

Library Panel Part III

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Name of Interviewee: Timothy Siegel, Kimberly Sandidge, Rachel Schwedt, Marcy Pride, Carl Merat, Stephen Richardson, Angela Rice

Name of Interviewers: Randy Miller, Lowell Walters

Transcriber: Brittany Rissmiller, Caitlin Bridges

Interview Length: (1:54:35)

Notes: The final editing was done by Abigail Sattler.

Miller: (00:00) Welcome to this interview in the oral history project of the Liberty University Archives. This interview is being conducted on December 12, 2013 and is the third of several parts to be recorded. Today we're having a panel discussing some of the initial steps in the history of the Jerry Falwell Library building. My name is Randy Miller and along with Lowell Walters I'll be moderating today's discussion. I'd like the other panelists then, to introduce themselves and please tell us your current job responsibility.

Siegel: (00:34) My name is Timothy Siegel. I'm the systems librarian. I handle customer facing services for the internet.

Sandidge: (00:41) Hello, my name is Kimberly Sandidge and I'm supervisor of borrowing services.

Schwedt: (00:46) I'm Rachel Schwedt, associate dean for research and customer service.

Pride: (00:51) Marcy Pride, dean.

Merat: (00:54) Carl Merat, the acquisitions librarian.

Richardson: (00:57) Stephen Richardson, learning commons manager.

Walters: (01:02) Alright and I am Lowell Walters. Good afternoon, Randy and others. Umm... as we start this particular recording, I want to pick up where we left off in the first recording. Uh, Carl if you could tell us, uh, a little bit about, uh, the days in the, the first days in building

construction and such when, when you started pondering the combination and, and the, um, integration of circulation with research and reference support.

Merat: (01:37) Okay Lowell, I think from the earliest phases of the construction planning we actually talked about an integrated service point and it showed up on the earliest spreadsheets that the architect had provided for us. I think it's something that we had been observing for a few years. Uh, the, uh, trends in library services wa, I referenced a reference and, yeah, a reference and user services association document in September 2011 to our, to our whole team that had been kind of a culmination of some of those thoughts that uh, were, uh, you know there was a, a, discussion at the American Library Association about the merging of these services and we had seen several other universities do it. I mean, some of it actually goes back to our, ah, original plans for the Integrated Learning Resource Center where we tried to merge some services with uh, the uh, computer services on campus and I think as we had observed our, our usage statistics and the patterns of use in the ILRC on the first floor where we had a reference desk, a research services as we have come to call it, maybe fifty feet away from our circulation desk and again we were seeing that some of the same questions were being asked at both desks and then the architects started talking with us about the design of the building and the need to have a centralized service area that maybe would have a sight of line through most of the building and folks would be able to find that as sort of a center point. I think that all of those things came together and we talked about, uh, how we could uh, you know, uh, take our customer service to a different level than and, and just have people come to one spot and I think that was, was the origin of most of that so...

Walters: (03:39) And that first attempt at integrating was covered in the first part of these, this series of interviews.

Merat: (03:45) Right, yeah that was, that was back in the early 2000s there before this building was even a dream I think, so...

Walters: (03:52) Okay, so then the, the new building comes, the, the planning for the new building starts to take place, um tell us how, how you started to take that from concept to being a reality and the plan for it.

Merat: (04:10) I think some of the crucial elements of that was when Bright Spot Strategies became involved with us on a consultation. They had actually been hired to, uh, help us with the design process and helping to determine you know the collections that would be necessary for the library, but in 2011 we also took on, uh, their services for another consulting role and that was part of what, uh, is become an academic discipline of service design and to try to look more deeply into our, uh, how an organization, uh, both from an architectural perspective, but from a customer service perspective. We, uh, brought them in and, uh, we also brought Marcy in too, that's about the point that Marcy entered the equation. I believe it was like March of 2011 that Marcy returned to us, but Marcy was actually here in 2008 with us, um, and, uh, left for a brief

period, but came back in, in 2008 she led the first customer service task force that we had in the library where we started to think about new ways of serving our customers and then in 2011, you know, I was just reading back an email where I had asked for some special, um, you know, hurry to get Mrs. Pride involved there, uh, that they would get her contract to her so we could get started with the planning and Bright Spot Strategies in the spring of 2011 and that's when customer service taskforce two, uh, came into play and Bright Spot again was just really instrumental in all of that with us. I'll let Marcy talk some more about that, but the whole service design philosophy that they had us go into uh, was, was that next step in that process.

Miller: (6:03) Okay so, Marcy at time, when you came back the second time, you were the associate dean for customer service and, if I recall correctly, um, or...

Pride: (6:15) It was research, research and customer service.

Miller: (6:17) Or, or, for research, research and customer service, okay, and um, and so you were really instrumental in, uh, working with Bright Spot, um, the uh, the service design plan. Could you talk a little bit about that as they first started becoming involved?

Pride: (6:35) Sure, um, part of the concern is that libraries had not paid particular interest in, or to, the experience that users have when they come into the library and how they felt about those experiences and so we had been encouraged by a lot of the professional reading that we had done over the course of a few years to begin to think about the importance and significance of the experience that the user actually had and the service design approach actually, um, considers things that businesses have considered all along, but it is now then applied to nonprofit entities, academic institutions, etc. and so, they, uh, the underlying premise is basically, first to know who your customer is, or in this case we have a lot of them that we have no sense of who they are, they're way across the world, so how do we know what life is like for a user that's around the globe who experiences our services? We have to ask them and we have to get some information from them so that is a part of what was going on with service design approach. So we want to know then who they are, what things are important and significant to them, what they expect of us, and then to try to deliver those things and get feedback, well how did we do, did we really address your needs and concerns? And so that's a little bit different model than what libraries have traditionally operated off of and in fact I hadn't thought of that until Carl mentioned the customer service task force one because some of you were a part of that task force and part of our mantra, if you will, was customers are not an interruption to your business, they are your business. And, too, we are here to make their day. And as a group we decided that these things were important and relevant to us no matter which side of the house we were on, meaning on that task force we had people from both the technical services side and the public services side because we wanted to make it clear that it took all of us to give good customer service. So Elliot's uh, approach was something that resonated with us because we had that background and we had that interest in making sure that our users' experience was a positive one.

Miller (9:17): Well good. Now, just a little bit of history, uh, here as far as library services, we use some terms sometimes, librarians are guilty of using ‘librarianese’ and so, circulation was the idea of checking out books; uh, reference, people would come to the reference desk and have questions answered; and we had another thing when we were the Integrated Learning Resource Center that we also provided computer assistance. Carl, could you talk about that?

Merat (9:48): Well, I think there are, you know, the terminology, some of the shifts in that terminology, came about as a result of Dr. Godwin’s efforts here on campus. I think, uh, talking first about our students as our customers and I know that is a kind of, a uh, galvanizing term sometimes in higher education, to think of students as customers but, um you know, as he evolved that, uh you know, brought in some business, um, speakers for us, um, from the hospitality industry, uh, trying to address some of those issues I think, uh, we started to feel that the word ‘patron’, and even sometimes the word ‘user’, was maybe not anymore offensive than the word ‘customer’. And that because, again, of all that work that’s been done, uh, from a study perspective and philosophically, you know, that it was a, uh, shift that maybe we need to considering making and again, a lot of times we were getting feedback students didn’t know what reference was and, so um, research assistance seemed to be a little more clear. And again, I know that that’s one of Dr. Godwin’s, uh, you know, defining kind of pushes that we would be very clear when we speak about things. I think I need to correct something, and Marcy, you can help me here. Did you come in March of 2012 or 11?

Pride (11:13): Eleven.

Merat (11:14): Okay. Well, I said that earlier, I wanted to make sure about that so.

Pride (11:17): The years fly by.

Merat (11:19): I do.

Miller (11:19): I think in 2012 is when she became the dean.

Merat (11:22): No, that was November of two thous—no, December of 2012.

Pride (11:27): But then I must have come in March 2011. It was the same day that the ground-breaking occurred.

Miller (11:34): For the new library.

Pride (11:34): For the new library. So was that 12? Okay. Time flies when you’re having fun.

Miller (11:36): Okay. That would have had to been 12 then.

Merat (11:40): Well between us we’ve got the history right there, we think it’s 12 so.

Miller (11:43): Right.

Walters (11:45): Um, I wanted to, now Stephen's not expecting this, but I'd like to ask him this: with, with Randy talking about what has traditionally been Reference Service and Circulation Service, but in the 90s', the libraries in general started to take on more and more computing lab sort of roles and the application software came into play. Now Stephen has the unique perspective as at one time being a lab supervisor, and now as we're near grand opening, going into the new building, and I don't mean to get ahead. But Stephen, has come out of the lab side and has become more librarian-like. Can you go back, can you remember, I'm putting you on the spot here, but can you remember what it was like to be a lab supervisor and how there may have been some, some seeming barriers or challenges just because of the layout of the building because I know that in the ILRC, the library had the books and the Reference Service, seemed to naturally gravitate to the first floor, but you were on the second floor? Do you, are you able to speak to that in any way as your experience as a lab supervisor at that time?

Richardson (13:04): Yeah I think the, I think the layout of the building definitely affected the services that were provided. It created a dichotomy between the two departments that were supposed to, that were underneath the Integrated Learning Resource Center and so, it did create a um, a natural barrier there but I think the natural barrier also turned into a sort of psychological barrier where one offered research and the other offered technical and things like that. Tim comes from that, that as well.

