

Spring 2004

**Library Technology Use and Support Survey
Questions and Answers**

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TABLE OF CONTENTS	
PARTICIPANTS.....	ERROR! BOOKMARK NOT DEFINED.
1. THE WORK.....	7
A) WHAT ARE THE TOP FOUR OR FIVE TASKS OF YOUR JOB FROM DAY TO DAY?.....	7
B) CAN YOU PUT PERCENTAGES OF TIME ON THEM?.....	8
C) WHAT TASKS DO YOU DROP FIRST WHEN YOU RUN OUT OF TIME?.....	8
D) WHAT TASKS MUST BE DONE NO MATTER WHAT?	9
E) DO YOU SOMETIMES HAVE TO WORK MORE THAN FULL TIME?	9
F) IF YOU COULD HAVE ONE THING TO MAKE YOUR WORK LIFE EASIER, WHAT WOULD IT BE?	10
2. RISE OF THE MACHINES	12
A) WHAT PERCENTAGE OF YOUR WORK SUCCESS RELIES ON A COMPUTER?	12
B) WHAT PERCENTAGE OF YOUR TIME IS SPENT IN FRONT OF A COMPUTER?	12
C) DO YOU HAVE AN ADEQUATE COMPUTER?.....	13
D) DO YOU GET THE SOFTWARE AND SOFTWARE UPDATES YOU NEED?	13
E) WHAT IS THE BIGGEST COMPUTER HEADACHE IN YOUR JOB?	14
F) WHAT IS THE BIGGEST COMPUTER BENEFIT?.....	15
G) IF YOU COULD CHOOSE ONE THING ABOUT COMPUTERS TO IMPROVE YOUR WORK LIFE, WHAT WOULD THAT BE?	15
3. LOCAL ADJACENCIES	17
A) WHAT OTHER OFFICES AND PEOPLE IN THE LIBRARY SYSTEM DO YOU WORK WITH MOST CLOSELY?.....	17
B) WHAT ONE OFFICE DOES YOUR WORK SUCCESS RELY ON MOST?	17
C) HOW WOULD YOU MAP THE FLOW OF SERVICES IN THE LIBRARY SYSTEM? [I'LL EXPLAIN THIS.].....	18
D) WHERE DO YOU FIT IN TO THE SYSTEM?.....	18
E) WHAT OFFICES DO YOU WORK WITH MOST CLOSELY OUTSIDE THE LIBRARY?	18
F) IF YOU ADD SOMETHING TO HELP AN EXISTING OFFICE INSIDE THE LIBRARY, OR CREATE A NEW ONE, WHAT WOULD THAT BE?	19
G) WHAT ABOUT OUTSIDE THE LIBRARY?	20
4. STUDENT WORKERS.....	21
A) HOW MANY PEOPLE DO YOU WORK WITH DAY TO DAY?	21
B) HOW MANY OF THOSE ARE STUDENT WORKERS?	21
C) STUDENT INTERNS?.....	22
D) WHAT ARE THE FOUR OR FIVE MAIN TASKS OF YOUR STUDENT WORKERS?	22
E) STUDENT INTERNS?.....	23

F) WHAT ELSE COULD STUDENTS DO?.....	24
5. CHANGE OVER TIME.....	25
A) WHAT ABOUT YOUR JOB CHANGED IN THE PAST FIVE YEARS OR SO?	25
B) WHAT HAS STAYED THE SAME?	25
C) WHAT IS CHANGING RIGHT NOW?	26
D) HOW HAVE THESE CHANGES BEEN CONNECTED TO COMPUTERS?	27
E) WHAT WOULD YOU LIKE TO CHANGE IN YOUR JOB?.....	28
F) HOW DO YOU SEE YOUR JOB CHANGING IN THE FUTURE?.....	28
6. THE REMODEL	30
A) HOW WILL THE UPCOMING REMODEL IMPACT YOUR WORK LIFE IN THE SHORT TERM?.....	30
B) IN THE LONG TERM?.....	30
C) WHAT ABOUT YOUR WORK LIFE RIGHT NOW DO YOU HOPE IS PRESERVED IN THE REMODEL?.....	31
D) WHAT DISCARDED?.....	32
E) WHAT DO YOU EXPECT FROM THE REMODEL FOR THE LIBRARY OVER ALL?	32
F) WHAT DO YOU THINK WILL BE GAINED FOR THE INSTITUTION?	33
G) WHAT LOST?.....	34
7. WHAT DOES IT ALL MEAN?	35
A) WHAT DOES STUDENT "INFORMATION LITERACY" MEAN TO YOU?... 35	
B) ARE COMPUTERS CHANGING THE STUDENT PATRONS YOU WORK WITH?	35
C) ARE THEY CHANGING WHAT STUDENT PATRONS EXPECT FROM YOU?	36
D) WHAT ABOUT FACULTY PATRONS?	37
E) WHAT ARE THE MAIN FRUSTRATIONS YOU FACE WITH STUDENTS AND FACULTY?.....	38
F) WHAT ARE THE MOST REWARDING ACHIEVEMENTS?.....	38
G) HOW DO YOU THINK THE TEACHING OF TECHNOLOGY SKILLS RELATES TO THE TEACHING OF IDEAS?.....	39
OTHER COMMENTS	41

Note: AA, BB, etc, are code markers to disguise the identity of individual respondents.

1. THE WORK

a) What are the top four or five tasks of your job from day to day?

- XX: varies; dubbing, finding material, supervise student workers, lost and broken stuff
- AA: supervise student workers, closing, circulation, assisting patrons
- BB: different every day
- NN: billing, assisting patrons, Summit, meetings, email
- DD: reference desk, book selection, media selection, meetings, lectures & workshops
- YY: fixing equipment, helping patrons and staff with computer problems, maintenance
- SS: reference desk, collection development, teaching, governance, research projects
- TT: email; updating the archives, reference desk, remodel planning, new archives
- FF: different every day; immediate needs, putting out fires, hiring & payroll, personnel issues, solving problems
- WW: working with students, fixing equipment, teaching, email and phone
- GG: management, special projects, cataloging electronic materials, education-related activities
- BB: email, teaching, developing teaching materials, meetings, administrative responsibilities
- UU: managing holds, student account, supervising work-study students, circulation desk, Summit, closing
- LL: assigning call numbers, original cataloging of videos, cataloging maps, authority control, keeping up with documentation
- HH: checking in with people, putting out fires, administrative duties, specific facilities, teaching
- CC: putting out fires, dealing with people, resources (budget, equipment), faculty workshop requests, liaison responsibilities
- RR: email, overseeing student workers, ref desk, monthly reports, checking in with coworkers, keep stats for workshops.
- XX: Summit (pulling outgoing, receiving incoming holds, reports, record clean-up), all film bookings, work Circ desk, train students, escalated issues from student workers, troubleshoot machines, support systems.
- VV: Academic Computing, supervise staff, coordinate with faculty, support faculty and students, manage accounts/resources, budget/equipment, produce web sites for various IT departments.
- SS: Help students, faculty and staff to use and circulate equipment, hold workshops, manage scheduling for media facilities – editing rooms, studios, COM suites, etc. Keep stats, inventory for 5000+ items. Approve extended loans. Supervise and train students. Maintain publications/documentation for equipment in print and online.
- EE: reference desk, email, depends on job at hand, boat business, student contracts, liaison work, meetings, collection development, bibliographic instruction.

b) Can you put percentages of time on them?

