Joint Council on Libraries and Council on Computing Minutes
December 4, 2003
Rockefeller, Class of 1930 Room, noon to 1:30 pm

Present:
<u>Council on Libraries members:</u> **David Becker, Malcolm Brown, Cayelan Carey, Kathy Cottingham (Chair), Harold Frost, Teoby Gomez, Doug Irwin, Richard Lucier, Jeff Ruoff, Jerry Rutter, Barry Scherr, Cyndi Pawlek (non-voting), Larry Levine (non-voting), Pamela Bagley (non-voting, recorder-CoL)**

<u>Council on Computing members:</u> **Susan Bibeau, Ted Cooley, Aarsha Chugh, Otmar Foelsche, Andrew Gettinger, Scott Grafton, Joseph Hall, Nicole Hamilton, *Larry Levine, *Richard Lucier, Tom Luxon (Chair), Patrick Lynch, Barbara Mellert, *Cyndi Pawlek, *Barry Scherr, Thomas Shemanske, Gail Wallin, Kathleen Moore (recorder-CoC)**

***Indicates joint membership**

Guests: Richard Barton, Susan Fliss and Jennifer Taxman

The meeting was convened at 12:10 pm.

1. Introductions
Tom Luxon called the meeting to order and all in attendance introduced themselves.

2. Approval of the minutes
Minutes from the previous Council on Libraries (CoL) and Council on Computing (CoC) were approved.

3. Report on Baker/Berry Computer Clusters
(Malcolm Brown, Cyndy Pawlek, Richard Barton)
Malcolm Brown (MB) introduced and Rick Barton (RB) presented Baker/Berry public computer use data collected in two forms: head counts of computer use by library zone and results from the Public Computer Usage Survey. For the head count, the number of computers being used in each zone was counted once a day at random times of the day over a five-week period. RB said to be careful with the Silsby data because Silsby was often locked when it was supposed to be open, so computers were not being used and that sometimes head counts were not obtained at Silsby. The Public Computer Usage Survey was publicized at the Public Computer Clusters, advertised in the "D", and a sample of students were e-mailed and asked to fill out the survey. There were about 200 survey respondents. RB reviewed the survey results (see Appendices 1 and 2 for "Head Count Results" and "Public Computer Usage Survey and Results", respectively).

Richard Lucier (RL) reviewed why usage statistics were collected. The budget for purchase and maintenance of the public cluster computers has traditionally fallen into the Computing Services budget. The current budget is insufficient for maintenance and

replacement of the current number of computers in Baker/Berry. At issue is: Do we need to add to the budget for computer replacement on three-year cycles? Is the current number of public cluster computers appropriate? Under the current budget, computers are lost as they go out of service. Larry Levine (LL) added that prior to the Baker addition, there were a combined total of about 60 public computers in Baker and Kiewit. Now, Baker-Berry has about 200 computers but the budget is still only consistent with maintenance of 60 computers. MB clarified that the count of 200 computers includes the public computers surveyed as well as the computers in Instructional Centers (Starr, Carson and Building 37).

Cyndy Pawlek (CP) said the data was collected to help ascertain if Baker-Berry has the right number of computers. She said it is difficult to judge what is ideal, but from a user perspective she feels that the library should provide sufficient workstations so that users have access without a lengthy wait. Based on feedback from students, she said students prefer to be able to multitask on computers (as opposed to having computers that are task specific, e.g. e-mail, research etc.) and prefer computers in clusters (some in quiet areas) so they can easily identify available computers. In answer to a question concerning how many of the students have laptops, MB said that 98% of this year's incoming undergraduates chose to buy laptops and that 75% of all undergraduates have laptops. MB said that about 80% of the undergraduates bought Windows machines and 20% Macs. It was noted that the survey was directed to students and faculty and did not take community members into account (respondents needed to be in DND to take survey). MB said that of the 220 survey responders about 5% were graduate students and 5% were faculty members. Tom Luxon (TL) asked why Silsby computers are included in the count. MB replied it was an artifact of funding from Computing for Silsby. MB reiterated that there has been a problem with custodial staff locking the room inappropriately and students come to think of the facility as unavailable.