Walters (13:42): But, um, and Tim you chime in here if you want as well, but, um, I was gonna ask another follow-up question to that that, oh, yes. What do you think the student perception was at that point? It's my understanding they never adopted the ILRC as a body. It was always the c-lab and the library. Speak to, you were students during those times too, speak to what your perceptions were as students. Now this is rolling back the clock several years so, if you can think back to those days like, maybe 5, 6 years ago. Am I hitting that right on the timeline?

Siegel (14:23): Yeah, I was, I started as a student around 2004. And, uh, I actually, I was a math major and I never really used the library up until the point that I worked in the computer lab. But I knew that it was always one of those where I would be up in the computer lab and not even realizing that it was technically part of the library. And I think that that was the overall consensus until the 3rd floor was created. And in the 3rd floor they sort of integrated some of the quiet study spaces that were originally only on the 1st floor as well as providing a reference desk that would also help people. Um, so I think that was when people started to see it as a combined entity. But it was definitely, if you wanted to get stuff done, you would be on the 1st floor and if you wanted to hang out, you would be on the 2nd floor in the computer lab.

Richardson (15:18): That, That's pretty good summation right there.

Miller (15:21): Well and I was in charge of the Reference Desk at one point in there and just to kind of follow up with that, there was somewhat of an overlap because we would get asked technical questions: “Okay, my printer’s not working,” or “How do I format this in Word?” or something that they were technical questions and did you guys as two ones in the computer lab here, were you getting library questions: “ I need to find three scholarly, peer-reviewed articles?”

Siegel (15:47): Well I was a desk supervisor for the 3rd floor, and I think on the 3rd floor you would get more of that combined questioning ‘cause you, you had a lot of the research questions because you were manning the 3rd floor desk. On the 2nd floor, it really was only technical questions, but then we were told sort of as the computer lab people, if they had a question that we didn’t know, send them over to the other desk. And so we, we did sorta keep ourselves sorta distinct entities.

Richardson (16:18): Then you did have that monitor position that worked for the computer labs but they were placed on the 1st floor. You know, before the 3rd floor was created, the 1st floor was really the only place a monitor worked and just being out there right in front of the stacks you would naturally get asked a lot of research questions. And that’s when you really started to see a lot of integration between the two, because it, you know, the monitor, depending on who it was, would actually go ahead and address the question and other times they would refer.

Walters (16:52): Can you tell us more, what was, what were the monitors?

Richardson (16:55): Uh, the monitors were, um, they were supposed to be the enforcers of the Library Code of Conduct and the Liberty Way. And at that point, I think the monitor was brought into play when the labs were open 24 hours. And they were kind of crowd control and things like that. But as the 24 hours went away, they were more enforcers of the quiet study zones and...

Walters (17:22): And that was 24 hours, 5 days a week?

Richardson (17:24): Yes, sir.

Walters (17:25): Basically Sunday through Thursday, I think it was.

Richardson (17:27): I think that’s right.

Miller (17:28): Well so, suffice it, suffice it to say then that for a student coming in, we could look at it from the way libraries typically work that if you went back 20 years you’d have a reference desk, you might have a circulation desk most, uh, libraries back in those days didn’t have a computer help desk, but while we were together, we were very distinct and so for the user coming in: “Alright, how do I know where to ask which question and I see the sign above the desk that says ‘reference’. What does that mean? Um, and I see another sign that says ‘circulation’. Well, is this talking about my heart or what is this talking about?” And we would

tell the students to go back in the stacks and I literally had some international students, you know, “I’m not finding any stacks of books, I’m only finding shelves of books.” And, and so, um, I think that the new plan for the new library is based more on how is somebody walking through the door. If you walk through the door at a retailer, at Target or Walmart, you don’t have to, you know, you’ve got the list of where the shelves are but you don’t have to have instructions as to, you go to the cashier for this and you go to this person for that and, uh, it’s going to be much more like a regular business here. So, um, if, um, we, I see that we’ve just added Angela and so if we could bring, swing the mic over there for her, uh, would you introduce yourself and tell us what your current position is?

Rice (19:04): Hi, I’m Angela Rice, Learning Commons Coordinator.

Miller (19:08): And, um, and so, uh, what Learning Commons, what, what is that new terminology that we are hearing?

Rice (19:18): Generally speaking when you think of Learning Commons in an academic library, you think of places and spaces where students can meet and collaborate and work together. Um, sometimes it’s individually, sometimes it’s group projects, but it’s, uh, it’s a place where they can all come together and join ideas and bring in the knowledge that they have and hopefully create new knowledge.

Miller (19:40): Okay. Well let’s switch over to Rachel Schwedt here now. And so, uh, Rachel, we had the customer service taskforce. We decided we’re gonna have one integrated area here. What will customer service be like in the new building?

Schwedt (19:59): We’re gonna continue that ‘one stop shop’ concept in the new library and we are gonna offer research assistance, we will offer borrowing services assistance and basic computer service at our Customer Service Center. And, in addition to that, we’re gonna have service points throughout the whole building. Each area that we call a ‘Learning Commons’ will have its own service point.

Miller (20:28): And, now, we developed with the customer service task force two what we were calling “WIFI Service”. Could you talk a little bit about that? Or would Marcy be a good one to speak about that?

Pride (20:43): Sure. Um, as we worked with Elliot Felix and followed up on some of the things that we learned from him, we developed, first of all, a group of nearly 30 personas who were reflective of the kinds of customers that we were needing to serve and then we worked on identifying what their basic needs were. So, for example, we realized that many of our customers had limited time, that they wanted convenience, and so these were things that we could address in our service. And, so we needed a way to train our employees and our new employees about what the level of service should be. So, after series of discussions, some of them heated if you’ll

recall, we came up with “WIFI”, meaning: Welcoming, Informative, Fast, and Impressive. And so whatever interaction we would have with our customers would be something that would be reflective of “WIFI Service.”

Miller (22:08): And we began then to have this new “WIFI Service”. We’ve been prototyping that on the 1st floor. Um, Stephen could you perhaps address that here? A little bit about the prototyping for that new service?

Richardson (22:30): Yeah that started the fall of 2012 and we planned the summer of 2012. I believe we started having meetings in April and those meetings, um, included Kim Sandidge and Kat Cox, Rory Patterson and um, I think, Mrs. Schwedt was giving us a lot of direction in that. Um, but it, the actual layout of the Customer Service Center came into play um, maybe a week before classes started. The furniture arrived and was set up and we rolled computers in there and, uh, you know it, it consists of three levels, it’s a triage system and the layout shows those three levels currently. Where you have the first level of three desks that consist a lot of, of mostly student workers—part time and then behind them, you have full-time staff that operate as supervisors but also as, um as research assistants for deeper issues as well as for circulation issues that maybe go, um, a bit more in depth—especially when you start talking about customer accounts, um and issues like that. And then further back you have one desk that, um, currently, it’s operating on twelve hours of research assistance by librarians—that would be Monday through Thursday. Um, and uh I think we started off having research assistance by librarians available from about 9 AM ‘til about 4:30, something like that. And um, so yeah, that’s how that started— we actually started off with circulation workers and reference workers coming under the CSC, and um, you know, Kim and Kat and Rory and Rachel were all very vital in just helping a computer labs guy understand how all of that works, um, but then making it all work together.

Walters (24:52): Well, then, so as far as physical infrastructure was concerned, you were beta testing that as well. So, I know that there were talks going on with Carl, Marcy, and others about designing the new building based on what we were experiencing concurrently as you guys were trying to come up with these ideas. So, um, in one of the... one of the items that came into play, too, that we really haven’t been able to beta test even yet fully is the ASRS and that role behind the scenes. So, that’s when circulation services and Kim Sandidge and those folks are taking on a different role as well. So, can—Kim, I know you were involved with the software, uh, trip that we took to Salt Lake City. Can you tell us how circulation services that we are now calling borrowing services has evolved and how that might be affected at the Customer Service Center? I know it’s kind of an evolving department for you, but...

Sandidge (26:02): Right, um well, first of all, I really glad that took the steps to combine the departments early on before the move. I think it’s helped us tremendously. Um, going to Salt Lake and learning all about the ASRS and coming back and sharing that with our staff has been

great. Um, I guess our primary goal is just to make sure that the customers get what they need when they need it. Um, I know that, uh, right now we've got people over there that are loading items into the ASRS, preparing for the move and everything. Um...

Walters (26:43): So, how will the ASRS affect the—what we used to call stacks management and shelf-reading and all that sort of thing.

Sandidge (26:51): Well, the items are already in the ASRS, so as far as like shelf-reading and things like that, we don't have to worry about that. We can always just go in and audit those items rather than shelf-reading. The books in the Book Tower will be just like they were in the, in the main library, we'll go back and we'll shelf read and we'll shift just as we would do in the main facility.

Walters (27:13): And so an auditing of a, of a bin in the ASRS, can you speak to that? Are you familiar?

Sandidge (27:20): Basically, all we'd have to do is just call the bin up, um, at the ASRS level and we would look at the screen and we would tap on whatever section we need and it would tell us whether or not the item, whatever item we select, it will tell us whether or not the item is in the right location. If it's not, it will tell us where to put it, and then once we put it in the right location, we just automatically send the bin right back to the racks.

