

Studying Our Progress: Assessing Our New Combined Service Desk at the End of the COVID-19 Pandemic

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Abstract

The library's circulation desk and reference desks respectively were merged into a combined desk for the service points at a small midwestern university library, right before the onset of the COVID-19 pandemic. This timing hindered the library's ability to immediately study the impacts and perceptions of the combined service points, both from the patron and the service desk worker perspectives. This research project was developed to provide insights into these two simultaneous objectives; one, evaluating library service desk working conditions from the perspective of library personnel, and two, to understand our patrons' perspectives of services/resources, customer service, and the delivery of those services with the new desk configuration in mind.

Keywords: Information desk, library studies, research studies, library spaces, library users, library services, library service desks, user behavior, combined desk, user expectations

Shelly McDavid, MLS, M.Ed., is currently the Director for Access, Discovery & Systems, the STEM Librarian, and an Assistant Professor at Southern Illinois University Edwardsville. Shelly is uniquely qualified to conduct research on combined information desks, library spaces, library services, and personnel's experiences with a combined service desk working conditions, because she has worked for four years as a learning commons librarian and in access services managing library single service points in various roles for more than a decade of her career.

Juliana Nana Aba Sam is currently the Assistant Project and Store Manager at Sherwin Williams Company, where she works on customer service, employee training, and budget strategizing to meet and exceed sales goals. Being the Research Assistant and Co-Leader on this project she provided team leadership, project management, and a commitment to the goals of the project that enabled her to promote a positive working environment for the team to complete the established goals and objectives.

Michele L. Bigham is currently the Information Desk Manager in Lovejoy Library on the Southern Illinois University Edwardsville campus. She is uniquely qualified to perform this research based on her over 25 years working in the library field, gaining knowledge and first-hand experience helping organize information in the library to help meet the variable information needs of patrons in that library community.

Mitchell Haas (he/they) has been working in academic libraries in various capacities for 10 years and received their MSLIS from the University of Illinois at Urbana-Champaign and a BS in History from Southern Illinois University Edwardsville. They are currently the Online Learning Librarian and an Assistant Professor at Southern Illinois University Edwardsville. Mitchell has also taught courses in the University Honors Program and is a veteran of the United States Army.

Alex Miller is currently the Product/Process Engineer at Olin Winchester Ammunition in Alton, IL. His qualifications provided the team with a unique undergraduate student perspective of the library service desk and the services we offer. Specifically, his expertise in AutoCAD led to collaborative creation of the before and after schematics of the library information desk in this study.

Autumn Belt is a recent graduate of the Southern Illinois University Edwardsville campus and holds a Bachelor of Science in Biological Sciences with a concentration in Ecology, Evolution, and Conservation. Her experience provided the team with a unique undergraduate student perspective of the library service desk and the services we offer.

Introduction

The idea for this study originated in 2019 when Library & Information Services (LIS) administration made the decision to integrate traditional service points, the reference desk and circulation desk, into a more convenient combined information desk. This change to the desk occurred over the winter break of 2019, just a few short months prior to March 2020 and the onset of the stay-at-home order for COVID-19. Our ability to effectively assess this huge shift in LIS services was obstructed by having our library shut down, making it impossible for patrons to access the building. Our services shifted to a curbside delivery service, with an increased emphasis on our document delivery services through interlibrary loan. Furthermore, we also implemented a simple out of the box version of an online-only research consultation service, as well as continuing to utilize our existing online chat service.

During the COVID-19 pandemic, we became curious about how the changes in our service and desk design would impact the patron experience. Once we reopened to the public, how those working at the desk would respond to the new working conditions of a brand-new single service desk was a key question on our minds. When this research began, it was conducted to provide insights into two simultaneous objectives: one, evaluating library service desk working conditions from the perspective of library personnel, and two, to understand our patrons' perspectives of services/resources, customer service, and the delivery of those services with the new desk configuration in mind.

By conducting this research, we hoped to gain an informed perspective on internal library personnel perceptions of the working conditions and ergonomic needs of our desk design at the combined service point. Additionally, from an external perspective, we wished to better understand the needs, wants, potential barriers to access, and the expectations of the services and delivery of those services to our library patrons through a patron-informed lens.