RL suggested that the usage statistics and assumptions about computer requirements indicate that the current number of computers (minus the 19 in the "Baker ground" zone, an area which will become DCAL/CIC) should satisfy most library users' public computing needs. He suggested that a budget to maintain and refresh those computers over the next two years should be determined. He also suggested that over the next two years we refine the usage statistics and make the assumptions about optimal numbers of computers explicit so that the question of computer requirements can be revisited then. There was general agreement that usage should be monitored on an ongoing basis. JR suggested that complaints about computers should be recorded as well. CP said that statistics on the number of laptops being used in the library would also be useful. Andy Gettinger (AG) noted that none of the computers in Dana or Matthews-Fuller Library were included in the survey. RL replied that those computers were funded with DMS funds and that Feldberg Library's computers were funded by the Tuck and Thayer Schools and that we are dealing with those funded by A&S at this time. Barry Scherr asked why machines were set up without budgeting for maintenance. LL replied that a maintenance budget had been prepared and submitted, but that it was never funded. RL suggested a straw proposal—that we plan and budget to maintain the current number of

computers (except Baker Ground and Silsby) for the next two years and in the meantime continue to collect data and revisit the budget in 2 years.

Tom Shemanske (TS) suggested that because computers in the library are used not only for library work, but also for non-library work because it is quiet, that perhaps computers could be located in other quiet areas on campus. RL replied that the library fulfills a social function and that it has been found that other quiet places don't replicate the social space of the library and its importance to students on a residential campus.

TL asked if each Council should prepare a statement or work together. BS said the statement should come in jointly. KC asked if head counts should be continued. MB said it was a lot of work. KC suggested repeating head counts once a year over the same time period each year in order to track trends. SG suggested minimizing data collected to just monitor use—how many computers in use in the various zones. RL suggested that a budget be prepared, approved by both Councils, and sent to the Provost by Feb. 1, 2004.

Electronic Reserves, Blackboard, and Copyright Issues
Jennifer Taxman (JT) said that the Copyright Working Group wants to make faculty aware as well as to use of the *Guidelines for Online Use of Course Materials* http://www.dartmouth.edu/~libcirc/copyright/guidelinesonline.shtml (see also the *Dartmouth Copyright Statement and Guidelines* http://www.dartmouth.edu/copyright/). JT asked Councils how best to do that. She pointed out that the Guidelines are structured in a way that they should be easy to use. TL agreed, saying it passed the 'idiot test' for him. JT suggested that one mechanism would be to post the *Guidelines* on the Blackboard site. SG said it should be policy that the College gives the *Guidelines* to faculty—that they should be forwarded to the Dean of Faculty to be included in the *Faculty Handbook*. David Becker (DB) said it should be added to the circulating e-mail that faculty get each term. He also said that administrative assistants and staff should also get and be educated about the *Guidelines*. Jerry Rutter suggested that multiple mechanisms should be used, that peer-based dissemination of the information would be effective as well as department chairs bringing the copyright issue to the faculty.

Brief Research, Writing, and Information Technology (RWIT) Program Update
Susan Fliss (SF) announced that the RWIT Center opened this past fall. It was created as a joint effort of the Composition Center, Academic Computing and the Library to provide a 'one stop' center to help students with writing, research or technical aspects of an assignment. The student tutors staffing RWIT (Sunday-Thursday 7-10 pm) are cross-trained to answer all three types of questions and to refer students to appropriate help. Students drop into RWIT for immediate help or make appointments. Statistics collected show a pretty even balance between the types of questions asked, with slightly more technical questions and slightly fewer research questions. Typical technical questions include help creating web sites and charts/graphs in Excel or help with database software. RWIT is primarily used by first and second year students. SF asked faculty teaching classes for which students could benefit from RWIT to have an RWIT student tutor come into the class to introduce RWIT to the class. This introduction would only take a few minutes.