Miller (27:43): As we, as we do these interviews, I always try to listen from the perspective of a, of a non-library type person and so Stephen, you mentioned the CSC, just to be clear that is the Customer Service Center. And I think we started off talking about the ASRS and that's the Automated Storage and Retrieval System.

Walters (28:03): And I believe we covered that in the first interview, the first interview for listener's sake you can refer back to that.

Miller (28:08): But, um, and when we talk about shelf-reading, so we, we had a problem when I first came on as a librarian with a lot of books that were lost. Now it's a lot harder to lose a book. That was the whole idea behind shelf-reading was that you would actually take a list and go line upon line to make sure that those books were there. And now they have a specific spot in the retrieval system, where they are supposed to be. And so we should have less problems with lost, or missing, or misplaced books with this new system.

Sandidge (28:32): Correct. Correct. Exactly.

Miller (28:40): So, since we still got Kim on the uh, on the microphone here—the new integrated service point, the Customer Service Center kind of came to your old area. Could you talk, for just a moment, for the history here: what were some challenges that needed to be addressed to blend those two, uh, areas, the reference desk, somewhat, and the circulation to

where you were? Could you talk a little about the challenges and some lessons that were learned as we first started to make that move and have the prototype?

Sandidge (29:10): Sure. I think both departments, reference and circulation, both areas took pride in their areas. Um, I know as far as my kids were concerned, circulation was home base, we knew everything that needed to be done there and reference was the same way. We got along just fine but it was just, it was our space. Um, but, it was a, it was a smooth transition, um when Carl made the decision to do that, we all came together and we just focused on the good of the library: what would be best to serve the customers? And Stephen and I and Kat and Rory, we all came together and came up with a plan that would work best and so far it's been great. Um, a couple things we probably could have done differently is maybe just had um, procedures in place so we would all have a clear understanding of what's expected from each one of us, I think that would have helped quite a bit but we, we live and we learn. And I know that's one thing Carl said awhile back when he was the dean is that he was expecting mistakes and we have made some, we have made some, but the overall goal is to take care of the customer and so we've come a long way. I think we're gonna be fine. We've survived it for the most part.

Merat (30:25): And I have to add uh, you know, hm, honestly some of this almost brings me to tears, thinking about the amount of work that, uh, has taken place because we didn't have any procedures at that time on how to do this and, and all of you really did step up to the plate in a tremendous way. I can remember Rachel and all of you sitting down and having discussions and reviewing, you know, what kinds of things, problems you were facing and how you could resolve those problems and, uh you know, again it just was amazing to watch you all take that up and to see what it's become now. So you didn't have any, we didn't have any books to hand you and you've written them and it's a very impressive thing so.

Miller (31:08): If we could go over to, uh, Angela for just a moment here then. Um, Angela, are we adding additional personnel? We've got a whole lot more square feet over in that new facility and are we waiting until we actually move in to hire some new folks or what has been the process as far as the personnel side of things?

Rice (31:28): Stephen outlined the various levels at the Customer Service Center and so based upon that is our foundation, we're expanding that. Uh, we will continue to have the front line personnel mainly staffed by our student workers, but then from there it begins to look a little bit differently when we get into the new building. Um, not only will we have a consistent, similar level of service at the new building with the three tiers in terms of the student workers and then our customer service leaders and then faculty member, staff member on staff to assist, we'll also have extended service points throughout the building, um, mainly one of those located in each of the commons areas and that is to assist our customers at their point of need. So whether they are in the towers, whether they are in the group study rooms, whether they are coming out of an active learning classroom, or looking for something, um, our service points are located

strategically so that we are anticipating customers at their points of need. So with that said, yes our staff has increased dramatically, um, we have, um, a record to have eighteen, um, customer service specialists and those will be the staff members who are assisting customers in the extended service points with information desks, as well as a whole host of student workers, um, in addition to our continued five customer service leaders as well as a great staff of faculty and staff members who are helping us there as well.

Walters (33:00): Now Angela, you've mentioned the extended service point, and I'm also looking at Stephen here too, either one of you can answer this or both. Um, as we have, the size of the building is surprising to people we've had in it so far before we've even had it open, so these extended service points, you can't just look at each other and say I need help on floor two and I'm on the terrace level. Tell us about the technology that you plan to use to facilitate communication. I know earlier today we were just trying to resolve a matter in a different meeting about how we gonna find if a book's truly lost in this whole building right away, so tell us how you anticipate some of that realizing that we aren't in there yet, but.

Richardson (33:49): Well, when we first started out, it became apparent that we were going to need something that facilitated real time communication and more real time, you know we have email and we have instant messenger, those are, those are nice to have. We needed something that was immediate, so we were thinking radios. Um, that actually evolved into using more of an IP phone which runs off of the network, um, specifically the wireless network and that is actually going to open a lot of doors, especially as customers can request, um, assistance from an LCD panel that will be inside a group study room and so they can actually, um, hit a button and actually talk to a live person on the other end and that person is going to be within their vicinity and be able to reach them immediately. So that is nice, the customer to service personnel communication as well as, um, all service staff will have, um, on, on the learning commons end, they will have those Wi-Fi phones as well and those can be used as radios as, um, also. So that would be nice.

Miller (35:06): Now one thing that I think is going to be new in the new building is, I've heard talk of tour- tour operators, tour givers- will those just be students who normally would have a shift at the Customer Service Center take, err, uh, or will those be dedicated?

Schwedt (35:24): Uh, Cindy Schmidt is one of our librarians that is in charge of that and she's actually created a group of, it's a mixture of faculty, staff from all parts of the library who are being trained even now as tour guides and so, I think there are at least ten or twelve. So when a tour comes through, uh, Cindy can be notified and whichever one of those is available will be able to take a tour through and there are special tours maybe for those with physical disabilities, so there are four different tour routes that can be taken through the library at any time.

Walters (36:05): Who are the different populations you anticipate being most interested in the facility and its workings at this point

Schwedt (36:13): What populations?

Walters (36:14): Mmhmm. Different types of people or groups, as you prepare these tours, what audiences are you expecting?

Schwedt (36:22): Right now, I think when we first open up it's going to be Liberty people. We have faculty, students, people are just fascinated, they want to see what, what the library is like. I think after things settle down and we're more on a regular schedule when we have college for a weekend, there are tour groups there, visitor's center will bring the tours to the library, they will contact probably our concierge desk and then a library person will take them on a tour through the library. Of course we have visitors, we are talking about donors today and I'm sure when they come to campus they will want to see the parts of the building that they donated money for, so it just depends on the time of year and the events that are going on on-campus.

Miller (37:06): Since you mentioned donors now, in the front of the libraries there's bricks, um, that have names of people and I bought one for my father and, uh, different ones have, uh, have, uh, bricks designated. Do we have some named areas in the new library then as well too?

Schwedt (37:24): We do. Right now we have four specifically named areas. There's the Dodak technology commons. There's the Tinney food café, I think it's just the café, Tinney café. There's the Ebenshade, um, atrium and Clawdack... Caudel reading room.

Miller (37:48): And um... so we have been talking thus far about the changes that are going to happen in the brick and mortar building, the Jerry Falwell Library, but about eighty or ninety percent of our students are online students, so as we head the service design plans, were we considering our online students and do they have a part in the new Jerry Falwell library as far as the way that it's run and the services that are provided?

Schwedt (38:19): One of the personnel changes we did was to add two staff members as online research assistants. So they man the phones, most, a large part of the day, and we hope to enlarge that number of personnel in the future. Also, we have an active learning center, which is a whole classroom with special technology in it, and we will be providing weekly workshops there and hope to film those and then those will be able to be live streamed out to online students as well.

Miller (39:01): And we already started to prototype at least having the workshops. We haven't gotten all of the connections for the live streaming to have it out quite yet here, but once we get into the spring we are anticipating being able to have, whether you're an on campus student. We've done the same things with our faculty meetings here at the university, that it used to just be for the faculty that were on campus and now those ones that are at distant places around the world can join us there. What are some of the other special events and maybe author talks and things that are planned.

Schwedt (39:33): We have a whole speaker series that we're planning in the spring. It's quite, it's filling up quite rapidly. February is full. We are working with the center for multicultural enrichment. They are going to have some of their events there, and we are having Shawn Spencer Hester, who is the granddaughter of Ann Hester, who is a famous poetess from the Harlem Renaissance period. She will be speaking twice on campus. In March, we have someone talking about Irish history in the Lynchburg area. We also have more of an academic series that we're creating Don Perini will be coming in April. He is a professor of creativity. And looking into the fall, we are already lining up events for the fall. Both on an academic, we are trying to address academic, cultural, and even just life experience information in this speaker series.

Walters (40:37): Now Angela, I know that you are not solely responsible for this, this is more Rory Patterson's area, but are you able to speak to us at all about how you see the building, um, Rachel mentioned what I think is called the interactive classroom. Um, how do you see research instruction, the formal side of it, as opposed to what emanates out of the Customer Service Center, how do you see that going forward in the next few years and how the building and the facilities will facilitate maybe even how you would, how you do research assistance instruction? Can you speak to that at all for us?