In the 21st century, the role of libraries, especially academic libraries, has greatly evolved from our original purpose – curating print collections – to now providing support and expertise to meet the information and technology needs of our clientele (Handa, 2021, p. 172). The combined service point in this study supports the activities of circulation, reference, library access, and basic technology assistance in “an opportunity to create a new service model that will simultaneously address the evolving challenges facing libraries” while still meeting the needs of our 21st century library patrons (Sider, 2016, p. 92). In other words, libraries need to gain a new perspective on the service and support needs of our patrons, which lead us to the conclusion that we need to make our

service points more, “easily adaptable to the changing future needs of library users, its services, and the changing nature of library materials” (Handa, 2021, p. 168). Through our review of the literature and the assessment efforts we performed, we were able to create a desk redesign proposal to better update our service point to improve the patron experience and the work satisfaction of LIS personnel staffing the desk.

Literature Review

Reference Desk: Service Point and Desk Worker Satisfaction

What is the reason for a single service point in academic libraries? Much of the literature in this area has asked this question, and there is much agreement in the literature with the assertion of Becket and Smith (1986), that the reference service point should be placed in “a highly visible location...as close as possible to the main traffic flow” (Becket and Smith, 1986, p. 46). Witucke (1993) also states that while working at the reference desk, “we should use vocabulary appropriate to the audience: avoid professional jargon” (p. 320). Jargon can often be challenging for information professionals to convey to patrons effectively (Witucke, 1993, p. 320). The literature also describes that signage, worker positioning, and the work done at that desk are all important aspects of the reference desk and are not mutually exclusive, meaning if one aspect of a service point is in disharmony, then the work performed there can be negatively impacted. As Fraser and Munro (2004) affirm, “height adjustable circulation counters...anti-fatigue [mats]...allow the design to accommodate the staff members” leading to a “desk counter tailored to those...performing desk functions, [and] patron comfort will follow based on staff satisfaction”(p. 233). Larason and Robinson (1984) determined that desk staff “often desires a ‘gunfighter’s position’ that is, ‘back to the wall’ in order to be comfortable meeting the public” (p. 337). This position as well as having the information desk be highly visible is a recurring theme in the literature on this subject (Humphries et al., 1993, p. 37).

Reference Desk: Space

The literature articulates that many elements, including but not limited to lighting, signage, size of the service point, location, acoustics, air quality, quality of learning spaces, learning facilities, and accessibility considerations, all impact the services and patron experiences at the library single service point or information desk (Heikkila-Furrey et al., 2007, p. 46). Humphries (1993) suggests “positioning [of the desk] includes bestowing the desk with features that provide notice and recognition, including color, form, and shape” (p. 36). Li et al. (2018) identified that design elements like “lighting facilities...directly [affect] the comfort of student's eyes,” concluding that

areas with poor lighting led to lower student use, while also reviewing how areas with extraneous noises in the “acoustic environment” negatively impact “visit time” to the library (p. 730). Therefore, it can be inferred that these potential aspects within the environment holistically can also have a negative impact on the patron's experience at the single service point as well.

Reference Desk: Space Updates

In Handa's 2021 paper, it is stated that the “primary goal of an effective building design...including space planning is that the facilities must correspond to the needs of the service population, meaning those issues, which may affect the use of a library in the future, must be considered while designing a library building” (p. 167), not to mention including those aspects in the design of the combined service point. Heikkila-Furrey et al. (2007) discusses the need for your service point to “pop,” meaning it could have a different type of furniture style that provides a visual cue to differentiate this desk from the remainder of the aesthetics of the library décor (p. 52). Utilizing a unique furniture style as well as signage to directionally inform users of the service point breaks down another barrier to providing customer service and fulfilling information needs for patrons (Heikkila-Furrey et al., 2007 p. 52).

Methodology/Project Plan

In this project, we collected data using an online survey and library patron focus groups to assess our understanding of our patrons' expectations of our services and how the configuration of the information desk impacts those services. To help with this research, we employed a research assistant 20 hours per week to co-lead and coordinate the creation and distribution of the surveys and focus group questions and recruit focus group facilitators. The research assistant was instrumental in transcribing our focus groups and analyzing all data collected through this project for determining any outcomes and themes from the data.

