Library's strategic teams. He or she works directly and collaboratively with the Web Development Librarian to ensure that website and user interface design considers a holistic suite of measures to create useful, usable, desirable, findable, accessible, credible, and valuable user experiences*.

The User Experience Librarian participates on the Evaluation and Assessment cross-functional team which provides guidance, consultation, and coordination or oversight for the Library's evaluation and assessment activities.

The Librarian works within the terms and conditions of employment as governed by the "Collective Agreement between the University of Guelph and the University of Guelph Faculty Association." All Librarians are expected to engage in: professional practice; scholarship, which includes research, study, professional development and scholarly and creative activities; and, University service and academic or professional service.

Responsibilities:
***note:** the time spent on specific work activities will reflect unit and Library goals and be jointly determined by the Librarian and his/her manager

Evaluation, Assessment and Current Awareness – 35%

- Evaluation and assessment of the total user experience using a variety of sources, including usability tests, surveys (e.g. LibQual, NSSE), usage statistics, focus groups, and constructive feedback from help desks, other service areas and programs, and directly from users.

- Studies and researches trends in user behaviours, expectations, and needs and develops an iterative process to continually learn about University of Guelph users, respond to changing behaviours and needs, and evolve our services.

- Plans, coordinates and conducts usability testing, working closely with the D&A Design Team and the other strategic teams, to ensure our web-based resources services and user interfaces are usable and enhance the user experience.

- Based on findings of evaluations, assessments and usability testing recommends improvements and service modifications to other D&A work teams and other Library teams that will increase user productivity and success.

- Monitors and evaluates of emerging services and technologies that enhance the user experience and recommends or initiates the exploration into local implementation.

Program Development and Delivery – 35%

- Participates in user service design and promotes and advocates for the implementation of user experience design principles that not only ensure usability but go beyond that to also determine whether a user service provides useful, desirable, findable, accessible, credible, and valuable user experiences. Works to develop a common goal or vision for user experience in any given project or service development. Considers the impact of services on users and examines the total user experience from need identification through fulfilment.

- Participates in the development and design of content management strategies and actively provides advice to and communicates content development and delivery strategies to content creators to ensure that content development meets the needs of faculty, staff, and students and meets accessibility and Library web site development standards.

- Provides project management for user experience initiatives, defining project components, timelines, participation and staffing requirements.

- Provides reference services, and consultation and/or advice on the integration of library resources and web-based services into the learning environment and in support of research and teaching activities – providing the Librarian first-hand experience with users and direct observation of barriers and needs.

Communication, Outreach and Collaboration – 30%

- Works in collaboration with the Senior Communications Officer and the Library's External Communications cross-functional working group, develops effective communications, public relations, and marketing for D&A services, programs and events.

- Advises the Senior Communications Officer, the service managers, and the External Communications cross-functional team on communications issues raised and uncovered through evaluation, assessment and usability activities.

- Contributes expertise to and participates in Library projects and cross-functional teams such as; Organizational Development; Evaluation & Assessment; External Communications etc.

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Library Services Manager

Requisition #:	46072
Working Title:	User Experience Director
Role: [?]	L
Level: [?]	4
Range:	LD
Status: [?]	Full Time
Hours Worked:	37.5
Work Week:	Monday - Friday
Contact:	Homewood HR 410-516-7196
Personnel Area:	Libraries
Org Unit:	Library Services
Location:	3400 N. Charles St.
Approximate Starting Salary:	Commensurate with experience

General Description:	The Sheridan Libraries of Johns Hopkins University seek a User Experience (UX) Director to build and lead a User Experience Group within the libraries. The User Experience Group is charged to develop an ongoing process for understanding the needs and requirements of the Sheridan Libraries' community, responding to their behaviors and evolving the library's content and services to create compelling, insight-driven user experiences. The UX Group will promote the understanding that the user experience, i.e. how we engage, respect and value people, is a part of our organizational culture and reaches beyond the exclusive responsibility or domain of a specific person or group. Reporting to the Associate Director for Library Services and Collections, the User Experience Director will participate on the division's leadership team and work collaboratively within and beyond the UX Group to address the community's experience using library content and services.
	The primary duties and responsibilities of the job:
	Build a UX Group: In collaboration with Sheridan Libraries staff, define roles, hire and supervise new positions of User Research Specialist and Interaction Designer/Information Architect.
	Spearhead development through user-centered design involving the combined input of the User Research Specialist, Interaction Designer/Information Architect and project staff assigned for particular initiatives.
	Ensure/provide a consistent framework for requirements across projects.
	Clarify results of user research and focus the team's design efforts on the needs of users.
	Distill insights from data and synthesize key findings into a clear, compelling story to inform strategy.
	Drive solutions and concepts through a process to tangible solutions.
	Oversee the development of information architecture and interaction principles of rich and complex interactive experiences for various platforms and channels.

Lead the development of prototypes that demonstrate concepts to current and potential users. Collaborate deeply and effectively with colleagues from a wide range of disciplines.

Organize and prioritize to effectively support multiple projects.

Offer active thought leadership in User Experience issues and trends.