Rice (41:18): I think since we can capitalize upon some of the natural curiosities that some of the faculty members have expressed and what we're hoping on that the curiosity will continue. Um, with active learning classroom it will be, um, it will have the capabilities of class spot which is an interactive, um, technology which students and, and instructor can file share. So if they're working in groups, they're able to create projects and share their projects simultaneously and we anticipate that faculty will be enthusiastic and encouraged by that. We also hope in, um, to back up the, the research assistance that also our students will use the group study rooms with some of the team spot technology and again that's a file sharing technology in which hopefully the instructors will maybe give assignments in which the students will be able to work collaboratively, um, using team spot. In another space that we anticipate a lot of use with the information literacy or research assistance instruction, um, will be our multipurpose room in which we'll be able to have larger instructional sessions in which we'll actually be able to record those either for later use, maybe by our online students, um, or for future reference with our students. Some more technologies that we anticipate being used is a technology, um, referred to as Mimeo, in which we'll have several of these, um, devices in which students may be able to check them out as well as our research assistance librarians and staff being able to go to the research assistants, go to the group study rooms and learning situations which will require a, um, which will assist the students in which they can record the process, such as math problems or a solution to an item which, which would require multiple processes. The Mimeo will actually record the processes taking place to reach a solution. It will be able to file, save the file and be able to send that file to all the students in the room or to other students in the classroom they wish to share. So in terms of research assistance and even enabling our research assistants, we

really look forward to working with lots of faculty who we hope will take advantage of some of the technologies we have as well as some of the spaces.

Walters (43:46): Okay, thank you. Um, something, uh, Marcy wants to get a word in here. So, go ahead here Marcy. What would you like to offer us?

Pride (43:53): I just want to add a couple of things to Angela's comments in terms of, um, some changes in research assistance. One of the things that I'm really looking forward to is roving reference, it's been called in the past, where research assistants, librarians, and others are able to walk among students and give them assistance at their point of need even if they're not working on a group project and as the technology evolves we'll be able to do that even more expeditiously, but at this point we will at least be able to walk among them, maybe have a tablet computer with us and, and help them to answer their questions. So many times people don't ask a librarian, they feel uncomfortable acknowledging that they don't know where to look and sometimes we can see the puzzled look on their faces and so we're able then to unobtrusively give them some assistance, you know, using that roving approach. Another thing I'm looking forward to is having the liaisons become more embedded in their departments and so even before we've moved there for example a couple of the departments have already approached us to say we need help from you librarians and these are the kinds of things that you can do for us and so when we go to them it also gives us then the opportunity to invite them to come to us and so I think that that will open up a lot of opportunities for us to work on information literacy and bring the level of student performance in that area up exponentially, so I'm really looking forward to that.

Walters (45:47): Now while I have you on the mike here Marcy, I know this is kind of a pop question that you, you may not have been expecting, but I'm sure you can answer it, but 'cause you've talked about it to us at times, tell us about where you see the library, uh, aced- generic academic librarianship or libraries going with, in regards to Maker Space and what you might hope to someday accomplish in the library there, do you see that evolving and developing as we go forward?

Pride (46:18): I certainly think that it will. I think that we have sufficient space in the new library that that is really a possibility and I see that we are opening up the opportunity to have collaborations not just with the campus community, but with the broader community as well and so these kinds of things would then lead us to be able to do, uh, things in the library because we have the space and we will acquire the technology to be able to engage in some Maker type activities and I think that that's really a part of our mission as an academic library. To me, uh, libraries are about information and inspiration and so we can inspire somebody and encourage them to, uh, learn a new skill, to make something, to be creative that really is the other, you know, the flip side of the coin in a sense.

Miller (47:21): As I work a lot with graduate students, I tend to remind them, “You’re not just a student you’re an emerging scholar. People are going to be reading your papers, your books in the years to come and so we want you to learn that process whereby you do the research and stand on the shoulders of giants and you go on, but, um, when you see the name PhD that, that person was a student at one time and so you’re going to be the next one.” I’d like to switch gears just a little bit and we’ll talk to Tim over here. Um, that we’ve talked a little bit about our services to our online students and quite a bit about the brick and mortar building that we’re moving into, but I’d like to talk a little bit about our web-presence and so now as we move into the new Jerry Falwell library are we planning a new web look and feel just like we’ll have a new building look and feel.

Siegel (48:12): Yeah, sort of along the, around the same time that we started discussing, uh, building an actual new facility we performed what’s known as a Lib Qual survey and it’s a nationwide survey that many libraries take part in that sort of assess the quality of your services that you provide to your students and, uh, we had had some concern regarding, uh, accessibility for students and interactivity amongst the students so we really took that to heart and we decided we really need to boost our level of service as we’re planning on moving into a world-class facility, we want our website to be the world-class facility for online students and so, uh, we teamed with several departments on campus and we’ve been going through about a seven or eight month process right now. We’re finalizing up the website this month, hoping to launch it early next month, um, and with that we’re hoping that that will address all of the needs and concerns that we identified during that last survey.

Miller (49:20): Is there something particular with the new building, um, with the fact that we have some of these books that are in storage that’s been a different function as far as the web and the interaction there, not just online students use the web-portal, but also our, our residential students here using the library.

Siegel (49:39): Well one of the things that, uh, that the ASRS really, um, changed the whole experience of browsing books in the library. As we used to have all of our books laid out on a shelf side by side, you could go through and if you were, if you found a book from the catalogue and you went down to go grab it and you said, “Oh, well this book looks really cool.” You could go and you could look at that cover and, uh, and see that maybe there would be one of those serendipitous, uh, experiences where you would find another book. So now that probably five times as many books are put away in the ASRS than what are available out on the shelves, we felt it was really necessary to still give that kind of experience to the students so we implemented a, uh, a software solution known as our virtual shelf browser and what that will allow you to do is when you’re at a catalogue record you’ll actually look down at the very bottom of the page and you’ll see a virtual representation of what that shelf would be like and in fact this actually gives a better experience than what you used to have in the old library as it now incorporates all of our eBooks and our journals as well inside of that shelf. So you no longer have to see just the

physical books, you can see what the physical books are right next to the books that are in the robot right next to the DVDs that follow along with it next to eBooks and all of our other associated materials.

Miller (51:12): So let's talk then about other aspects of the web here, aren't we having a social media campaign that, um, is promoting the library? What are we doing with Twitter and Facebook and, uh, and so who'd like to answer that?

Siegel (51:32): Um, I'm part of the socials, social media committee along with, uh, Angela and a few other individuals who are in the room and we've been, uh, we've been making it our priority to engage, um, the students where they feel most comfortable and we found that students like to interact with people and even sometimes their staff and faculty that they're associated with through their classes, um, through online systems such as Facebook and Twitter and so we wanted to go to where the students are and make ourselves available, so, um, this last semester we've been making great strides in trying to, to incorporate things that interest the students and provide interactivity and we're trying to, trying to get people involved and, uh, make sure that we make ourselves a social media experience unlike any other.

Pride (52:27): And this is another thing that has, um, evolved because I can remember, I guess it was 2012 or so when Rachel came to me and said, "Tim and Kim and a couple of us want to start a Facebook page for the library." So I said, "Oh, great wonderful idea, go for it." And, um, from that and their work, then we, uh, evolved into, uh, a full-fledged social media committee they have a Twitter feed, they have Facebook, they have, um, they're going to work with the media wall and Instagram, they even have plans for expanding that to Pinterest and some other things as well because one of the things we realized, if we didn't know it before, uh, was when we did that persona's group that a lot of our people that we serve are of the generation and of the group who use these means of communication who are very much into mobile devices and we couldn't just stay where we were if we wanted to serve the group of people who were coming to us for service. We couldn't stay where we were, um, and expect that we would help them acquire their information literacy skills and understanding if we weren't willing to get into the game and so it's been just great to see this evolve.

Miller (53:59): Well, so stay up close to the microphone there because I-I-I'm going to, that's kind of brought us around full circle, so we left the building for a moment talked about the website and our online presence and our social media presence, but this kind of introduces the next section here where the media wall is a major thing that when you come walking in, describe the media wall and can you tell us a little bit about what will be on it and maybe if somebody else would like to help with that.

Pride (54:27): Sure, it's, uh, twenty-five by seventeen foot media wall like a giant TV screen, if you will, um, that you see when you come into the building and you're in the upper atrium opposite the Customer Service Center and as it stands now it will be driven by the use of

Instagram and Kinect and so that means that, um, people will send information to it, it will be vetted by Tim and his committee and as you are passing through the lobby there, through the atrium, you may see a picture that interests you and you can actually go up and through Kinect move that image. You can expand it, you can collapse it, you can bring it up to a different location...

Miller (55:27): Kinect is the technology

Pride (55:28): it's highly interactive...

Miller (55:30): ... that sees your hands moving like these video games and that and so you'll be able to expand the picture or shrink it or make it come down.

Pride (55:38): One of the things that happened fairly early on last year was a conversation that I had with the president and he said, "I want that media wall to have an academic focus, I want it not just to be a fancy toy." And so Carl and I did some research and we found some schools that use that technology and that approach for academic purposes. And so, as it turned out Tim, Cindy, several of us went on a day long outing where we actually visited some of these schools and we saw this technology in action. And so from that, ours has evolved and it's changed quite a bit from the first day that we discussed it but I think it'll be a great edition.

Walters (56:37): So tell us about the pixel tables. Is that in your area, Tim mainly?