The self-reported surveys were sent to library patrons and Library & Information Services (LIS) personnel that worked at the information desk. Impromptu focus groups with library patrons were also utilized to assess patron perspectives and expectations for library service at the newly combined information desk. While exploring the perspectives of our LIS personnel to accomplish the goals that Hogan and Conlin (2019) describe using “open forums and surveys to allow staff to provide valuable insights into service desk operations” (p. 107). This provides a forum where library personnel's voices can be heard and encourages “an environment of collaboration as input was solicited and incorporated into” the proposed changes to the desk in this study (Hogan & Conlin, 2019, p. 107).

We utilized a mixed methods approach for our research design and employed qualitative research data collection techniques using both surveys and focus groups of students in the library led by volunteer facilitators. These volunteers consisted of faculty from the Allied Health and Human Behaviors Department on campus. Voice recorders were utilized to record these focus groups for transcription purposes and coding for insights and themes. We would propose that the next steps for LIS are to review our proposed changes for the information desk and ascertain consensus from all library personnel to ensure that there are no additional ideas or changes that might be warranted.

The primary population(s) for this study were active students, staff, and faculty of our small midwestern campus, as well as the library personnel with regular desk shifts at the information desk. The combined information service point was used as the case study service point under analysis for this research. We hoped to gain an informed perspective on internal LIS staff perceptions of service at our combined desk, as well as the working conditions and ergonomic needs of our desk design for the expected functions performed by our personnel. Some key insights provided by LIS personnel included: the desk is currently not the correct dimensions for 6-foot social distancing (important during the COVID-19 pandemic); the chairs used for worker seating are not adaptable and ergonomic to accommodate all persons with shifts at the desk (see Appendix B for a demo chair plan proposal); and the need for a sit-down station that could be used for research consultations at or near the desk was identified. Additional comments expressed concerns over distances, particularly the “distance between patron printers and [the] service desk [that] requires staff to leave the desk when emergent printer problems arise. [We] need layers of staff backups when printers go down.” Furthermore, discussions with desk staff revealed their dissatisfaction with the distance between the hold shelf (over 20 feet away/6.096 meters) and the information desk. Another valuable piece of feedback from the staff survey was a plea to “continue to have the options to stand or sit at the desk that could increase approachability for patrons according to research,” noting that desk workers are realizing there can be barriers to our services and the ergonomics of our work environment.

Of the possible 12,045 total campus students that could have responded to our survey, we received only 30.15% of responses from students, primarily those self-reporting as graduate assistants (SIUE, 2023). In addition, roughly half (48.53%) of the survey responses came from our campus faculty population. The least represented group in the survey responses came from campus administrators, with only a 2.94% response rate. A small group of responses to the survey (1.47%) reported being

categorized as other. This included alumni and/or retired members of the campus community.

In addition to these external survey responses, we received a small number of internal library personnel responses to our survey, with six total responses out of the roughly twenty possible responses that could have been collected. In total, the surveys were distributed via blind carbon copy (BCC) email lists to the general campus population which included students, faculty, and staff. Links and QR codes were provided to elicit survey responses. Additionally, an anonymous BCC email with the linked survey was distributed to internal LIS faculty and staff to receive data on their experiences and perception of the services rendered to the patrons at our information desk service point.

The research team conducted pre-testing of the survey with a few selected LIS staff and students whose roles do not include working at the information desk. Pre-testing was conducted to receive feedback on question wording, content, and on the survey style we wanted to employ. Data collection instruments were updated according to feedback we received. Focus groups were chosen as an additional data collection method in the event the survey response rate was very low.

Additionally, the research team sent emails to campus faculty to solicit volunteers for facilitators of the impromptu focus groups which took place physically in the library. The survey instrument responses were analyzed utilizing Qualtrics software, and the data was mined and coded for themes and insights by members of our research team. The impromptu focus groups were transcribed using a program called Techsmith Knowmia. The responses from the surveys were also analyzed using a spreadsheet to further code responses as negative, positive, and improvements, from the open-ended response questions.

Discussion

The majority of the online survey respondents were campus faculty and graduate students who self-reported frequenting the library weekly and/or daily. Of those surveyed, 22.48% stated they visit the library weekly. A respectable secondary subset of these faculty and graduate student respondents self-reported frequenting the library monthly and/or every quarter. Of those that participated in the survey, 34.38% reported that they use Lovejoy Library's website weekly. Only 1.55% of participants reported that they never visit the library.