- XX: no. 50% helping faculty and students, 50% physical needs
 AA: no
 BB: 25% maintenance, the rest depends
 NN: no
 DD: reference desk 25 – 33%
 YY: majority spent on maintaining and fixing equipment
 SS: it's fluid; reference 30%, collection 20%, teaching 30%, governance 20%
 TT: no
 FF: at least 50% on personnel issues
 WW: no
 GG: education-related 25%; solving problems 25-30%; electronic cataloging 40-50%
 BB: depends on time of the quarter/year. Teaching ~ 65%, preparation ~ 15%
 UU: managing holds 12%; student accounts 5%, everything else 80%
 LL: call numbers 40%, video cataloging 20-25%, maps 15%, books etc 0%
 HH: no, it varies
 CC: personnel 40%, budget & resources 20%, fires 25%, liaisons 10%
 RR: 25% troubleshooting, 15% email, 50% supervising, 10% monthly reports.
 XX: 5 hours out of 8 dealing with Summit. Depends on time of quarter.
 VV: 10% projects, 20% supervising, 10% web sites, 30% meetings, 30% program support.
 SS: depends on the time of quarter and year: big inventory in summer. 25% teaching/instruction, 10-15% scheduling, 15-20% inventory, 25-30% supervising/administration/management.
 EE: depends on time of quarter, what quarter. Fall: 25% desk, 25% prepare workshops, 25% workshops, 25% everything else.

c) What tasks do you drop first when you run out of time?

- XX: physical needs
 AA: long term projects
 BB: none; timing is mostly flexible on what I do
 NN: long term stuff
 DD: none
 YY: long term planning
 SS: flexibility helps; collection development probably
 TT: whatever I'm doing at the time
 FF: none; I adjust my schedule to complete time sensitive things first
 WW: meetings
 GG: solving low priority cataloging problems
 BB: preparation for classes – because I could ad lib

- UU: holds management double checking
- LL: authority control and documentation, but I catch up later
- HH: administrative tasks
- CC: administrative details get pushed back
- RR: Monthly reports because they aren't due until the end of the month. Computer searches because they are time consuming.
- XX: Email, Summit clean-up reports, working desk.
- VV: I don't drop any, don't run out of time because I'm exempt. I reduce the whole slough, put things off, simply use more time.
- SS: Email.
- EE: Things without deadlines, collection development, I miss 10% of meetings I should be at.

d) What tasks must be done no matter what?

- XX: assist faculty and students
- AA: patron interactions, copy machine & printer maintenance
- BB: daily backup of the library system, library notices, phone and email
- NN: staffing the circulation desk
- DD: reference desk
- YY: fixing critical things that keep patrons from their work
- SS: reference desk and teaching
- TT: email, keeping on top of the volume of material or get buried
- FF: all
- WW: working with students
- GG: education-related tasks and managerial responsibilities
- BB: teaching
- UU: student account transactions, pulling holds, closing, Summit
- LL: we get pressure to get the videos into the system rapidly
- HH: whatever it takes to keep the facilities operating
- CC: public service tasks

- RR: Email, supervising students, workshop and ref desk stats.
- XX: Summit, film requests.
- VV: Everything but web sites, which is a low priority across campus.
- SS: Public service. Computer networks must be up, or we can get nothing done.
- EE: Ref desk (or find a sub), workshops.

e) Do you sometimes have to work more than full time?

- XX: yes
- AA: no

- BB: intermittently but not as much with the new system
 NN: yes
 DD: yes
 YY: only occasionally
 SS: I average more than 40 hours per week
 TT: frequently
 FF: yes, always
 WW: yes, often
 GG: yes, but I have flexibility to take work home
 BB: yes, absolutely
 UU: no
 LL: no
 HH: yes
 CC: yes
 RR: yes.
 XX: Sometimes – short lunches.
 VV: All the time.
 SS: All the time.
 EE: Often, but in predictable pattern, depends on teaching and schedule of quarter.

f) If you could have one thing to make your work life easier, what would it be?

- XX: a skilled secretary/technology assistant
 AA: my own computer
 BB: creative input into the library computer system organization
 NN: more staff
 DD: a program assistant/secretary
 YY: access to the latest technology –new hardware and software has better reliability and compatibility
 SS: more time alone in my office
 TT: more assistants
 FF: a secretary, more help
 WW: another staff person
 GG: fast, reliable laptops for our department, new, reliable printers
 BB: more help
 UU: reliable student workers
 LL:
 HH: an assistant; less bureaucracy
 CC: more money for the department, a window for my office
 RR: a full time assistant
 XX: earlier courier delivery. More reliable technology (barcode scanners, everything)

- VV: more staff and money. Consistent software licensing money. I have \$30k costs, but only a \$17k budget, so we rotate upgrades
- SS: sufficient staff
- EE: a printer to review drafts of written work immediately

2. RISE OF THE MACHINES

a) What percentage of your work success relies on a computer?

- XX: 80%
- AA: 100%
- BB: 50%
- NN: probably all
- DD: maybe 70%
- YY: 95%
- SS: 50%
- TT: computer provides means to access to the collection
- FF: at least 50% because of communication needs
- WW: 25%
- GG: 90%
- BB: 50%
- UU: everything except closing
- LL: most of it, at least 80%
- HH: at least 75%
- CC: 30 – 35%
- RR: 100% because I work in Reference where coworkers don't always see each other.
Use it for asynchronous communication.
- XX: 90% -- can't work without them
- VV: success here is the key word. Only 10-15% of success relies on computers, much more so on people
- SS: if computers are down, we can't do much, including circ of equipment
- EE: 95%

b) What percentage of your time is spent in front of a computer?

- XX: 60 – 80%
- AA: 50 – 66%
- BB: about 85%
- NN: 90%
- DD: 70 – 80%
- YY: majority
- SS: 30%
- TT: at least 50%
- FF: 75%
- WW: 25%
- GG: 50-75%
- BB: yes
- UU: 60%

LL: all of it, at least 80%
 HH: at least 75%
 CC: 25%
 RR: 80%
 XX: 40%
 VV: 50% -- faxed diagrams from architects take a lot of time
 SS: 50%
 EE: 75%

c) Do you have an adequate computer?