Siegel (56:42): Yeah, um, the pixel tables are, um, it's a product by Perceptive Pixel that utilizes Microsoft pixel sense technology and essentially it is a 55 inch touch screen table and what we have is we had a couple of companies, um, one was Infostrat developing some programs that are going to allow you to interact with a virtual map of the world to where students and faculty and staff can submit their contributions to world outreach and we'll actually highlight those. So a student will see a map of the world and will see pins that correspond to any place that we have information that Liberty has had an impact and when they click on it they can open up pictures, video, website, and documents all about these people's mission trips and how they've had an impact on the world. We'll also be able to interact with the archives digital repositories and so we'll have several, several collections on there such as The Fundamentalist Journal, The Liberty Champion, and so forth. And I'm also currently in the process of developing an interactive timeline of the Jerry Falwell Library from the opening of the original Library back in 1971 all the way until now.

Walters (58:05): Ok, we're going to come back to technology in a few minutes; we're kind of getting ahead of ourselves, but as we have touch on technology, I know we talked about this earlier, in this very same interview but Stephen or Tim or whoever can answer this, how do you see the, the computer lab has been dichotomized back away from us, correct? And it's under IT.

How do we see IT being involved on the customer service side? What will their presence be like? How much do we know about that at this point? And what can you speak to that?

Richardson (58:51): We actually have a space allocated to them, a couple different spaces. There will be a technology commons which will house roughly 160 computers of PC and mac varieties and that will be right off the main atrium, something that you see right when you walk in the entrance of the library. Additionally, there is a large space behind the customer service center, where they do plan to house IT technicians and the like. So they will actually be available on demand and so that they can come and help with intermediate and advanced technical issues.

Walters (59:36): And that, and I believe I remember, even in my work with the library, that in some regards, the university's expecting the typical student to bring their own tablet and laptop, so in some ways the libraries out there right now are kind of coming back from offering hardware and offering more accessibilities and ubiquitous electricity and wireless connectivity and that sort of thing, so, um. Marcy I don't know, can you, can you speak to, um, how it came about then that the labs and the ILRC were split or anything in regard to, um, how that decision has come about and the-the-the benefits of such a situation?

Miller (1:00:28): So the Integrated Learning Resource Center is no more.

Walters (1:00:32): Right.

Miller (1:00:33): Um, you know, that, that we had that name for a while so we came together and now we've come apart. If you could just, or maybe Carl's going to address that. It was during your time there.

Merat (1:00:43): It was, excuse me, it was during my time and Marcy can follow because she's, she's actually shepherded some of the, uh, final parts of that, but, uh, I think we touched on it a little bit in one of our earlier sessions too. I think there really arose from some budgetary concerns that Dr. Godwin would raise at our annual budget meetings about what was the library doing funding certain items and it didn't seem to, um, it didn't seem to lend itself to a clean communication and funding process at times. There are certain libraries that still function, uh, through a chief information officer approach and at one time, again, we referenced this also, Maurice Zaffke was here and he had a very strong academic approach to the learning technologies as well as enterprise technologies for the university, very unique and gifted kind of combination of things and, uh, as the university's had to grow and I think IT really began to focus and Maurice Zaffke left. The university started to focus more on scaling the enterprise side of the, uh, technologies, but we were also growing as a library especially now with the Jerry Falwell Library and all the expansion of services and at one point it just seemed to make sense and go ahead and, um, let that unit, and or media services unit, which supports classroom technology across the campus, but they seemed a little more disparate with what the library's mission was, and we just, uh, went about the process of separating those two, but maintaining a

strong presence of technology in the new library was an important thing, but as I talked with some of the consultants along the way, what's really important that he said, "Do you have any idea on your design of how many electrical outlets you're going to have in your facility?" He said, "That will tell me how serious you are about creating a twenty-first century library." So our students today again are really interested in being able to stay plugged in and connected with their own devices as much it is depending on university devices, so we try to focus on those things going forward and, like I said, Marcy picked that up after she started.

Miller (01:03:18): Okay. Do you have anything to add to that, Marcy?

Pride (01:03:21): Oh, no. I just think that it's fairly, in some ways, maybe a matter of the pendulum swinging back as happens a lot in higher education. Many campuses have several computing spaces or opportunities on campus for their students, and, in this case, though, there is the addition of the "bring your own device" approach that is also prevalent—and as we move toward cloud computing for example. That would even be more so the case, and so, that seems to fit with what we, with where we are now and with where we will probably go in the coming years—and of course the power aspect of it. The students are actually going to love how much power there is in that new library. And several of the faculty members have asked me, specifically, "Now, is this balcony wireless?" So, everybody's looking forward to their space that they want to do their work with.

Walters (01:04:26): Well, and some of the reason why we still do retain some, some hardware in the form of workstations is there are still some software—applications software—that's prohibitively expensive for certain niche programs and things, so we'd need to make that available in that way. And there's user licenses involved in all that so.

Miller (01:04:48): We're going to go and kind of go through the interior portions of the library. In the first interview we did, we really talked about the exterior and the building of the shell, so to speak. But before I do that and before we leave the uh, the, um, the matter of the dissolution of the ILRC, and now we have the computer labs that are gonna stay here in DeMoss, and we're going to be over there in the new facility with what was formerly research assistance or reference and the borrowing services. I'd like to talk for just a moment about when we merged those two together—the training that was needed, because we wanted to have cross-trained folks. And so, I'm going to start with Kim, and then we'll come over here to Stephen. Could you talk a little bit about the training that you needed to have for, uh, for the personnel and how we've been doing training lately?

Sandidge (01:05:40): Well, for my area—I'm circulation and borrowing services—I provided the training for that. Um, we basically just brought in the kids from the reference desk, and a lot of them had some circulation training, because they were just right across from us. So, there were times when they were needed to check a book in and check a book out, so they weren't completely, um, dumbfounded when they came to our area. They knew the basics of how to do

things like that. We basically just needed to talk to them about how to deal with fines and fees. Those things are more serious. Um, the reserve section that we have at the Customer Service Center—that had to be dealt with. Um, how to handle irate customers, because at that area that's where they ask questions about their fines and things like that. Um, so, it was just—the kids were okay with integrating as far as I could tell. It was just, I think, not knowing certain things, but once we were able to spend time with them and show them what needed to be done on our end, they seemed more comfortable with that, as far as I could tell.

Miller (01:06:44): And so, uh, Stephen, could you talk a little bit about some of the technology or some of the training that you did with the cross-training, so that folks that had been in circulation and weren't having to answer as many questions about how do I find three scholarly articles? A little bit of the training with that? And also, because of your background in the computer lab, you were doing some training on installing printers and things like that.

Richardson (01:07:07): You know, as we started training people and as we started reading the literature and, and getting feedback from Elliot Felix at Bright Spot, we really realized that we needed people with soft skills. Then, 'cause you can train on skills, but when it comes to personality and things like that—you can't really train on that as easily. And so, we, those who were maybe a bit more customer service oriented, um, in their mindset, especially among those first student workers that came on, um, they adopted very well to being cross-trained on technology or research assistance or circulation, because they understood that, "Hey, whatever it takes to make a customer happy, I'm gonna do it." And so, they did really well with that. There were a few who maybe didn't quite understand, um, they really saw their jobs as coming a lot from just circulation or just research assistance. And they had maybe a harder time adopting. And we saw quite a bit of turnover in that beginning part—that first semester, transitioning from the fall to the spring semester. And so, as we began hiring those soft skills, um, it really just took a lot of people just looking for opportunities. Um, you really have to become skilled at keeping an eye out for things that hey, this is relevant to this area of research assistance, and making sure that you get your people exposed to that training or get them access to that resource or having something created and making it available. Um, you know, in the beginning we used, um, we used Google sites just as a basic knowledge base of just getting everything compiled that we knew and did and making it available to people. Since we've migrated to Share Point, and you know, the library is making a lot of webinars available. The university is making a lot of training-type things available to our personnel and then, the library itself is really doing a lot of research sessions that have really been very beneficial. Our research assistance department has been great in training our people in that. Borrowing services has been excellent with circulation. And now, just beginning to work with IT and getting those things squared away has been great.

Pride (01:09:38): Can I add something to that? I mean, I think it's really important to note that um, back in I guess the summer of 2012, we had a training where one of our speakers was a person from Apple who said to us very clearly, "We hire for attitude, because we can train them

to do what we need for them to do. And we, and Stephen mentioned that, and that has been a theme that has gone throughout. I think we've learned even more how important that is. We had a period of time where some of us went to JMU, and we talked to them about their approach for training people—in Reference, for example. And we used some of that speed training approach. And that has become the foundation I believe of their hiring practice in the Customer Service Center. And so, one of the things that has become apparent is how willing the group of supervisors and trainers are in being flexible and willing to adapt, and saying, “What can we do to make this work? How can we do it?” And so that has been a very positive experience I think.

Miller (01:11:01): I'd like to go over to Angela for just a moment, because you really came from the customer service industry, um, coming into the library here. So, could you talk a little bit about the customer service training? Stephen's talked a little bit about some of the technology, and Kim, about the borrowing services and circulation training. But could you talk specifically—and in the sense of full disclosure, when I would hire students for the old reference desk, I was hiring egg heads, you know. If they didn't smile quite so much—I was going more for that. But we really with the triage type of the system—with the Level One, Level Two, Level Three—it's important that that first tier know when to refer, and so they don't have to know everything about everything. Um, they need to know how to answer the standard questions that come up, and so those doctoral students that are coming in they can go and talk with a librarian or a level two person, but... Angela could you talk a little bit about the customer service training?