The survey reveals that 38.89% of participants report their primary use of the library and its services is for research-related purposes. Other respondents reported using the library to check out books for leisure reading, to access journals and databases for work-related research, to find peer-reviewed journal articles, and/or to access interlibrary loan services and materials. Another noticeable trend is that survey participants identified using the library and its services as a private/quiet study space. Thus, it is imperative that the information service desk is available to assist in whatever capacity the patron's information needs require. Larason and Robinson (1984) states that the "library's help desk should be easily accessible" to patrons who use the library for research and work purposes (p. 168). Larason and Robinson (1984) also assert that the desk "should be easily adaptable to the changing future needs of library users, its services, and the changing nature of library materials" (p. 168).

We were encouraged to learn that most survey participants (68.10%) reported that they are "extremely satisfied" with the opening hours of the library. From the responses 67.53% identified they were "extremely satisfied" with the customer service they receive at the service desk to get the materials they need for work and/or research. The survey did identify some improvements suggested for the information desk services that include "to equip the student workers working at the [information] desk with enough training to help all patrons at all levels, because sometimes, they do not have the answers the patrons need or seek".

Another meaningful suggestion revealed in the survey responses that can lead to breaking down barriers is "to schedule the service desk with first-year students and international students for versatility, diversity, and ease of approachability to the desk for those that might be discouraged from approaching someone that does not look like them or is not in their same age category". According to Goltsman & Iacofano (2007), "fundamentally, inclusive design is design that meets the basic tenets of democracy, which in public environments means social access that does not discriminate between users" (p. 124).

The focus group responses were all very positive in supporting our library. One respondent stated, "the library is the most user friendly, helpful, and welcoming of any of the universities I've been affiliated with!" Many focus group participants identified interlibrary loan services outside of those provided by the information desk positively, making statements like, "full text article delivery people are the real heroes...much appreciation to them" and "the library lets me have immediate access to most articles I need and interlibrary loan gets me the rest very quickly," as well as, "My gosh I cannot even say enough about how helpful library personnel are, especially with helping via

interlibrary loan.” This expanded view of information services outside of the information desk services was outside the scope of our survey and focus groups, but a nice addition to learn that library users are finding these services helpful and user-friendly.

Limitations

Reflecting on this study, we encountered quite a few limitations. The greatest one to overcome was starting this study of library patron expectations of service and information desk needs in the middle of a pandemic, while also hoping to gain understanding of the internal perspectives and needs of those working the desk at a time when the desk was closed. This was partially overcome due to the study taking over a year and a half to complete and occurred while we transitioned out of the pandemic to an endemic that allowed the library to reopen and allow patrons back into our spaces and use our services while physically in the building.

Another limitation of this study is simply how broad this study ended up being, meaning how much we are trying to determine through conducting this study. We set out to understand too much too broadly through this research. Focusing on both external and internal perspectives and perceptions of the service at our desk has spread the scope of this research too thin. Not focusing exclusively on patrons (especially students) might also be a limitation to this study, as they are the ones who expect more innovative services and are the primary population on campus that we need to help become information literate through use and interaction with the library. Another possible factor of this broad-spectrum study is that campus administration and faculty might have more traditional views and expectations of library service. They also typically have less need for research consultations or guided research help than the students in their courses.

Delving even deeper, another important limitation was related to the novice skill level of those creating and implementing this study. There was a huge learning curve for this research team. We advise anyone embarking on a research project that involves coordination and approval from an Institutional Review Board (IRB) to start as early as they can to work with their local board, since all assessment instruments will need created up front to receive approval on the project. This can be tedious and stressful, especially when the team utilizes external reviewers to provide feedback, corrections, and improvements on the instruments to be used.

Additionally, not only was the research team struggling with limited bandwidth from the COVID-19 pandemic, but this also impacted the team’s ability to recruit

faculty to volunteer to facilitate the impromptu patron focus groups in the library. It took over a month to recruit enough volunteers for this work to be completed successfully.

COVID-19 Contingency

Due to a stay-at-home order from the Governor Pritzker of Illinois, our library closed the building to the public from March 21, 2020 through May 31, 2020 (Pritzker, 2020).