XX: yes, but need an updated CD burner
 AA: no
 BB: no
 NN: no
 DD: yes
 YY: yes, mostly
 SS: yes
 TT: currently yes
 FF: I'm getting a new one, so yes.
 WW: yes
 GG: yes
 BB: yes
 UU: no
 LL: yes
 HH: yes
 CC: no – I had to buy my own
 RR: yes
 XX: no, don't have one. The one in back room is slow & has bad ergonomics
 VV: yes, it's a Mac
 SS: yes
 EE: yes – sometimes slow, no wireless card yet

d) Do you get the software and software updates you need?

XX: inexpensive stuff yes, expensive site license upgrade no
 AA: yes
 BB: yes
 NN: yes
 DD: yes
 YY: yes

- SS: yes
 TT: no
 FF: yes
 WW: yes
 GG: yes, with difficulty
 BB: yes
 UU: yes, but the older computers face compatibility problems
 LL: yes
 HH: not necessarily
 CC: for myself, yes
 RR: yes
 XX: those at the desk don't have adequate software (Office, what all other terminals have)
 VV: most of the time
 SS: no because of limited budget. Basics are covered, but multimedia software takes longer
 EE: as far as I know

e) What is the biggest computer headache in your job?

- XX: rapid change
 AA: photocopier and printer upkeep
 BB: Microsoft
 NN: computer locking up
 DD: incompatible computer systems and software
 YY: inadequate resources for troubleshooting and fixing specific problems
 SS: staying current
 TT: obsolescence
 FF: when the system crashes I'm stuck
 WW: constant changes and upgrades
 GG: old printers, keeping up with changing technology
 BB: when equipment fails
 UU: when they crash
 LL: changing software
 HH: the digitization of photo production services
 CC: it used to crash all the time but the new OS is stable. Spam
 RR: I'm not well-skilled and have to rely on other people. Could use more training
 XX: when OPAC is down everything stops.
 VV: supporting Mac OSX in a network environment. It takes minutes to open Calwah on a Mac, instead on instantly on a Windows PC. The network infrastructure is focused on Windows

- SS: crashes.
 EE: lack of printer

f) What is the biggest computer benefit?

- XX: email
 AA: patrons benefit from the printers, laptops
 BB: increased efficiency for library tasks
 NN: increased efficiencies
 DD: the information revolution: the internet, email, communication in general
 YY: online resources – both software and people
 SS: storing and accessing knowledge and information
 TT: the access they provide
 FF: email
 WW: keeping files, organizational advantages
 GG: the flexibility to access library systems from anywhere
 BB: easily updating teaching materials
 UU: getting materials for patrons in a more timely manner
 LL: fewer people can do more work, more accurately
 HH: what people do is instantaneous; I'm better organized
 CC: the web, having resources online, instant communications, email
 RR: saves time
 XX: interface is easy to use & easy to train students to use
 VV: access to communication and research tools
 SS: tracking of circ, maintenance, documentation. AV editing, communication/email, research
 EE: email

g) If you could choose one thing about computers to improve your work life, what would that be?

- XX: voice recognition software, a notepad computer
 AA: reliability
 BB: reliability
 NN: a faster library computer system
 DD: transparent compatibility between platforms
 YY: the most up-to-date hardware and software
 SS: comfortable and modular furniture that reflects how people actually work
 TT: an assistant for database updates
 FF: too many features in the software get in the way
 WW: voice recognition
 GG: wireless access

BB: technology distracts students and gets in the way of teaching

UU: better reliability

LL:

HH: reliable network connections and more speed

CC: more portable, wireless access

RR: more skill training – I don't mind sitting in front of it, they've gotten better over the years. But I refuse to get a laptop. On a recent personal trip, I felt guilty to just sitting on the plane and not getting work done because people nearby were using laptops

XX: more stability – no mystery crashes

VV: software should be even easier to use, and systems should have higher resources

SS: a personal assistant program to schedule work and personal life

EE: community-wide ban on PC access for one hour per day

3. LOCAL ADJACENCIES

a) What other offices and people in the library system do you work with most closely?

- XX: tech services, circulation
- AA: reference
- BB: none, really. I like being close to the dean's office
- NN: SAIL, reference
- DD: SAIL, media loan, media services, circulation
- YY: Steve, staff with specific needs
- SS: all public service; reference, Maureen, Jane, rare books, Brian, Shelly, Administration, Circulation, Interlibrary Loan
- TT: SAIL, other library systems not compatible with archives
- FF: media services, Ken, Steve Davis, Mal Pena, Hugh, student & staff supervisors
- WW: other people in photo services
- GG: everyone: acquisitions, cataloging, admin., reference, circulation, ILL, periodicals, gov. docs., SAIL
- BB: media services; library liaison
- UU: reference, periodicals, technical services, SAIL
- LL: SAIL, circulation, occasionally rare books and reference
- HH: everyone in the photo area; Lee and Wyatt
- CC: Dean's office; circulation; Angie Skov; Jean Eickholt
- RR: Administration and Technical Services. Reference is downsizing, which makes me work with Technical Services more. They are the most important part of the library. I work with Circ to manage space, until other offices move out of the building
- XX: Ref, Tech support, SAIL, Tech Services. ILL has the space to process Summit holds, so I spend a lot of time moving things around to where there is space to work on them
- VV: close contact with Media Services, less contact with Reference and Circ
- SS: very close with C&C. SAIL, Library Dean, Media Services
- EE: Circ – they are the only other people there at night. GovDocs and Periodicals split next most frequent. Night shifts fragment the perspectives of the faculty librarians. "Thank God for email" in order to maintain communication with other people

b) What one office does your work success rely on most?

- XX:
- AA: no single one
- BB: administration
- NN: tech support
- DD: SAIL
- YY: Steve

- SS: the reference group
 TT: conveyer of reference for money, supplies. Otherwise archives is isolated
 FF: human resources, payroll, student employment, financial aid, provost, ...
 WW: my own
 GG: we work with everyone
 BB: satisfaction came from working with Media Services, success from working with Academic Computing
 UU: Circulation works with everyone, but we also have to be self-sufficient
 LL: Circulation
 HH: Administration
 CC: Angie
 RR: Technical Services
 XX: Tech Support
 VV: Media Services – very tight communication and collaboration
 SS: Deans
 EE: Circ works well, no impact. Tech Support. Ref is rather independent

c) How would you map the flow of services in the library system? [I'll explain this.]

d) Where do you fit in to the system?

e) What offices do you work with most closely outside the library?