Rice (01:12:03): What Marcy said a little while ago about swinging full circle or going full circle in terms of pendulums and cycles, it seems as if we've come back to the stage where we're trying to, um, look at our students who we used to call as patrons now we refer to them as customers, trying to know what they—anticipate their needs and anticipate what they are looking for in a library. So, in that sense, we looked at in terms from a retail sense. Um, what do we want as customers when we walk in somewhere? So things that we would expect from others—from being acknowledged to eye-contact to a sincere warm smile to being welcoming to learning how to listen and not interrupt. And some of the things that we learned from reference interviews, things that we learned to do in school, have been applied to this as well. So, what we really have honed in on, if you will, is listening to people, anticipating their needs, and then trying to hire to meet those needs. So, we've gotten down pat, I mean we've added many staff that we've referenced before, but when we've gone through the interview process it's hard to ignore your initial, uh, reaction to folks. Do you like them? Do they seem warm? Do they seem to like people? We can train them how to circulate. We can train them how to do, uh, reference interviews. We can train them about our resources. We can train them how to use the technology. But you can't always train to be nice or to like people or to want to listen and make eye contact and be warm and sincerely fuzzy with people. So in that sense that's been our approach to hiring and another thing that we looked at when we first started this initiative in hiring so many people and bringing so many people on, we were very conscious not to make everyone look like we look; that we realized that not all of our customers look as we do. So we have made a very

concerted effort to make sure that we have a v-variety of talents and as Marcy has taught us often, it's as if we're working a puzzle; we look at the various talents that we all have and we try to look at different skill sets and while we can train some of these skills, we naturally bring some, some talents to the table. So what we've been trying to do also is just kind of work our puzzle and just put people in places who will work with various types of customers and in that sense another focus has been to make sure our customer service is very consistent because whether the customer comes to the computer lab or goes to archives or encounters someone at an extended service point or just someone on the floor, we want our level of customer service to be genuine and sincere and concerned about the customer and that's taken a lot of practice. And we've also realized while we've made a lot of focus on our external customers many of our customers are internal as well. So we've had a very concerted effort to anticipate what types of needs do we have internally, how can we help each other in the library. So when we've hired, you know, we've talked about, it's easy for us to understand and to anticipate certain customers as they come up to us, but we also need to be reaching out and looking at the customers around us and within certain departments to meet those needs as well. So our hiring efforts have been very deliberate in terms of hiring people who have natural soft skills as Stephen talked about, but also looking at various talents and traits that will complete the puzzle as we try to build it.

Walters (1:15:53): Now before we leave training, Kim that set of people is very different than some of the skill sets you were looking for in the ASRS center action, the automated storage and retrieval, um, student workers. I know that we went through the, uh, the bin preloading process, um Abigail described that for us in the first interview that we did, but can you speak to, um, how the student workers have learned to interact with the machinery and that sort of thing with the ASRS?

Sandidge (1:16:30): Well, since we started the project, you know, the kids have been allowed to wear the jeans and the boots and the t-shirts, so they've been sort of like the grunt workers. Um, they're on the lower level and they've been trained by my staff, Alonzo Kitchens and Anne Zimmerman on how to load the books into the bins properly. Um, it's a dusty atmosphere, it's a hardcore atmosphere, but the people that we...

Walters (1:16:56): And that's during construction here.

Sandidge (1:16:58): Yeah, during construction, during construction, right.

Walters (1:17:00): Yeah, I just wanted to clarify that because we're using, we're using as an off, we're using the system as an offsite storage and retrieval system for this semester.

Sandidge (1:17:10): Right.

Walters (1:17:10): Offsite being several hundred yards, but, okay go ahead. I just wanted to clarify that with the new library.

Sandidge (1:17:15): Right, but when we interviewed we made sure that we hired people who had that background. Kids who were able to run the, what is that thing, the, to load the cranes on, I'm not skilled with it, but it's, uh,

Walters (1:17:29): Oh the, uh...

Miller (1:17:30): Pallet jack?

Sandidge (1:17:31): Pallet Jack! Yeah, we hired kids who had training at Walmart and Lowes, who had ran pallet, pallet jacks before. We had young ladies who had done it and who were really interested in taking that on with us. Um, they have other skills as well; they do have the circulation skills and they have some reference skills, but their heart was into doing jobs like that. So it makes a difference that you hire the right kinds of people to do that job and-and we did. We were very lucky with the kids that we hired they're very skilled, very dedicated. Um, they often have to take trips down there in the rain, um, with wagons to load items into the ASRS and to retrieve items for our customers, so it is not an easy job for them, but they're very, they take a lot of pride in what they do and they make sure that picks are picked on time and delivered to the customer center, service center on time and that they're contacted, um, at the time we say they're going to be contacted, so...

Pride (1:18:29): And it's a different skill set, but it's the attitude...

Sandidge (1:18:32): Oh yes, yes.

Pride (1:18:32): That makes a difference, because whenever you go down there and you see them or you interact with them, they're happy, they're smiling, they're welcoming; it's the same attitude, it's just a different set of responsibilities.

Sandidge (1:18:46): Skills, yeah.

Walters (1:18:48): Right. We're going to shift gears here a little bit and go into talking about the physical building and then we will come back a little bit more to any technologies that we didn't hit. Um, what I want to talk about, the interior design process I know that VMDO the architects had brought in an interior designer at one point and it seemed that about the time Marcy had come in to rejoin the team that we were just starting those talks, so Carl and Marcy can you describe for us, and Rachel's been heavily involved in this, can you describe for us, how, how did we arrive, I know that at one point one of our first discussions was we were given these very broad sweeping palettes, of, I guess that's how it's pronounced, of color tones we could either pick from blacks and grays or bluish, so can you take us from that point and walk us through how we arrived at some of the interior design decisions and, and choices.

Merat (1:19:56): I won't have a lot to say and I relied heavily on Rachel and Marcy for the interior design process, but yeah, you're right that we did start with an interior designer, Beth Rooks, uh, who worked with VMDO and, uh, and the university in trying to set the tone, so to speak, for what that interior would look like and, um, Marcy really has carried that forward, and, uh, Rachel, to fruition here, so I'll let them speak more to it.

Schwedt (1:20:33): I think the architects with Beth had one basic concept and that was to bring the outside in and the flooring and some of the basic colors of the hard finishes really carried through that concept there was kind of a blue slate on the floor, there's wood finishes, there's cherry and walnut in the, in the uh, walls and in the furniture, so that kind of laid the foundation. When it came to choosing colors for the furniture, I think, uh, one of the concepts that they followed was to have the colors of the furniture help create the atmosphere according to what we wanted to have happen on different floors. When you first walk in on the main floor they're pretty bright colors. There's orange and reds and yellows and, and this is the um, the cooperative learning spaces where we expect lots of activity, not really a fairly quiet place. The technology commons is on that floor, but as you go up, then the colors become quieter and there's more greens and blues and in the traditional reading room there's very rich colors and you go into your darker blues and some more velvet furniture and so when you walk in, the furniture is supposed to help create the atmosphere you want to have in there. The scholars' commons too is going to be a very rich place.

Walters (1:22:08): Can you speak more, while we're on that, can you speak more to, I know in recent days we've been talking about tones that we expect and we've come into uh, uh, a three tiered or three types of spaces in tone, can you speak to that?

Schwedt (1:22:26): Well, we've come up with three basic areas, zones we're calling them. One is collaborative and that's what the main floor is basically all collaborative, we expect lots of conversation, that's where your customer service center is, your technology, um, and we expect it to be fairly, fairly noisy. Then the second is our quiet zone and as you go up in levels the second floor we expect to be a little quieter and then we've adapted a term called deep quiet and our scholars' commons will be what we call a deep quiet and it will be study carrels, no internal technology unless someone brings their own laptop, there'll be lockers and also then on the very lowest terrace level that will be a quiet space too.

Walters (1:23:18): Okay. Um, let's talk a little bit about the distinctive technologies and such that we haven't hit yet, um.

Miller (1:23:27): So Stephen, um, one of the features of this which has really been popular since we added them on the third floor were these group study rooms. It seems as though when I was going to school it was every person for themselves and you work on your own paper, but now we see a lot more group projects and there's even group projects for the online students, um, that I've noticed as I help students on that, that I'm working on a group and my part of the group

project is to do this and all. So can you talk a little bit about the group study rooms and so describe a group study room and then if I'm coming there with my friends here, um, how long do I get to have the room and do I have to share it with somebody else and when do I have to be out and so just talk a bit if you would about the group study room process?

Richardson (1:24:13): The group study room process has been a kind of a neat phenomenon. We currently have, I think, roughly twelve group study rooms in the current facility, but we're going to have thirty plus in the new facility and, um, they're going to be really neat. They range in size from, anywhere from just a small group study room that would, that would currently, you know, you could fit about four people in our small ones in the new, in the new building you're gonna be able to fit as many as eight or ten in our smallest, it's gonna be pretty nice. Then they range to larger conference rooms, but they are, um, they're very inviting, um, large glass walls, they have writable walls which is really interesting, we've seen that in our current facility that people would take to using dry erase markers on the windows for added space and that kind evolved into just being able to write over every single wall surface in the room. It's gonna have a glass table so you'll be able to write on the top of that as well if you like. It will have a, either a projector or a large LCD or LED screen in the room and it will also have a, that Crestron panel that I mentioned earlier that will, which is just an LCD screen, um, about four inches wide, three inches tall, something like that. You can use that to solicit, um, you know, audio/video help with your equipment in there, as well as to, uh, solicit research help.