SF said that there are reference librarians at Baker Berry until 8 pm and that RWIT is meant to act as a front line location where students can go for help after that. It is a place where students can either get an answer or a referral, so it can ease late night anxiety. JR asked if RWIT provides help for graphics software such as Photoshop. SF said yes and that they also take advantage of the Element K program which is open to faculty, staff and students. CP said that it is useful to see where the questions are coming from so that we can be more proactive in addressing the issues

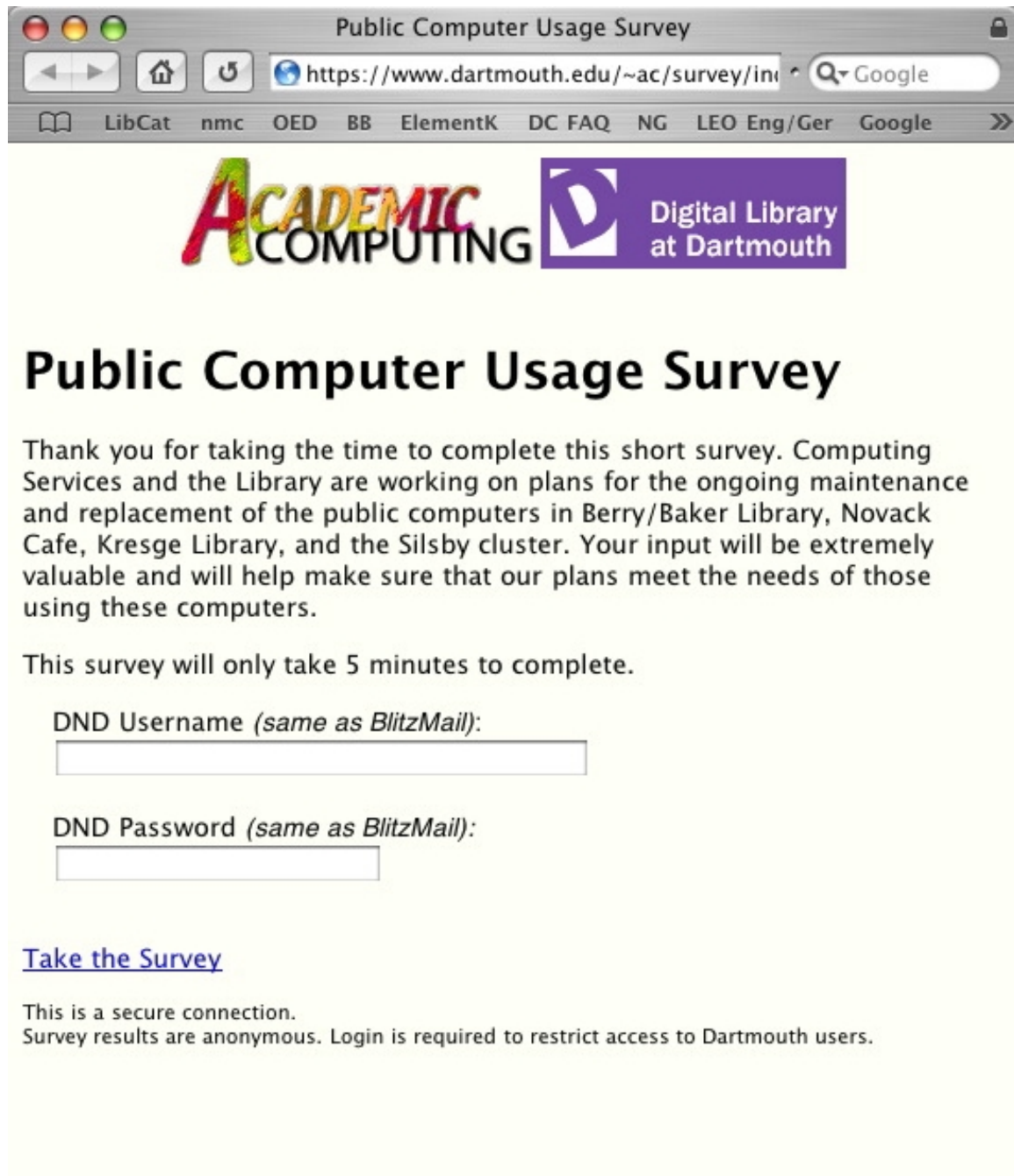The meeting was adjourned at 1:30

Appendix 1: Head Counts Results

Statistics on computer use by zone

Library zone	Statistic	# of computers in use	% of computers in use
Baker ground	Mean	2.97	15.62
19 computers	Median	2.00	10.53
	90th percentile	6.80	35.79
	Maximum	15.00	78.95
	# times collected	31	31
Baker stacks	Mean	9.86	41.09
24 computers	Median	10.00	41.67
	90th percentile	16.00	66.67
	Maximum	18.00	75.00
	# times collected	29	29
Berry ground	Mean	9.38	36.05
26 computers	Median	8.00	30.76
	90th percentile	18.50	71.15
	Maximum	19.00	73.08
	# times collected	24	24
Berry main	Mean	42.87	59.54
72 computers	Median	48.00	66.67
	90th percentile	58.70	81.53
	Maximum	61.00	84.72
	# times collected	30	30
Silsby[1]	Mean	1.14	7.59
15 computers	Median	1.00	6.67
	90th percentile	3.00	20.00
	Maximum	5.00	33.33
	# times collected	29	29

[1]Silsby data may not reflect actual use; the room was often locked

Appendix 2: Public Computer Usage Survey and Results

https://www.dartmouth.edu/~ac/survey/

ACADEMIC COMPUTING

Digital Library at Dartmouth

Public Computer Usage Survey

Please note that these questions pertain to the public computers in Silsby, Berry/Baker library, and Kresge library only.