During the COVID-19 pandemic, our campus and our library made many changes to continue to meet the needs of our patrons and our campus community. These changes ranged from hosting online outreach author talks and lectures to making incredibly detailed changes to our spaces and delivery of our services to meet the needs of our patrons within safe distancing guidelines. When we came home for COVID-19, we shifted to a patron book/materials delivery service (curbside delivery service) using an online form on our website for patrons to request materials be checked out to them and delivered to their vehicle in the parking lot outside our library. We implemented an online "Schedule a Librarian" service for virtual patron research consultations with our librarians. These are still synced to many of our Outlook calendars for ease of patron scheduling today. Everyone demonstrated flexibility and adaptability to meet the diverse needs of our patrons and to adjust to the modalities of working from home. Like nearly all services providing community space, we employed the wearing of masks, plexiglass counter shields, continuous surface cleaning, and encouraged the use of 6-foot (1.8288 meters) social distancing, using hand sanitizer, and promoting hand washing. We utilized posters and signage encouraging these behaviors. We also moved all library furnishings to provide the appropriate 6-foot (1.8288 meters) social distancing—even for the internal desk terminals—shutting one entire terminal down by removing the computer. We also incorporated more detail into our patron floor counts in the library, to be sure we were adhering to the recommended capacity of our spaces for patron safety. Throughout the pandemic, we continued to offer services to patrons in creative new ways. After June 1, 2020, the library building opened back up to the public and has been open ever since.

Future Work

It is the hope of the research team that performed this study that library administration will review the materials we proposed in this research to determine the feasibility of our proposed recommendations in the outlined appendices (see Appendix

A, C, and D). We want to share a tool that any library can utilize. This decision rubric that one of our team members created and used previously as a learning commons librarian aided in that library's ability to make informed decisions about updates to library spaces and furnishings. See Table 1 for the decision rubric for library spaces.

Table 1

Decision Rubric for Library Spaces

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| A comprehensive cost-centric guide for decision making on library updates and furnishings. |
| <i>Strategic Planning: it is important to match your library updates to initiatives on your strategic plan that align with the campus and/or system strategic plan(s) respectively.</i> |
| <i>Data Collection: it is important to consider what the data tells you pre-update as well as post-update, and consider exactly how you are currently collecting data and how you anticipate collecting the data to demonstrate the effectiveness of the updates to the library spaces and the populations served in those spaces.</i> |
| <i>Data Analysis: making a plan and identifying the key personnel who can perform this work and educate colleagues and the campus community about the effectiveness of the updates to the library spaces and the populations served in those spaces.</i> |
| <i>Cost-effectiveness: performing a cost-benefit analysis on the purchase, will the benefit of the update or purchasing a new furnishing outweigh its cost?</i> |
| <i>Durability: is it durable enough for the cost? Will it last at least one year per \$1000 spent on the purchase? Is there a warranty and/or will the vendor repair or replace parts of the equipment and for how long?</i> |
| <i>Sustainability: is the investment sustainable for the goals of the library, campus, and/or system? Is the product or services manufactured with recycled or sustainability in mind?</i> |

(McDavid, 2017)

Presently, any tentative future work based on the information discerned from the completion of this research is constrained due to financial feasibility. Lovejoy Library could also use this work to build a new research study examining the movement of patrons and their use patterns in the library, and/or do more work reviewing and determining meaningful usage data for questions about the learning capacity of our educational spaces.

Conclusion

Through this research study, we have made a list of the proposed changes to our information desk (see Appendix A). These proposed changes are a culmination of the survey data which was collected and analyzed for themes and outcomes, a list of

recommendations from our review of the literature in this area, and any needed changes due to the COVID-19 pandemic.

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Appendix A

Desk Research Project – Proposed Changes for the Information Desk

LIS Service Desk Proposal
LIS Service Desk Research Team
August 24, 2022

Project Title

LIS Service Desk Research Project

Description

Lovejoy Library combined their information and service desk into one service desk over winter break at the end of 2019. The idea was to converge and merge services into one central location to offer better services to the library's stakeholders. This research is to gain perspectives from multiple campus user groups about perceptions and perspectives related to the service and the configuration of our information desk and suggested improvements.