Miller (1:25:50): So, if I'm understanding correctly, there'll be a Crestron panel outside, is that what's used for scheduling and then one inside to run the projector or the level on your audio if you were watching a video or something?

Richardson (1:26:02): Yes, sir. The Crestron panel outside the room actually brings up the whole scheduling aspect. The room can be scheduled in a variety of ways; really any, any place that has an internet connection in the world you can reserve a group study room if you'd like and it will, uh, there'll be a Crestron panel outside the room that you'll be able to book a room if it's available at that point and you'll also be able to see the schedule throughout the rest of the day. There will also be a form that you'll be able to fill out and that, uh, will go to one of our customer service personnel, um, our customer service specialists and they'll approve your request and you'll be able to just walk in and enjoy the room right there. I think the max amount is three hours at a time that you can reserve a room and you can keep booking it after that if it's available.

Miller (1:26:57): Now there's, I was gonna say, let's go to Angela, if we could, and could you talk about the, we've mentioned it, the interactive classrooms, some of the technology there and, uh, also these kiosks that are out in the extended areas, if you would address both of those.

Rice (1:27:18): The active learning classroom will host class spot which is a file sharing technology in which there will be approximately six different groups within the room in which

students of groups of four or so can share files and then be able to project their creation on various screens within the room. The instructor will be the one who will control the various screens and what is actually projected, so it's an instance in which collaborative learning can occur led by the instructor in the room. The kiosks are stationed throughout the library and the kiosks will facilitate customers in being able to do various activities, from viewing a bus schedule to scheduling a group study room to seeing maps and way finding locations in the library and across campus and actually the library is being used as one, um, as the newest sites for this emerging technology, so we'll be some of the ones who will actually test the technology and probably fine tune it that will actually be on display in other areas of the campus.

Siegel (1:28:32): Oh and the, the kiosks will be built on Microsoft surface tablets, so it will be a touch screen kiosk, so it will be different than what the students are typically used to which is more of a computer base sitting there down at a terminal and everything, so.

Miller (1:28:49): So will these always be staffed or will it just be a help yourself...?

Siegel (1:28:54): There will always be staff at the information desks and the kiosks are located, like, in a location close to those, but the whole point of the kiosk is to help people who may not feel comfortable asking someone in person; they can go up and it's self-service for them.

Walters (1:29:16): So then Abig-, I'm sorry, Rachel, it's getting late in the conversation here. Um, Rachel can you tell us a little bit about the scholars' commons and its role and its unique feel and, and um, environment that we plan to have there?

Schwedt (1:29:34): Kay, the scholars' commons has several elements to it. When you walk in, it's a lounge, more of a lounge feel and again it's your darker colors, it's collaborative, but it's a quiet atmosphere. Off of that lounge area will be a room with study carrels in it and that's going to be a deep quiet space, really people who have serious work to do, limited technology, there will be lockers there, if someone has a special project and needs to leave materials there for a short time they can do that. There are also, I believe, three group study rooms in that area for collaborative work and there's a very large conference room and we have been encouraging faculty to think of that space as a space for dissertation defense or for, for um, academic meetings and that nature.

Walters (1:30:31): And then Kim Sandidge, can you speak to the traditional reading room and what-what your thoughts are on this and what it will be looking like?

Sandidge (1:30:43): Um, well, from what I understand it's going to have, um, just the traditional furniture like we would normally have in an older library setting, I guess, um. It will have, uh, desks with little lights on them, which I like, and, um, the seating will be warm and inviting and the carpeting is the pretty greenish from what I understand. Um, my student workers are really

excited about that because we have one in particular who is a book-lover who will be responsible for making sure that the books in that room are taken care of and shelf-read properly, so.

Walters (1:31:21): And which, which books do we plan on putting there?

Sandidge (1:31:24): Um, Christian fiction I think. P section is what we call it, but the fiction books are going to be going in there, pleasure reading books.

Miller (1:31:32): The P would be the Library of Congress classification for fiction?

Sandidge (1:31:34): Right, that's right, exactly.

Miller (1:31:38): And um, so, as you walk into the building one thing I think is really neat about the design is the atrium there in the center. Would someone speak to this large, open air area with lots of natural lighting? What are some things that are planned for the atrium as far as either special events or what's kind of the idea with the mood for the atrium?

Pride (1:32:13): The view that you see when you walk through the front doors, would be a view through the atrium, the upper atrium, past the lower atrium and a full glass wall at least two stories of glass wall, and so when you walk through the door, we've observed most people are taken aback by just the expansiveness they see and feel when they come through and so we anticipate that people will look from side to side and may need help and that's where the people at the customer service center come in because they will observe people and will go out to them if it appears that help is needed. Some people will find their way by using the signage that we will have placed, but the view from that area is also impressive because just to the left of that area is the lakeside view and so when you walk toward the glass walls on the left of the building, you'll be able to see the lakeside and they've done a really fine job with the terrace there and with the landscaping on the lakeside area.

Miller (1:33:33): And so, as I'm understanding, there really is a nice variety if you want the library of congress reading room type of an old fashion, well then you go to the reading room; if you want to just casually have a sandwich with your friends and overlook the lake, you go to the terrace area; if you want a quiet place to study, there's quiet study and deep quiet study areas for you to go. Right when you walk in there's a café, can you tell us just a little bit about the café?

Pride (1:34:01): Well, that's a Starbucks on the left and if you go down the stairs you'll go to the area that has several venues.

Miller (1:34:09): A food court that-

Pride (1:34:10): A food court, a café I think that is called.

Miller (1:34:13): Is-is-is the acceptable term there for that.

Pride (1:34:17): Yes, so that students and visitors will have a variety of options for having, uh, food and we of course are not prohibiting food in the library, though we do expect that people will be good stewards of the facility and will cover drinks in particular when they're in the library.

Schwedt (1:34:42): With the atrium too, I think the grand staircase connecting the upper atrium and lower atrium is an, just a natural place for people to sit too. We expect them to sit there and we have planned to have events in the lower atrium and if the crowd overflows then we can show what's happening in the lower atrium on the large, the screen up in the upper atrium too. So, it will be an event space as well as just a place to sit and study.

Walters (1:35:13): Kay, um, someone address the ASRS, the automated storage and retrieval system, viewing area, so tour groups come through and we talked a little bit about that in our first interview, but would somebody address that?

Merat (1:35:29): Okay, uh, those were again some of the early consider- design considerations that I can remember us discussing with the consultants of how at some other schools the, there was a viewing area and how interesting that was to, uh, outside folks who would have tours of the library to actually see the robotic system function and the architects again did a fantastic job of um, uh, looking at that and, uh, providing some- three different views actually. There's a view from the lower level, the terrace level in the commons there that students can actually sit at a bar and observe the robots running back and forth up the aisles retrieving books and then there's a special area out on, off of the terrace where tour groups can come through and its, um, got a, uh, got sort of a library robot dance that's enabled to allow people to have the robot perform on cue and then going up the stairs between the library building and the café there's another viewing window for folks who are going to walk by casually to be able to look down the length of that robotic system and see that, but, uh, I think another aspect I was gonna bring up about the, uh, interior designs and again that's another case of the interior design, literally that space on the terrace level being designed with that capability for students to, uh, have that as a background for their, for their study, um. Dr. Godwin really was insistent that the book be a focus in this library and, uh, Lowell and Tyler and Greg and I as we did some comparisons early on in viewing other libraries, you know, reading rooms and I think there was a, uh, an atrium at Ohio State that had some open books stacks that you could view from their open atrium and it was very impressive and that was one of the things that we wanted to try to accomplish with the towers there and again that being that yes there are physical books in this library and they still are a focus of what a library is about, so again, you know, and he wanted it to be something that would cause you to be taken aback and again the architects listened to that and, you know, the, just the scope of that space alone does just cause you to step back and, and, and really have to, you know, take it all in a little at a time, so.

Pride (1:38:09): I would add something to that. Yesterday we were in the building with the architects looking at the book tower and it's just really an amazing sight and it made me think of the comments that Dr. Towns made at the groundbreaking ceremony where he talked about how Dr. Jerry Falwell was so impacted by the librarian who selected books for him when he was a student at the Baptist Bible college. Apparently he would go to the library every day and the librarian would give him two to three books to read and he would read them and then come back the following day for the new selection and so it was amazing to me and I think as I looked at some of the students who were there that day the looks on their faces, 'Two to three books a day? Really?' You know, but one of the things that Dr. Towns mentioned was that part of what happened there was that the librarian often selected classics for Dr. Falwell to read, so that reading those books helped him to increase his faith and that from that, um, he got a vision of what could happen and, and so in that sense, we're there because of that and so that to me is a point that we need to keep in mind.

