

Interview with Laura Willey and Shirien Chappel, Access Services  
May 5, 2004

Shirien noted that Laura's unit has a lot more direct services; CPS does the Ariel scanning for ILL and also does a lot of processing for Summit materials, in addition to the shelving and shifting. Laura provided details on her unit's services.

1. SERVICES:  
VIDEO

Video Collection: main page  
[http://libweb.uoregon.edu/acs\\_svc/videos/videos.html](http://libweb.uoregon.edu/acs_svc/videos/videos.html)  
other web pages and forms are linked

Video collection: most of the service for this collection is done at a service desk. The materials were largely purchased for classes; instructional (not research) focus. Booking function to reserve/make available for classes – they have an online booking form for faculty to use  
Videos don't go out on Summit because of classroom use

2.

- a. Services provided by classified staff and students
- b. Students and faculty are almost exclusively the users of the collection
- c. No fees charged, except for overdues

- i. Are fees charged to all users?** N/a
- ii. Are fees charged for all services?** no
- iii. Are there other fees that should be charged?** no
- iv. Are there fees that should not be charged?** no, can't really charge because of public performance rights issues
- v. What mechanisms exist for charging fees?** the normal weekly processing for overdue fines

**d. What is the typical level of activity (scope, quantities, etc.)?** 75 bookings per week; 150 on reserve 21K checkouts per year & going up ; viewing room use up 19% last year. Instructors assigning students to look for & use & cite non-print materials inc. video

**e. Is the activity cyclical or does it remain steady throughout the year?** Up & down like most course-driven activities. Start & end of term busy. Video collection not quite as cyclical as reserve. Goes way down during summer. Viewing room space increases as term gets more intense. Rarely at 100% capacity though. Problems with viewing stations occur once/twice week; difficulties you would expect in any center like this. Sometimes operator error, media-hardware . Media Services is fabulous. We fill out problem cards & Media Services comes

up & takes care of it on the spot. Purchasing: Media Services specs/advises, also repairs broken media.

f. **Where do you see demand decreasing or increasing?** Increasing every year . Move (99-00?) reserve use going down; space needed in media services (NMC integration). Collection growth must faster than anticipated; we will be out of room in about 4 more years. Use of reserves was on the decline until they moved videos in

3. Checkout to non-faculty (undergrads); checkout to Summit, Robust growth area for ILL (we loan with ILL, but not patron-initiated via Summit). Other future services (download, streaming, etc.)? - Occasionally they want streaming video but we don't hear that question very often. We're looking at this in course reserves initiative for audio & video. Not faculty demand. More students. Some requests for other formats/genres of media: VHS/PAL, DVD, Laserdisc, CVD (but we don't have player). 16mm left behind in Media Services; gets used 3-4 times/year

## SERVICES: RESERVES

Reserves:

[http://libweb.uoregon.edu/acs\\_svc/reserve-index.html](http://libweb.uoregon.edu/acs_svc/reserve-index.html)

all other web pages and forms related are linked to this main page

1. Two kinds of reserves: paper and e-reserves. Paper is done at the service desk and e-reserves can be accessed from anywhere. Faculty request to put things on reserve either online or in person.

2.

a. Provided by classified staff and students

b. Used by students and faculty

c. Fees – just late fees

d. What is the typical level of activity (scope, quantities, etc.)?

? journal articles vs other types? More monographic; book chapters etc. 65% monographic/35% journals. Could change with increase in sciences. We're looking at unifying service in reserve initiative. Of 35% journals, what % can we link to? very few; not worth time looking them up. In some cases, faculty have printed out websites & dropped them off to be scanned for e-reserves – we explained that this wasn't something we did and tried to suggest ways to help them provide web access. Faculty are trying very hard to provide resources for students in as seamless a way as possible; commendable but not always practical/feasible. We deal with a lot of copyright and licensing issues. We have reserves behind a password so it's not open to the world, but it's not a very sophisticated password system. The pages are being automatically generated for scanned resources and people can ask us to link to web resources. Systems is working with us to add links more easily.

? why isn't all this linked through Bb for a particular course?

We'll start doing this summer 2004; may move toward this as sole access channel someday (esp. good since could solve authentication problem). JQ working on bridge tool to mine CRN data from e-reserves. There are 707 active Blackboard courses spring term; 500 active reserve courses; 150 e-reserves, with an overlap of about 200 courses.

e. Is the activity cyclical or does it remain steady throughout the year? Cyclical, as is anything tied to courses.

f. Where do you see demand decreasing or increasing? Going down until this past year; personal books back on increase. Reserve demand function of economy - tuition up, students hard pressed, so faculty put more books on reserve to help them out. Number of books vs checkout use: some materials get very low use; some reserve items are not checked out or are checked out only once per term. The more items put on reserve for a course, the fewer get checked out. demand is increasing for e-reserves. The high-speed scanner has sped things up enormously. It gave us some breathing room with our existing status quo. We save the usage figures at the end of the term and do share with faculty is they ask for it or if it comes up in conversations with them.

Is there a programmatic way to make more effective use of e-reserves? Could do a faculty forum to get selectors on board. Could work on teaching effectiveness principles or do a presentation for FITT Center students.

3. What services have you been asked to provide that you currently don't offer? Volume -- people want to put more things on than we can hold -- we never have the time at the beginning of the term to do it all in the desired timeframe. They sometimes want us to violate fair use; establish alternative loan periods; they want us to be a distribution center, to handle sign-ins for students, etc. (we just say no). The old "public information" function that used to be located at the reserve desk has gone away except for information about faculty salaries. FERPA issues (good papers/bad papers etc.). With VIDEOS: request for delivery & checkout to non-faculty/grads

4. To what other units within the library or on campus do you refer people for services? ILL, FITT Center, Copyright Clearance, Bookstore VIDEO: Media Services, Cultural Forum for public performance; ILL for items we don't loan; CDA for purchase of new videos; Reference for help in locating/identifying videos; subject specialists, etc. ?OFF CAMPUS: - not really

5. What could be done to improve the services you offer? If faculty delivered the materials on time -- only 3% of faculty meet the reserve processing deadline.

6. What is working? What is especially effective about the services you offer? FORMS & COMMUNICATION:

7. Provide samples of forms, policies, brochures, price lists, esp. as offered to public [look at website links above]

8. Provide URLs of web pages with info about the services [ditto]

9. What could be done to improve communication? [probably pie in the sky/low priority,

but place -- faculty drop off materials ("faculty station") could do from reserve desk with additional staff; incorporate copyright review - have someone there first 8-9 days of term. - can always improve websites; make faculty aware of Blackboard; eliminate site-specific presentation of e-reserves

?Colleen: use more graphics? Many of our processes/procedures are explained in very text-heavy way.

Used to send more communication to faculty esp. in print; now using e-mail; response is about the same. We've tried various forms of communication. What would help would be improving faculty communication to their students.

#### EQUIPMENT:

10-11. Video: 15 viewing stations; the room is wired. There will be a day when we will need to replace with PCs; perhaps have videos on server.

? Douglass Room model?

? cable

need shelves for monitors (squishing components)

headphones: basically disposable; \$9 - 10 each

Reserves: we have a new Ricoh scanner & Gobi software. Also being used by Docs, AAA reserves. Has dramatically sped up our process.

It would help if we were allowed to continually replace things that break. Should be a given.

Haven't been many privacy complaints but there have been a few

? better monitors for cinophiles? Concern only raised by Media Services & Lesli Larson;

DVDs with copyguards - flutter that only a few people can see.

?intermediate-quality screening area?