Objectives

This study will provide insight into two simultaneous objectives, gaining understanding from the LIS (Library and Information Services) personnel working at the desk, and our patrons being served at the information desk. From an internal vantage point, we hope to gain an informed perspective on internal LIS staff perceptions of service at our information desk, as well as the working conditions and ergonomic needs of our desk design for the expected functions performed by our personnel behind the desk. From an external perspective we hope to gain an informed understanding of the needs, wants, and expectations for service of our library patrons approaching our information desk.

Current Services

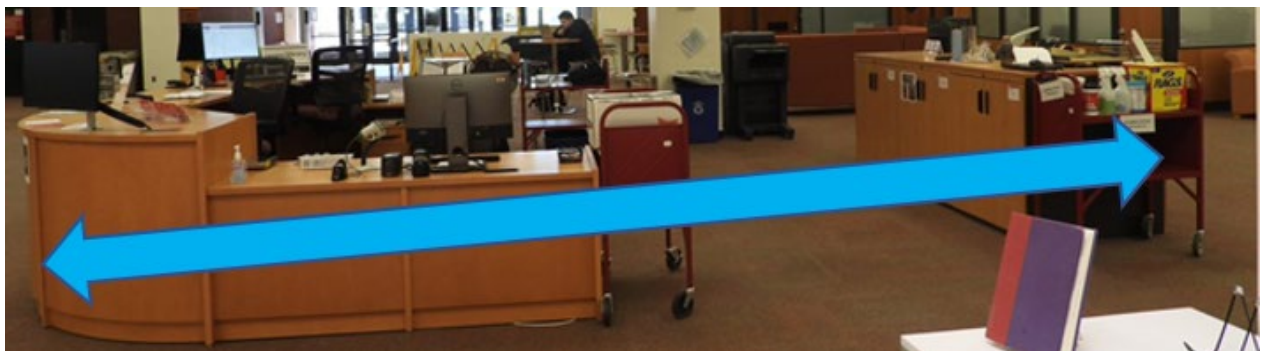
- Patron and user maintenance in the ILS or other systems (waiving fines, fees, user records, etc.)
- Check out books, materials
- Receive returns
- Reserve and check out study room keys
- Hold shelf checkouts and retrieval (moved to the west side of the service desk)
- Answering questions (research, directional, tech troubleshooting, etc.)
- Physical processing of materials

- Cleaning and other material maintenance (cleaning headphones)
- Cleaning the desk and desk area
- Projects assigned to students and GAs (physical projects – cutting, enveloping, etc.)
- Chat and phone answering
- Gate counts
- Patron head counts
- Refilling office supplies – three-hole punches, pencil sharpeners, pens, etc.

Current Desk Configuration Measurements

Figure 1

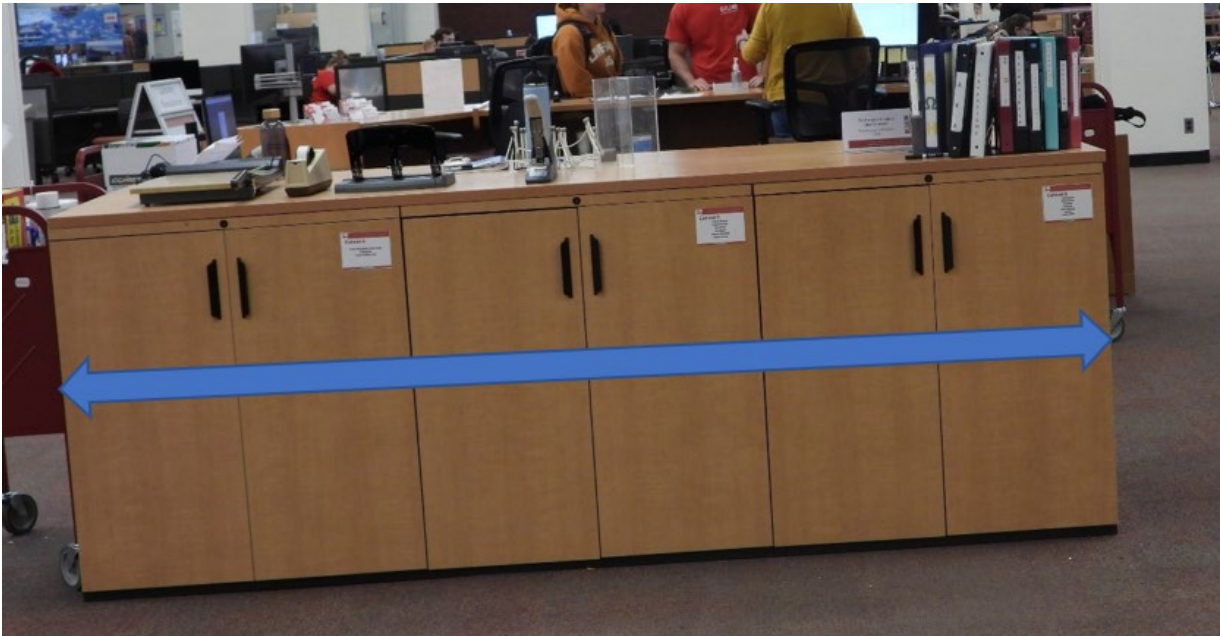
External Dimensions: Desk Area Front to Back