Miller (1:39:50): We're going to come to parting comments in just a moment and I'm going to ask each of you, so if you'd like to be thinking about that I'm just giving us a parting thought here, but one thing I wanted to ask about before we leave the building itself is can we talk a little bit about the features the public won't see, um, what's going on behind the scenes, um, kind of the bowels of the building so to speak. One of the things I understood is that our heating ventilation and air-conditioning system in the new building is going to be designed so that it's large enough that it can handle the new music building going in next door here, but would somebody just talk for a moment about some of those behind the scenes things with, um, offices or whatever is going on where they're actually processing the books getting them ready to go on the shelf and that.

Walters (1:40:42): Well your fellow interviewer ends up being the, uh, the elected person to answer that Randy, but, um, it's my understanding and I, and I highlight my understanding on that, that the, um, heating and ventilation and such, um, also services part of the vines center and I think it may be even the new basketball courts, but I'm not sure on that, that's what I was told at one point. It's my understanding as well that, that we will, um, be heating and cooling the music hall and I'm not sure on that either. One thing I am sure of that I was told by the people who were constructing the place was that our, our mechanical room can hold another complete unit is what I've been told of boiler or whatever technology they're using for the heating and then the chillers and all that sort of thing. One of the, one of the more unique things is the, the administration contacted me, oh, I don't know, it was probably about a third of the way through construction, and someone asked me how big does your loading dock need to be and I said well we're just a library it needs to have one, but it doesn't need to be huge and I didn't realize that what was going on in that conversation was that they were pondering us, the library, sharing our loading dock with the musi- school of music and such and what they've done is they've put a little pool in there, it's my understanding the band, um, trailer will sit there for the most part and then the marching band can shuffle their instruments and their, their carts that they use for their

performances at halftime and such, in and out of a tunnel, so there's a tunnel as you stand on our loading dock facing west if you would turn to the right, there'll be a tunnel there and it's, it's really this huge, um, it's really I think an overgrown sewer tunnel or storm sewer sort of thing that's actually being placed and then they're excavating and putting ground over it. So it will feel like a tunnel that they have born through the ground, but really they're placing this big, long system in the ground and it, I was told at one point that it was going to service the science hall as well, that it would just continue right on through so that's one of the main features. With the staff areas, now I can't remember if I covered this in the first interview, but with the staffing areas, um, there's two concentrated areas of staffing; obviously behind the customer service center we have the, the online research support folks and the research librarians and all the people that report to Kim Sandidge and, um, Rich- Stephen Richardson and Angela here. They're all concentrated back there in cubicles and then as you go to the west side of the building, um, basically, acquisitions and cataloguing is on the bottom floor and then they're just one flight of steps or one quick elevator ride, um, you take that up and then you will get to collection management which are basically our selectors of both digital and print resources, and the interlibrary loan document delivery resource sharing department, um, those folks are on the next floor and then the administration suite is on the next floor and we have a conference room and a kitchenette to, to, uh, entertain folks for our different meetings there and so, um, Marcy and the associate deans and her, her close administrators up there will be in that, um. So we're really in close proximity to each other even though, we're just, we're on different floors, so it won't take us long to get to each other using either the elevator or the stairwell. Um, there are some unique things about the building that, um, I know at one point there was a very large basically it looked like an intentional hole in the wall, you know a square looking panel and I asked what that was going to be and I thought it was going to be a display case or something, but they, the architects, told me they had to, it's almost like a passive sort of draft system that they had to use to keep the air flowing through the atrium, so you walk right by this grate and you won't feel a breeze, but it had to do with, with um, the heating and cooling of that big atrium and I noticed just today they were doing some things that had to do with smoke. Uh, if the place ever caught on fire, they'd have to get the smoke out very quickly, so there are some very large blowers on the top portion of the roof that no one will ever be able to get to and they can circulate the air in the entire building. We were told by the people constructing the building that they can circulate all the air in a matter of thirty seconds or less in the whole building and I know they had them running today for some reason and so the windows open automatically. There's certain windows that will open automatically if those, um, smoke ventilation sorts of things kick in, um. There is a green roof on the top of the atrium. In some ways when you look at the building, it looks, um, in certain areas inside the building it looks like a three story building, but, and that has to do with where you're standing in certain areas such as the atrium but it's really, for the public side, it's a four story building. Um, and um, but the roof that's over the atrium is, um, a green roof and it has a type of succulent plant that will change its different, change colors over the year. It's nice

to see that up there and it's green even now in December, so, um, so that's a nice feature, um, I think I um. Carl, do you know of any other behind the scenes?

Merat (1:47:22): No I think you covered it all. I mean, there is some catering in the base of, Terrace level, excuse me.

Walters (1:47:28): Right.

Merat (1:47:28): And, um, I think that's another side that most folks won't see, but that catering was built in to accommodating events in the atrium or...

Walters (1:47:38): An actual kitchen or is it...a kitchen they could actually cook in?

Merat (1:47:43): Yes... food services yes.

Miller (1:47:45): Alright so we're going to begin with our concluding remarks here. We're going to start with Tim and what I'd like you to talk about is just kind of as we are getting ready to move into the new Jerry Falwell Library just share some of your thoughts or feelings, um, what are you excited about or, uh, some of the challenges you foresee?

Siegel (1:48:07): Well as we're, uh, as we're closing up and getting ready to, uh, move into the new facility, obviously my, uh, my job's gotten very hec-hectic trying to make sure that, uh, all of the technology is working and is ready for public consumption and, um, I'm just gonna be super happy when it opens up so that students can actually see all the effort we've been putting in to make sure that all of our facilities both physically and virtually are world class.

Walters (1:48:41): Kim.

Sandidge (1:48:43): Well, I'm most excited to, like Tim said, about just actually getting into the facility. Um, our administrators have worked very hard to prepare us for this move and, um, I know my student workers personally will be happy to know that they won't have to go back and forth to retrieve items, so it's just gonna be wonderful for our students to be able to see all the hard work that's gone into putting this all together.

Walters (1:49:06): Rachel.

Schwedt (1:49:08): I think whenever I go over there I'm really struck by the privilege we have to have this building. I know I've been here about twenty-five years and have been in different parts of different buildings throughout that time under all sorts of circumstances and to have a building of this size and, and of this class is a real privilege, I look forward to working out of it.

Miller (1:49:35): And we're going to let Marcy have the concluding words, so let's skip over to Carl and, uh, we'll let her have the final word as dean, so Carl if you'd give your thoughts.

Merat (1:49:46): I just think the teamwork that's gone into it like I said earlier is just so impressive. The amount of effort that everyone here has put out and, um you know, the administration supporting it, it's um, it's a wonderful thing to see that that happened and um, I just really look forward to being in there as well.

Walters (1:50:07): Okay, Stephen.

Richardson (1:50:08): Now I'm coming- I'm kind of along the same lines as Rachel, just, um, kind of dumbfounded by the privilege that we do get to have, um, just to inhabit this building to work in it, and, um, you know, kind of feel, um, a bit charged just as, um, just getting to be a part of this next generation that continues on Dr. Falwell's legacy that he's leaving in, you know, just a sense of gratitude for, um you know, what he endured, um you know, in Liberty's and Thomas Road's humble beginnings, um, and just getting to benefit from the Lord's blessing as it's, as it's come down.

Walters (1:50:55): Angela.

Rice (1:50:56): I echo many of those sentiments, um, from some of us growing weary and some of us are still so excited that some evenings we just have palpitations thinking about what's to come, but I think we all look forward to the wow factor that we're going to be able to witness, um, from the folks who walk in and some days we think that, you know, what has changed and we, we go to the building and we look for changes that have occurred, but I think we all look forward to just the expressions of faces when they first come in the doors like a child on Christmas morning. Um, you know, we look forward to that adventure and-and I think, I think we all feel such a, um, a sense of privilege and honor and to be a part of, a part of history for the institution as well as the organization and I think we're all just very humbled and genuinely indebted, um, to our leadership, um, and for the privilege to have, to be in this time and place right now.

Miller (1:51:50): Well good. In our first interview we, um, um, talked about how when the suggestion was first made that Lowell was the acting dean because Dave Barnett had just left and then we went to, uh, Carl being the dean, so we've had some transitions there in the leadership and, uh, we've been very ably led by, uh, Marcy, uh, here for the, uh, past about a year here or so now, and uh so we'll let her give her thoughts here to conclude today's, uh, talk.

Pride (1:52:23): Makes me think of running a race and having the baton handed off to me and so I, you know, I-I think I can echo a lot of what's been said here and put a ditto by it and just kind of say I'm in awe and amazed because I've gotten to live in the middle of a miracle, no less, so what I want to do is read to you some of Dr. Towns' comments because it's been a little bit difficult for me to find them. I remember him saying them very clearly and I remember getting goose bumps as I was standing there on my first day back and I thought, "Oh my goodness! What has Carl gotten me into?" But this is what he said, he said, um, "If you want to influence

the world after you die, read a book, at least write a world-changing book, this library is more than bricks, it's more than columns, it's more than glass. A library is known by the books inside of it and it's not the books themselves, it's the ideas of the book, it's the power and the vision in the books. Books change lives and I want you to know that this library will change lives. Young people will go there and open a book and read it and they'll do research and we believe that this is the foundation that carries out the original vision of Jerry Falwell Sr. This library is the foundation to reach the world, to capture the world for Jesus Christ." That's what I think.

Miller (1:54:15): Well, that's a good summary there and with that we'll conclude today's panel discussion on the history of the Liberty University Library. This interview has been conducted as part of the Oral History project of the Liberty University Archives.