- XX: purchasing
 AA: media loan, the copy center, faculty
 BB: computing and communications, the business office
 NN: student accounts
 DD: Moving Image faculty, Expressive Arts faculty, COM building staff
 YY: technical support services, CNC
 SS: this year: Access Services, Fiends of the Evergreen Library, the Washington Center, Office of Institutional Research, Sam Schrader, Evaluations DTF, Registration, program secretaries
 TT: provost's office, the new community services office, individual retiring faculty
 FF:
 WW: the arts annex, lab building
 GG: St. Martin's & the Washington State Library
 BB: the deans' office
 UU: Student Accounts, computer support C and C
 LL: the Washington State Library
 HH: purchasing, network services
 CC: academic computing; human resources, facilities, conference services, com. Building, MIG, all faculty, budget Dean

- RR: I try to stay in touch with the Native American community, but they don't use me much, they use a computer instead. Because of the Friend of the Library program I connect with the third floor. College Advancement. People who can do things for me (but don't quote me on that)
- XX: Copy Center
- VV: N/A
- SS: C&C, Tech Support.
- EE: Secretaries of Deans and Deans themselves – because of boat business and contracts.

f) If you add something to help an existing office inside the library, or create a new one, what would that be?

- XX: a consultant – combination office assistant and computer assistant for the staff
- AA: none mentioned (earlier comment suggests tech support)
- BB: input from reference librarians to the library technology needs
- NN: relocate the dean's office to a more visible location
- DD: add staff to SAIL
- YY: a computer consultant that works with patrons
- SS: an office of web design and consultation
- TT: every department needs more staff
- FF: not more technology; money to solve the human problems caused by everyone being overwhelmed
- WW: ?
- GG: a high-level person or office providing support for supervisors
- BB: an information commons
- UU: ?
- LL: Mal Pena in SAIL is stretched pretty thin, Angie in Administration is overworked
- HH: better management
- CC: central clerical support/administrative support, staff development
- RR: really need real librarians. Currently, there is great opportunity for staff to flex their muscles, but librarians have the power to overrule staff who are heads of departments. At other schools, faculty librarians only teach bibliographic instruction, but there's not a lot of it here. Students benefit least because librarians teach too much
- XX: Tech Support should be available whenever library is open. Phan needs interns
- VV: chairs, couch, color, carpet – environmental factors. Not more computers
- SS: Administrative staff liaison to facilitate communication between Media Services, Library, and C&C. Someone with authority to fix problems
- EE: a coffee cart

g) What about outside the library?

XX: I don't go outside the library

AA: general campus information kiosk

BB: help other departments with their software needs

NN: integrate our software with Banner

DD: introduce a mass media popular culture program to the core curriculum

YY: better networking between existing offices would be helpful

SS: liaison between the community center and the campus: community relations

TT: a way to share expertise and identify people as resources

FF: the same

WW:

GG:

BB:

UU:

LL:

HH: ? College relations office needs improvement; budgeting process has negative effects; financial health of TESC college relations/development needs?

CC: a human resources person assigned to the library; maintenance

RR: I wish the Evergreen community could be honest with itself about the nature of its institutional structure. It's a hard transition for new employees. I didn't like having the former person who did my job train me. I have my own way of doing things. When I came in there was little guidance what to do

XX: Registration/Student Accounts should improve service to Tacoma/Reservation students so they can better use library

VV: N/A

SS: N/A

EE: get rid of offices, no new ones

4. STUDENT WORKERS

a) How many people do you work with day to day?

- XX: it varies, maybe 6-7 on average
 AA: 10-15
 BB: a dozen maybe
 NN: at least 30
 DD: probably 10
 YY: 10 – 15
 SS: 20-25
 TT: 2
 FF: 15-30
 WW: 40-50
 GG: about 10
 BB: 5
 UU: ~10
 LL: 10
 HH: 30
 CC: 7
 RR: I talk to people all day long – 15-20 staff people
 XX: 25-30
 VV: 40-50, all staff of C&C (27 people). 3 in Media Services. Deans
 SS: 4 staff people in Media Loan, and 1 temp (not counting students)
 EE: 12

b) How many of those are student workers?

- XX: 2-4
 AA: 6-11
 BB: maybe 3
 NN: 8-15
 DD: 2-3
 YY: about 3
 SS: most of them
 TT: 1 or 2
 FF: maybe 1
 WW: 12-15
 GG: 2
 BB: 1-2
 UU: 4-6
 LL: 1-2

HH: 25
 CC: 0 (but media services has 50 student workers)
 RR: 5
 XX: 5 – varies
 VV: 25 in the previous fall. I work with about a third of those on the desk
 SS: 13 currently – allowed up to 21
 EE: 6

c) Student interns?

XX: it varies; 5 last quarter; none this quarter
 AA: no
 BB: no
 NN: yes, from other departments
 DD: yes, at reference
 YY: yes
 SS: yes
 TT: sometimes but not right now
 FF: no
 WW: 4 – 5
 GG: 1, our first
 BB: on occasion, one at a time
 UU: no
 LL: no
 HH: at least 10
 CC: 4-5
 RR: 3 – they are very time consuming
 XX: None.
 VV: don't currently have any, but would be interested in participating in an internship program
 SS: 1
 EE: 1 or 2

d) What are the four or five main tasks of your student workers?

XX: circulating, filing, dubbing, assisting patrons, grunt work
 AA: shelving, check in and out, shelf reading
 BB: na
 NN: shelving, shelf reading, meetings
 DD: cleaning, re shelving, short research projects, work with patrons
 YY: na

- SS: maintenance of reference, collection help, help designing useful services, special projects
- TT: processing material for archiving, preparing info for web page
- FF: grunt work: overdue notices, typing of student records, paperwork, errands, filing
- WW: help students, check out and schedule facilities, fix equipment, teaching, cleaning
- GG: processing, getting books ready for circulation
- BB: work on handouts, make copies, help with instruction
- UU: working the circulation desk, shelving, maintaining the stacks/shelf reading, check in and out
- LL: mostly processing, some cataloging work, making labels
- HH: they are the main contact for customers – help students with problems, answer questions
- CC: person the front desk, public service, minor maintenance, photo, video, conference & workshop help
- RR: work the ref desk, pick up the ref area, shelve, do searches for librarians
- XX: work desk, shelving, process holds – same tasks as staff, but takes a long time to train them because questions don't repeat often
- VV: daily operations – creating a welcoming environment, assisting patrons, cleaning up, documentation, managing printers
- SS: Circ and schedule equipment, processing, minimal clerical work, teaching one-on-one proficiency
- EE: I see them working most in Circ, shelving, helping with SAIL, Acquisitions, Tech Services, Periodicals, GovDocs

e) Student interns?

- XX: special projects
- AA: N/A
- BB: N/A
- NN: don't have any but would like some
- DD: research projects
- YY: N/A
- SS: mostly the same as the workers, plus more
- TT: N/A
- FF:
- WW: same as the workers, but with more depth and sophistication
- GG: interns possibly more work than I am willing to take on
- BB:
- UU:
- LL:
- HH: 2 kinds of interns; paid and unpaid. It depends; some help with facility projects, some work on their own projects

CC:
 RR: N/A
 XX: N/A
 VV: N/A
 SS: maintenance and inventory
 EE: those at the ref desk

f) What else could students do?