Note: Picture represents sideview of information desk with external dimensions: 22 feet (6.7056 meters)

Figure 2

External Dimensions: Side to Side Width of Desk



Note: External cabinet rear side of desk, cabinet dimensions: 9 feet 9 inches (2.9718 meters)

Figure 3

Internal Dimensions: Desk Area Side to Side



Note: Sideview of internal dimensions of space for desk workers with dimensions: 14 feet 8 inches (4.4704 meters)

Proposed Improvements

Signage

Have a visible sign above the information desk with the inscription “Ask Here” or “Information Here” to communicate to stakeholders the location of the information desk and an invitation for questions.

Figure 4

Example of Signage for the Information Desk



Note: Clear communicative signage for the desk that directs patrons and users on the purpose of that destination for enabling them to receive help or direction (*Reference and research assistance*, n.d.).

Description and dimensions for signage include:

1. Letters and numbers on signs shall have a width-to-height ratio between 3:5 and 1:1 and a stroke-width-to-height ratio between 1:5 and 1:10 (*United States Access Board ADA Compliant Signs Standards | ADASignDepot.Com, n.d.*).
2. The characters and background of signs shall be eggshell, matte, or other nonglare finish (*United States Access Board ADA Compliant Signs Standards | ADASignDepot.Com, n.d.*).
3. Characters and symbols shall contrast with their background, either light characters on a dark background or dark characters on a light background (*United States Access Board ADA Compliant Signs Standards | ADASignDepot.Com, n.d.*).
4. Mounting height shall be 60 in. (1525 mm) above the service point counter height to the centerline of the sign (*United States Access Board ADA Compliant Signs Standards | ADASignDepot.Com, n.d.*).

Improvement to desk location and space

1. We propose to increase the length of the internal workspace by 3.5 ft. (1.0668 meters). Making it U-shaped off of the south column will bring the internal desk space to 13 ft 6 in. (3.9624 meters).
2. The hold shelf will need moved 144 in. (3.6576 meters), including all four sections spanning 12 ft. (3.6576 meters) to where the large storage cabinet is behind the information desk now. (Spines of hold shelf books should face the east.) Add an additional section to elongate the hold shelf to five sections (180 in., 15 ft total, 4.572 meters). Then reduce the height to 48 in. (1.2192 meters), instead of its current five shelves high, we propose to make it four shelves high).
3. Move the large storage cabinet that is 9 ft (108 in. or 2.7432 meters) to the north side of the service desk. Leave a space of 36 in. (0.9144 meters) in-between the service desk and this cabinet for an ADA-compliant walkway.
4. Move the discharge station to the south side of the information desk.
5. Move the copier to north side of the column.
6. Note that the existing hold shelf may not be stable enough. We may need to get new shelving or find other shelving in surplus to repurpose.

Conclusion

Making improvements to the desk location with visible signage above the service desk will add invaluable assets to library services. Bartle (1999) emphasizes the importance of signage because signage helps patrons to know exactly where the help is. Staff in the library should be provided with suitable spaces to efficiently execute their responsibilities (Handa, 2021).