Additional information: The Sheridan Libraries encompass the Milton S. Eisenhower Library and its collections at the John Work Garrett Library, the George Peabody Library, the Albert D. Hutzler Reading Room, and the DC Centers. Its primary constituency is the students and faculty in the schools of Arts & Sciences, Engineering, Carey Business School and the School of Education. A key partner in the academic enterprise, the library is a leader in the innovative application of information technology and has implemented notable diversity and organizational development programs. The Sheridan Libraries are strongly committed to diversity. A strategic goal of the Libraries is to 'work toward achieving diversity when recruiting new and promoting existing staff.' The Libraries prize initiative, creativity, professionalism, and teamwork. For information on the Sheridan Libraries, visit www.library.jhu.edu.

Qualifications:	Master's degree in a relevant field, such as Interaction Design, Library or Information Science, Anthropology, Economics, Technical Communication, Human-Computer Interaction, Industrial Design and 7+ years in progressively responsible roles focused on user experience. Demonstrated ability to lead the process of designing complex transactional interfaces, taxonomies and metadata frameworks. Demonstrated ability to shepherd ideas from inception to implementation in a highly collaborative environment. High tolerance for ambiguity; ability to prioritize and multitask. Instinct for creative problem solving. Big picture thinking plus relentless attention to detail. Strong drive for achievement, delivering results Experience in managing client expectations. Familiarity with web analytics platforms, content management systems and other core digital technologies. Superb communication, presentation and organizational skills.

NOTE: The successful candidate(s) for this position will be subject to a pre-employment background check.

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User Experience (UX) Specialist

The University of Michigan Library is seeking a talented user experience professional to join our newly formed User Experience (UX) Department. We are looking for someone with a passion for user research, the ability to create engaging designs, and an investment in improving the library users' web experience. This position will be a full-time, three-year term appointment with the possibility of renewal.

The User Experience Department is part of the Library Information Technology Division (LIT) at the University of Michigan, University Library. LIT is the library's key organization for the creation, deployment and support of the library's primary web interfaces (Library Website, Mirlyn Library Catalog, Digital Library Collections, and HathiTrust Digital Library).

The UX department will focus on interface design, mobile design and development, usability testing, user research, web use statistics, and accessibility. The UX Specialist works in a collaborative team environment - working closely with the UX Department Manager and UX Mobile Developer as well as LIT and library-wide project stakeholders. The UX Specialist will help drive interface development through an iterative usability and design process. Candidates who have experience in only interface design or usability will also be considered.

*Demonstration of work samples via an electronic portfolio is a plus.

Responsibilities

User Research 40%

- Conducts ongoing discovery of user needs, both prior to and following interface deployment by analyzing user and institutional needs.
- Designs and conducts user research/usability evaluations using a variety of techniques (e.g. formal/informal user testing, online surveys, card sorting, interviews, personas & scenarios, use cases, focus groups, ethnographic research techniques).
- Conducts regular web use statistics and email feedback analysis to identify opportunities for improvement.
- Conducts web accessibility audits.

Interface Design 40%

- Develops wireframes, mock ups, and prototypes to define user interface functionality, navigation, information architecture, interaction, and overall design to help drive user interface development from concept to implementation. Creates HTML prototypes which approximate a functional interface for the purposes of evaluation and communication with the developers.
- Conducts ongoing research into the development of new interface capabilities, enhancements, and user-centered design trends.
- Creates complete interface designs and web graphics.

Project Management & Communication 20%

- Helps to establish project priorities and discuss design goals with LIT managers, project stakeholders, developers, and library staff.
- Performs occasional project management duties including establishment of timelines, coordination of staff, scheduling, and reporting.
- Participates, as needed, on library committees. May provide advice or assistance to other units within the University Library on user research or interface issues.
- Oversees project documentation.

Qualifications

Required

- ALA-accredited Masters Degree in Library or Information Science or an equivalent combination of a relevant advanced degree in Graphic Design, UxD, HCI, or significant professional experience in a related field.
- Knowledge and experience in areas of user research and usability methods, design, and analysis.
- Experience creating concept sketches, flow diagrams, wire frames, and mock-ups.
- Excellent written and oral skills. Ability to work independently and in a team environment. Ability to handle multiple tasks and projects simultaneously.

Desired

- Experience creating complete interface designs and web graphics.
- Experience designing and/or evaluating Library Systems (e.g., digital libraries, OPACs, library websites) or other complex, data-rich websites.
- Experience designing and/or evaluating mobile interfaces.
- Proficiency with Adobe Creative Suite software, diagramming software (e.g., Omnigraffle, Visio), screen recording software (e.g., Camtasia, Morae, UserVue), assistive technology (e.g., JAWS).
- Familiarity with accessibility coding standards, validation tools, and evaluation techniques.
- Experience creating and editing web pages using HTML & CSS or web authoring software (e.g., Dreamweaver).
- Familiarity with XML, XSLT, Drupal, Javascript.
- Experience conducting log/web use statistics analysis.

BENEFITS, RANK, & SALARY

Final rank and salary dependent on experience and qualifications; position is anticipated to be filled at the Assistant Librarian or Associate Librarian level. Professional positions receive 24 days of vacation a year; 15 days of sick leave a year with provisions for extended benefits as well as opportunities for professional development and travel. TIAA-CREF or Fidelity Investments retirement options available.

APPLICATION PROCESS

Send cover letter & resume (as email attachments please) to libhumres@umich.edu directed to the attention of Robert Campe; Library Human Resources; 404 Hatcher Graduate Library North; University of Michigan; Ann Arbor, MI 48109-1205. For further information, call 734 764-2546.

Questions about the job description may be emailed to Suzanne Chapman, User Experience Department Manager at suzchap@umich.edu