XX: hard to say; students sometimes take too much supervision
 AA: more of the same
 BB: nothing
 NN: ?
 DD: regular desk assignments, predictable hours
 YY: interns could help with assist patrons
 SS: help with some of the reference functions
 TT: yes! lots of work available for interns helping archive
 FF: yes! help with routine stuff would be great
 WW: our student workers are great; we depend on them
 GG: help deal with discards? Other possibilities.
 BB: maintain AC schedule, website; students need training to know where to go for information
 UU: be more reliable, take the job more seriously
 LL:
 HH: we couldn't operate without free student labor – and we should be able to. It takes away staff jobs. Students priority is to their classes
 CC: some clerical stuff. We rely on students to do a lot of the work.
 RR: small special projects. Help librarians at the desk. I'm very reluctant to delegate because I prefer to do things myself. I don't like students to do my work for me
 XX: nothing – we really value institutional workers, because they are reliable & trustworthy. There should be more money to hire students as institutional workers
 VV: workshops – a few students have done them. Susan (?) ran the program, but it's staff intensive. If they had more technical expertise they could provide more one-on-one support time with patrons
 SS: don't expect them to do permanent work because they graduate. Do things that involve learning as they work. Stick to scope of work agreement
 EE: N/A

5. CHANGE OVER TIME

a) What about your job changed in the past five years or so?

- XX: computers. Everything is faster paced
- AA: the amount of work has increased dramatically but staff numbers have not
- BB: increased library software complexity
- NN: CERT, Summit, the department has grown
- DD: the internet has changed patron expectations
- YY: change from terminals to PCs; the www; student library computer use broadened
- SS: responding to changes in technology
- TT: the web page has increased awareness of archives
- FF: "Friends of the Library," fundraising, more staff
- WW: it's more complex – I'm required to know more. I'm busier.
- GG: lots. Electronic and physical changes, institutional shifts. More videos
- BB: the number of workshops I was asked to teach probably doubled
- UU: now everything we do is online and automated
- LL: we moved from WLN to OCLC and that brought changes, mostly positive ones; we're doing more now
- HH: integrating all photography into one area; I know my job better; we work as a group better
- CC: everything; the administrative side of my job has evolved
- RR: It's changed tremendously. Previously, I was at a large research library that had a large IT support staff. We used to use print indexes and couldn't get faculty at OU to give up print and go online. Now I use email to communicate with librarians at other institutions
- XX: volume of everything has increased – people, PCs, books circulating, etc. More things are automated – holds, ILL, film bookings. This is good for patrons.
- VV: more focus and more time on Academic Computing. Five years ago, I was responsible for all of C&C. Now I don't do systems and networking. Also have had five staff personnel changes over past five years
- SS: there have been several reorganizations in Media Services. Different circ software. I moved upstairs to help with change from analog to digital, but too busy to help with same in library
- EE: web is stable

b) What has stayed the same?

- XX: the people, the sense of teamwork
- AA:
- BB: the characters
- NN: every day is still different, interacting with patrons
- DD: 15 hours/week at the reference desk

- YY: the essentials: fixing computers and helping people
 SS: working with students and the public; teaching
 TT: the everyday processing of material
 FF: everything except faculty contracts
 WW: my stress level
 GG: we still have books, we still use glue and tape
 BB: not much; basic skills – word processing, image editing, and now web development
 UU: the basic function of what we do; helping people; worries about funding
 LL: the emphasis on quality and detail: everyone really believes in quality and it's good for the patrons
 HH: the cast of characters
 CC: the public service aspect; that I pitch in when and where necessary
 RR: periodicals – some faculty still really want print. It's quite surprising to see that still happening
 XX: student questions & crises, handling books
 VV: focus on supporting individuals
 SS: time to process and circ equipment. Constant meetings
 EE: personalities are strongest drivers of how we do service

c) What is changing right now?

- XX: technology
 AA: everything, Summit
 BB: technology
 NN: the remodel
 DD: the quantity of information available and how it's accessed
 YY: the remodel
 SS: the remodel, increased enrollment, political changes in the country, 1st Amendment rights
 TT: the building
 FF: nothing except what caused by budget constraints
 WW: there is more to do all the time
 GG: our software – Passport – is moving to web-based delivery. It will be great, but there are glitches
 BB: student expectations, and students are expected to know a lot more about email, file management, word processing, the web...
 UU: my daily routine; planning for the remodel
 LL: planning for the remodel; we're getting records from new sources, including overseas
 HH: this quarter I'm teaching faculty so have a break from usual responsibilities
 CC: currently I'm doing two jobs: heading media loan and media services

- RR: my job is more as an administrative support person, rather than as a tech
- XX: Summit will soon start pick-up anywhere, but this will probably not have a big impact
- VV: support will get better
- SS: Media Loan is trying to serve the entire campus, to be creative and communicate with faculty to help them. How will Media Loan serve a higher-tech campus environment? Policies should be broader to better serve students
- EE: having objectivity and distance from change. Not as much change now because Web is stable. There is no localized experience as in pre-literate experience

d) How have these changes been connected to computers?

- XX: keeping up with technology creates more work
- AA: Summit, network printers, everything
- BB: what patron expect has been shaped by their exposure, ie google
- NN: student need for computers has grown
- DD: the advent of the virtual library
- YY: computers are used for more tasks; people need help keeping up with the changes
- SS: the main access to our collection is now through a computer
- FF: two automated systems now, things are more decentralized – reports, purchases
- WW: everything: computers have doubled my workload
- GG: we will do everything (except gluing) on computers; when the system is down we're stuck
- BB: kids have more exposure; things go faster; expectations have increased
- UU: because hold are automated we now pull books for people; Summit works great, but is time consuming
- LL: the process by which we get records moved from FTP to web-based delivery
- HH: better ability to work from remote locations
- CC: now we have expensive computer labs and I have to know the old technology plus all the new stuff
- RR: they're not related to computers, more related to people. Computers are just a tool
- XX: the whole Summit system is all about exploring the possibilities of using the Innovative Interface
- VV: not necessarily related to computers, but everything is connected to them in some way
- SS: more media equipment in classrooms.
- EE: because of fluidity of formats and tools, we are conditioned to be more flexible. Access to people's opinion has become almost overwhelming. Every conversation is significant. PCs allow greater exchange of ideas outside of meetings, so people can disengage more. They are also losing practice in discourse

e) What would you like to change in your job?