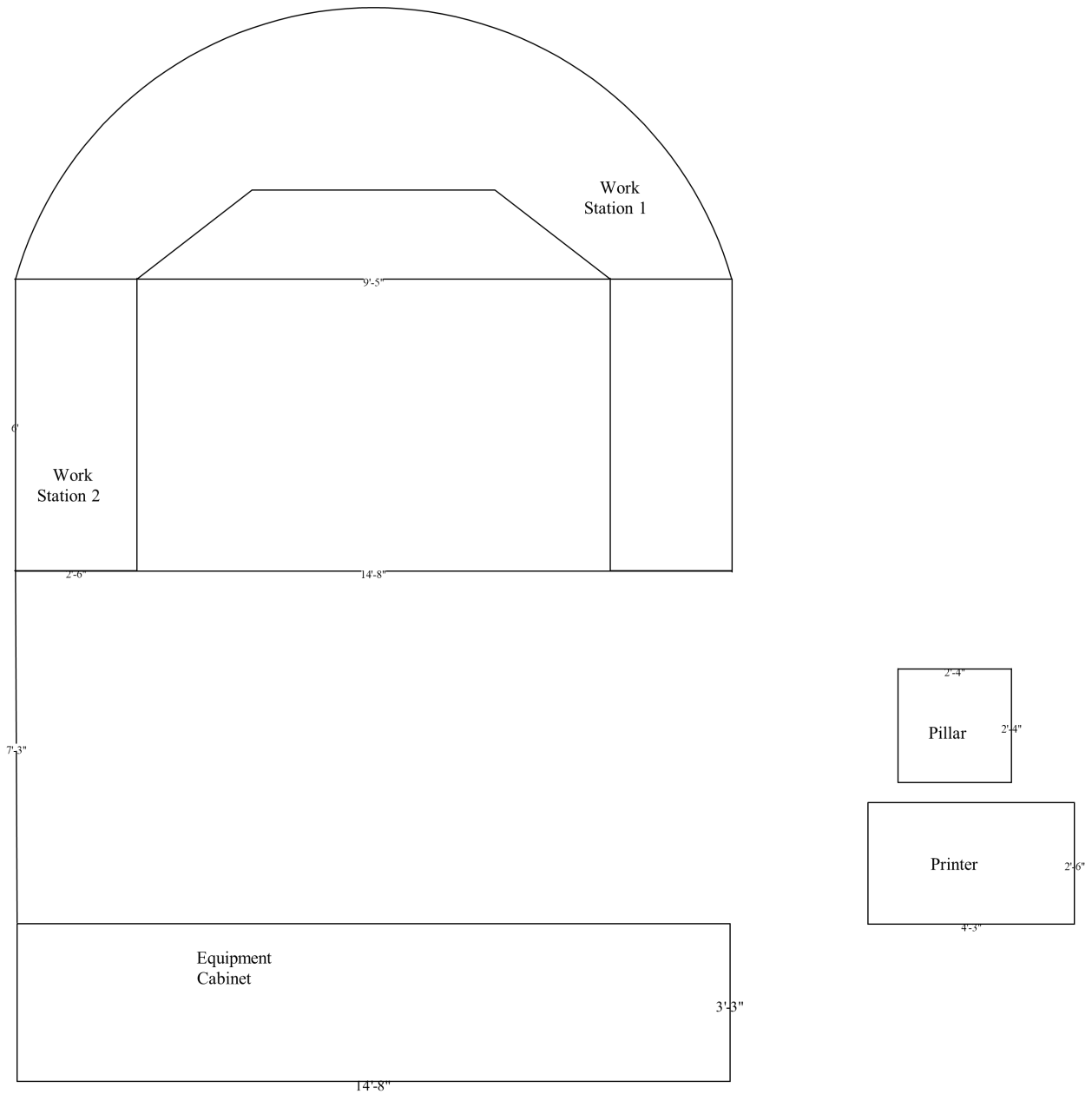
Appendix B

Chair Demo Proposal

1. Contact your institution's approved vendors for office furnishings. Ask those vendors to demo chairs for your library information desk.
 - a. Provide insights into the styles and features your personnel might require.
2. Provide your vendor with the height(s) of your information desks to help determine the appropriate chairs for demo.
3. Assemble a team from those that work at your library information to evaluate the chairs.
4. If possible, have your information desk personnel rate the furnishings using an online form or surveying tool. Allow participants to comment with specific rationales for the various chairs. This way you capture everyone's voice.

Appendix C

Schematic 1 – Current Desk Design



Appendix D

Schematic 2 – Proposed New Desk Design