- XX: more time to ponder things
 AA: a vision for the future, less uncertainty
 BB: less dependence on vendors, more creative input
 NN: more money for the department, recognition
 DD: add library skills to the core undergraduate curriculum
 YY: locate closer to reference
 SS: attend fewer poorly facilitated meetings
 TT: email has replaced memos, and it's hard to capture for archiving
 FF: recognition that our problems are external so we can function as a team
 WW: another staff person
 GG: I don't want to manage anymore
 BB: not teach the same workshop over and over
 UU: equipment that always works, a reliable administrative printer
 LL:
 HH: I'd prefer not to answer to certain people. A different office.
 CC: not have two separate roles
 RR: I don't like having to take meeting minutes – it makes me feel like a horrible secretary. But it holds people accountable for what they say they will do in meetings
 XX: more room to work, proper work space. More reliable student workers
 VV: broader responsibility for Tacoma campus, Media Services labs, COM and CAL labs, reservation programs
 SS: be the liaison between Media Services, Library, and C&C
 EE: a way to focus on Tacoma and reservation programs, there is a need to balance off-campus programs. Better balance between library work and teaching. Can't replace face to face meetings, especially in those off-campus programs. Right now, there is no one setup to help those students

f) How do you see your job changing in the future?

- XX: it's going to keep getting faster. I expect to get even more frustrated.
 AA: don't know. Lots of uncertainty
 BB: it's positive and I'm excited
 NN: electronic access to other libraries continues to grow, Summit
 DD: libraries are changing, and we need to figure out how to do things differently
 YY: library function growth requires adaptability
 SS: involvement in special projects using technology to improve access
 TT: teaching records management to improve archive process
 FF: I'll have to work harder to stay connected to people. More fundraising.
 WW: don't know

- GG: more isolation; we'll become less visible
- BB: more faculty will be able to teach the things I was teaching
- UU: it will keep getting busier
- LL: because of technology advances we're able to do more with fewer people so we'll probably lose a staff person; fewer books coming in
- HH: work with college relations and curriculum; opportunity for growing our program, opportunity for excellence
- CC: travel will increase as I go outside TESC and see what's going on elsewhere
- RR: sometimes I wonder if they really need me. I worry about computers taking my job. They could do the work without me, but there would be havoc. it's important to not be afraid of trying something new, don't get stuck in a rut, see how things are different elsewhere
- XX: don't know when Summit will max out – it could be a job for more than one person
- VV: hopefully for the better – more collaboration. I support the “hive” process of planning
- SS: depends on how/whether people will accept liaison position
- EE: remodeled space. Desk will change direction. Will have to address balance between instruction and ref desk time

6. THE REMODEL

a) How will the upcoming remodel impact your work life in the short term?

- XX: noise. It will be like after the earthquake; patrons didn't understand the extent of the disruption and expected service as usual
- AA: will require creativity to make it all work
- BB: not much disruption for my job
- NN: enormous disruption
- DD: disruption, worried about my health
- YY: physically moving computers while keeping them operational
- SS: my office is moving to a new location
- TT: no archive for 6 – 8 months during construction
- FF: it already has; lots of upset people. But we'll manage.
- WW: it's going to be extremely difficult
- GG: technology interruptions, possibility of losing items, we are moving to another building for the duration of the remodel
- BB: chaotic for students
- UU: we will adapt
- LL: some inconvenience because of moving to a different building during construction
- HH: it's going to be awful, but we'll do what we have to
- CC: it will be difficult with staff spread over 5 buildings; plus serious health concerns
- RR: it will be miserable because I'll be there all the time, but we are allowed to do as much work as possible from somewhere else
- XX: wild & crazy, like an extended camping trip. A chance to experiment with new configurations
- VV: pure, utter hell. Very hectic. It will require coordination, structure, planning. We have one week to move the computer center to the fourth floor
- SS: unsure how to fit all equipment into smaller temporary space. Some older equipment will be surplus, but will it be replaced? Concerned about major health hazards during construction
- EE: make it confused, but exciting and energizing – will enjoy it

b) In the long term?

- XX: less usable space
- AA: better for Summit, hopefully better use of space, but concerned about circulation
- BB: concern about temperature but otherwise interested and excited
- NN: I hope it's fantastic but am concerned about layout specifics
- DD: want structures to convey information about how we see the world
- YY: my office relocation will be positive
- SS: mostly I'm excited and hopeful
- TT: archives relocated to basement; new conservation lab

- FF: increased isolation because of location
 WW: not sure; concerned about space
 GG: don't know. Isolation
 BB: it will be nice, hopefully more connections between the library and academic computing
 UU: because line-of-sight changes there may be some new security concerns for the building, but we'll figure it out
 LL: it will be nice – we will be next to SAIL
 HH: opportunity for expansion of curriculum
 CC: better for everyone, especially for public service, better air, light, windows
 RR: I will listen to gripes from librarians. Other people will complain because the librarians will not be available, because they've been told to do as much work as possible from somewhere else
 XX: more space for Summit, more sorting room. Better light & air. Better environment = students happier = work easier
 VV: we will provide better service. Consultants will be visible at the entrance of the lab, resulting in better contact with patrons. Bigger area, better air. A larger PC lab that can be splint into two classrooms
 SS: help facilitate major collaboration between Media Services, Library, C&C.
 EE: wait and see

c) What about your work life right now do you hope is preserved in the remodel?

- XX: connection to various other areas, ability to see around
 AA: location of my personal workspace next to circulation
 BB: my privacy, seeing the library work, interacting with the staff
 NN: my staff and our commitment
 DD: maintain and rejuvenate relationships
 YY: space to do my work
 SS: the library as positive public space; maintain permeability throughout departments
 TT: time to respond to people
 FF: the sense of connection with people; so people know we care
 WW: staying connected to people: education is about people and ideas, it's a social process
 GG: the sense of work flow we have developed
 BB: the things that work
 UU: the feeling, fostered by being able to see everyone, that we in the library are working together as a group
 LL: being where people can find me so I can solve problems for them
 HH: most of it, and we'll be even better able to provide support
 CC: I like being right up front and in a central location
 RR: I haven't been here long enough to say.

- XX: Circ should remain centrally located. Personal desk space on the circ desk.
 VV: access, openness, accessibility in terms of systems, space and people.
 Coordination with the library
 SS: office space
 EE: remodel won't impact work life. Ref desk should have a prominent position, near front door and Circ. GovDocs should be next to ref. Conversation pit next to ref should be preserved

d) What discarded?

- XX: ?
 AA: the gate problems
 BB: my old inefficiencies
 NN: nothing
 DD: inefficient use of time
 YY: older technology
 SS:
 TT:
 FF: strictly clerical aspects of my job
 WW: ?
 GG: old junk
 BB:
 UU:
 HH: we're going to have to discuss chemical photography (color)
 CC: junk
 RR: paper. I still haven't gone through all the paper left behind from the previous person in my position. Anything five years or older should be tossed. Students have a knack for finding interesting things in those papers I might have overlooked
 XX: library should get out of the copying business for course reserves – have the copy center do course packs
 VV: antiquated air system – bad air flow and heat. The library commons ideas seems to be gone
 SS: nothing
 EE: large print reference collection

e) What do you expect from the remodel for the library over all?

- XX: a new bright beautiful facility that will make us proud
 AA: gate problems. Clean air, fresh space.
 BB: better air, new physical space
 NN: better lighting, more pleasing environment

- DD: gain space in which to work with students, a more inviting library
 YY: an environment designed for the technology
 SS: more room for people, collections, public presentations; wonderful study spaces
 TT: too much emphasis on computers
 FF: welcoming atmosphere, easier to navigate, space for staff needs
 WW: no expectations; I'll adapt
 GG: spaces for student, group study spaces
 BB: better spaces for students, better and natural light
 UU: a more functional space that people will be comfortable using for research and study
 LL: it will be better for patrons
 HH: it will be really nice
 CC: decent HVAC
 RR: I feel sorry for Randy. Students won't like the study area in the basement. If you put students where no one is there to attend them, there will be problems
 XX: more comfortable, better place to work. Better utilization of basement space
 VV: more space, openness, connection – line of visibility, ease of access, less doors, but must reduce sound from lobby programs
 SS: hope for collaboration
 EE: new paint, better air, more south-facing windows

f) What do you think will be gained for the institution?

- XX: connections with the writing center, computer center(?)
 AA: respect
 BB: a freshening, a shift in outlook, new opportunity, energizing
 NN: not sure
 DD: more inviting space, better study spaces, good light
 YY: improved relationship between online and physical resources
 SS: a wonderful opportunity to rethink our role and relationships
 TT: primary motivation for remodel was more shelf space for the stacks
 FF: our reputation is already excellent, but new looks will enhance and maybe inspire
 WW: nothing
 GG: I don't know; more impressive physical space
 BB: staff will be happier; collaborations; natural light
 UU: a better library, with more of the building as study space
 LL: patrons will benefit; library will be easier to use and more comfortable
 HH: not much
 CC: better facilities, access, labs
 RR: I think it's a good thing – it's always good when any community supports the library. There will be some selfishness about office space. Using wireless laptops, students get better access to windows

- XX: stature on campus improves as a nice place to be. Makes people feel better that the college cares about the library
- VV: service and access will both be improved
- SS: easier access to resources. One-stop shopping, if it can be accomplished
- EE: space, better light and air – it is a very conservative plan

g) What lost?

- XX: space. And construction takes a toll on people.
- AA: circulation needs
- BB: familiarity maybe, but otherwise nothing I consider important
- NN: no response
- DD: concern for missed opportunity
- YY: basic library services might get overshadowed by new technology
- SS: old junk; obsolete equipment
- TT: new reference location less than ideal
- FF: important connections between people because of relocations
- WW: ?
- GG: will we have room to grow the stacks? I worry about separation of certain offices – archives for example
- BB:
- UU: the group feeling we have because we won't be about to see one another
- LL: some departments are moving to locations that may isolate them
- HH: opportunity for certain working relationships
- CC: nothing
- RR: hopefully staff will lose the chip off their shoulder and focus more on serving students. Less politics
- XX: N/A
- VV: time will tell. High hopes have been lost
- SS: students will feel lost and disoriented. Hopefully less doors, more centralized
- EE: connection to rare books and archives

7. WHAT DOES IT ALL MEAN?

a) What does student "information literacy" mean to you?

- XX: learning how to learn. Teaching students to find it for themselves.
- AA: teaching students to find what they need
- BB: an exposure to the academic life and research process
- NN: the ability to share our resources with whoever walks through the door
- DD: more than superficial understanding; being able to deconstruct and produce
- YY: knowing how to use technology to access information needed at the moment
- SS: as defined by the ACRL
- TT: students not fed what they want; they have to learn all methods of research
- FF: having the tools to locate, process, and discriminately use information
- WW: dislike the term
- GG: that students know how to get all sorts of info via different means
- BB: it does not mean media literacy. That students have skills to access and use information they need and use it in appropriate ways.
- UU: students understanding what they need and trying to figure out where to find it; knowing to ask a reference librarian
- LL: the ability to find what they need and evaluate the quality of the information
- HH: understanding the dimensions of information; how it's delivered; the difference between information and facts; between facts and truth
- CC: that students question the sources and presentation of visual media
- RR: a person knows how to deal with electronic tools, knows how to navigate technology
- XX: how aware they are of existing resources & how they can access them
- VV: awareness and fluency with technology to access and work with data to analyze and use information
- SS: not only being able to use, but to apply resources to projects. How to navigate to appropriate resources that are authoritative
- EE: nothing. It's a meaningless buzz-work, like "critical thinking"

b) Are computers changing the student patrons you work with?

- XX: students expect more from us – and we try to give it
- AA: yes; they depend on the tools. Some we have to teach about the technology
- BB: yes, they have a whole new way of interacting with technology
- NN: yes; they expect instant gratification
- DD: yes
- YY: the library is busier now; student library needs are broader
- SS: yes; students hesitate to for help, they approach things differently – Google
- TT: yes; students are more superficial

- FF:
- WW: yes
- GG: yes – I see students with laptops everywhere
- BB: evening and weekend student needs differ; younger students have different needs than older students
- UU: yes, everyone is becoming really impatient
- LL: they seem busier
- HH: yes; students more comfortable with computers, technology
- CC: yes; media services overlaps with academic computing, students have more skills
- RR: yes, they know more than I do about computers.
- XX: yes – no more requests to use a print card catalog. There is less fear of PCs among students.
- VV: yes, they come in with perceived better skills, which blindsides or hinders them by making them believe they know more than they do. They confuse experience and exposure with knowledge and understanding of how computers work. But in practice, results are neophyte. Technical skills are OK, but conceptual support is lacking. Even though windows in a PC environment are all the same, they don't realize it or recognize it and can't explain what they're doing
- SS: more use of digital media.
- EE: television changed them more. Unlike books, which always exist as physical objects, computers and television are absorbed into the popular culture

c) Are they changing what student patrons expect from you?

- XX: yes, and students are unprepared and disorganized.
- AA: yes. Everyone wants everything instantly. They can't wait.
- BB:
- NN: no
- DD: yes. More impatient.
- YY: students come in just for online resources, not for physical study space
- SS: students think they should be able to do their own research
- TT: they want results in 5 minutes
- FF: yes, of course
- WW: yes, they expect me to be a software expert
- GG: yes, students have less patience
- BB: yes, they expect more
- UU: yes, they want things faster
- LL: yes; they are used to Google and Amazon
- HH: hum... I expect more from them.
- CC: they want everything instantly & looking great; don't understand why it takes so long.

- RR: yes, I feel slow in that area. They expect advanced technical skills. Students tend to know what they're doing
- XX: yes – they expect PCs to have same capabilities as those in the Computer Center – same tools no matter where they sit. More people want to work without borders
- VV: yes
- SS: yes – they expect to be able to use things without training, because digital media have a lower learning curve. It's easy to create something, much harder to create something good. They expect to be taught how to use equipment by faculty, but Media Loan might be better at that
- EE: N/A

d) What about faculty patrons?

- XX: faculty expects too much too fast.
- AA: no; they mostly understand
- BB: I don't have much interaction with faculty
- NN: no
- DD: no
- YY:
- SS: need to better incorporate technology; are willing to ask for help
- TT: I don't see many faculty patrons
- FF:
- WW: no
- GG: some faculty have a sense of entitlement that gets in the way
- BB: faculty want to learn software they hear about from students
- UU: faculty say Summit and library changes in general are great; faculty are very positive
- LL: yes; faculty use the online indexes. Also, the access budget used to be small, but now access is a major library function
- HH: faculty skill levels vary widely
- CC: it's mixed; some are frightened by technology, typically newer younger faculty use & understand the technology
- RR: they do most of their research in their offices. Only deal with librarian liaisons directly for their programs to gain subject knowledge
- XX: they have wanted E-reserves, but it hasn't happened. They appreciate tools that exist (Summit, online booking) & want more
- VV: there is still a skewed bell curve – a large group in the middle, but lots with less technical skills. They don't have the skills necessary to present good role models to students. I tried to get a faculty support center in 1998-99. Because of rapid changes in software/hardware/user interfaces, faculty don't keep up. They need more help
- SS: they would like to have Media Loan more involved

EE: higher expectations for access from a distance. Those who still use the physical space of the library use it as a social gathering space

e) What are the main frustrations you face with students and faculty?

XX: negative attitudes

AA: presumptiveness, a sense of entitlement

BB:

NN:

DD: they want things instantly

YY: problem patrons who break things without telling anyone

SS: my own lack of knowledge

TT: when students expect to find information that doesn't exist

FF:

WW: too many to list

GG: flaky student workers

BB: being excluded from identifying teaching objectives

UU: a sense of entitlement, lack of consideration

LL: explaining why things are cataloged the way they are; it's not Google

HH: impatience; no problem solving skills

CC: not having enough of the right computers and/or software

RR: none

XX: students who are frustrated at getting run around all over campus. Some faculty have an over-sized sense of entitlement

VV: I don't have enough time to devote to them. I keep office hours open to faculty and encourage my staff to do the same

SS: they expect immediate help – it takes time to learn how to do something.

EE: people frustrated by their own faults. Hate it when people don't do what they want. Expectations are disappointments waiting to happen

f) What are the most rewarding achievements?

XX: seeing a student's face light up. That rare thank you.

AA: helping someone find what they really need

BB: the library system is phenomenal

NN: helping students, hearing their thanks

DD: student success

YY: helping people with their work

SS: when people become excited about what they're learning

TT: getting the archives set up so that people can discover what they need

FF: being appreciated

WW: seeing that smile when students get it, when students do nice.. smart work

- GG: when I take care of a problem so that everyone is ok
 BB: when you teach something and the students take off and do wonderful things
 UU: providing people with what they want as quickly as we do
 LL: that our catalog is in such good shape
 HH: getting students further along than they would without your help
 CC: learning from students and faculty
 RR: fitting into Evergreen. I like to have a lot going on, it makes the day go faster. People work very hard here. I'm proud to work here
 XX: working with students
 VV: working with people and seeing the spark of understanding
 SS: lecture hall remodel, allows faculty to integrate more media into teaching
 EE: work with a program where there is overlap with my subject area. Working with students & following their work

g) How do you think the teaching of technology skills relates to the teaching of ideas?

- XX: they are separate.
 AA: you can teach technology skills without teaching ideas
 BB: they are not necessarily related; changing expectations as technology evolves
 NN: if you can maneuver through the technology you can go everywhere
 DD: teaching ideas has to come first
 YY: technology opens the door to ideas & changes how we approach ideas
 SS: the technology we live with effects the trajectory we take
 TT: you have to have the skills before you can gather the information you need to think about the ideas
 FF: when you have more skills your horizons broaden – and you are exposed to more – you think in a better way
 WW: not sure... they relate... but maybe they don't depend on one another
 GG: they are tied together in fascinating ways
 BB: they are totally separate; however the best way to teach skills is to do it with ideas attached, so that it's meaningful
 UU: don't know; they are connected but how depends on the individual. Teaching skills isn't necessarily teaching ideas, and skills don't do you any good unless you have ideas, but skills can be a gateway to ideas... it depends on the person
 LL: teaching students to think, evaluate and understand their needs – then how to use the available technology; teaching more than just how to do it
 HH: depends on how you teach the technology – it can emphasize ideas
 CC: when students focus on fancy technology for a project their message or idea gets lost
 RR: I see how Media Services relates to this (information literacy). I look at how students work with media and you can do so much if you have the skills.
 XX: people should take a scientific approach about how things are mediated. Students don't understand LCSH – and don't know what they're missing. They don't have

tools to evaluate data. Lack training/skills to use OPAC. One-on-one training is valuable because needs are different

- VV: there is a connection, but it is not necessarily strong. Teaching skills doesn't provide a conscious experience of how it applies to cognitive skills. See Bloom's Taxonomy. Many people say distance education is the way to go, others disagree, but anything (print, chalkboards, PCs) takes fifty years to be adapted to teaching. A prediction – in fifty years, students will be able to get a degree at home designed from various courses at different institutions. Human beings are adaptable, and therefore the alarmist view of technology is justified so that we do not accept sub-standard tools. For example, the "virtual page" is nowhere near what it should be. Bookmarking a URL is not the same as dog-earring a book
- SS: skills are important, but ideas are more important. How to use equipment to tell a story. They should be more related more linked
- EE: depends on how good a teacher one is. There are contexts where it should work, that it doesn't, e.g. the summer tech program. People there expected tech, not ideas. There is always a connection, but it is not always used. How buried are the connections? How much do you want to know?

OTHER COMMENTS

- XX: We are not a community college teaching skills alone; we are a four year college teaching ideas. When students are driven by the technology they miss the ideas.
- BB: There is a difference between what is good enough and what is complete and thorough. The library system is meant to be for the scholar who needs a thorough research library; it's much more than good enough.
- WW: Learning is inherently a messy process.
- LL: Students have always wanted things immediately; what's different now is that now they can usually get it immediately. Now we're better at supplying information immediately.
- VV: Cataloging and Reference run smoothly. All departments could run more smoothly – not only looking in, but looking out.
- HH: New and faster computers are so good, we think they will solve problems, but they also up the ante.
- CC: With respect to computers, sometimes I learn from the students.