1. How often do you use the public computers? Check one.
- ○ 1 or more times a day
- ○ 2 or more times a week
- ○ 2 or more times a month
- ○ rarely

2. Where do you use public computers? Check all that apply.
- ☐ Baker/Berry library
- ☐ Silsby
- ☐ Kresge library

3. Do you own a laptop?
- ○ Yes
- ○ No

4. Why do you use public computers? Check all that apply.
- ☐ Convenience
- ☐ Need access to a different platform
- ☐ My machine is older/slower
- ☐ Can work with other students
- ☐ Don't want to risk theft of personal machine
- ☐ Other (please specify):

5. For what purposes do you use the public computers? Check all that apply.

☐ Check email
☐ Do research
☐ Write papers
☐ Surf the web for fun
☐ Do online class work (e.g., online discussions, chat, Blackboard work)
☐ Other (please specify):

6. How often do you have to wait to get access to a public computer? Check one.

○ Never
○ Rarely
○ Occasionally
○ Often
○ Always

7. Do you have any comments or suggestions that will help us in planning for the future of the public computers?

Submit

Survey Results

221 respondents as of 12/03/03

1. How often do you use the public computers?	Count	Percent
1 or more times a day	157	71.0
2 or more times a week	45	20.4
2 or more times a month	10	4.5
rarely	9	4.1

2. Where do you use public computers?	Count	Percent
Baker/Berry library	216	97.7
Silsby	77	34.8
Kresge library	32	14.5

3. Do you own a laptop?	Count	Percent
Yes	164	74.2
No	57	25.8

4. Why do you use public computers?	Count	Percent
Convenience	211	95.5
Need access to a different platform	42	19.0
My machine is older/slower	32	14.5
Can work with other students	37	16.7
Don't want to risk theft of personal machine	32	14.5
Other (please specify):	52	23.5
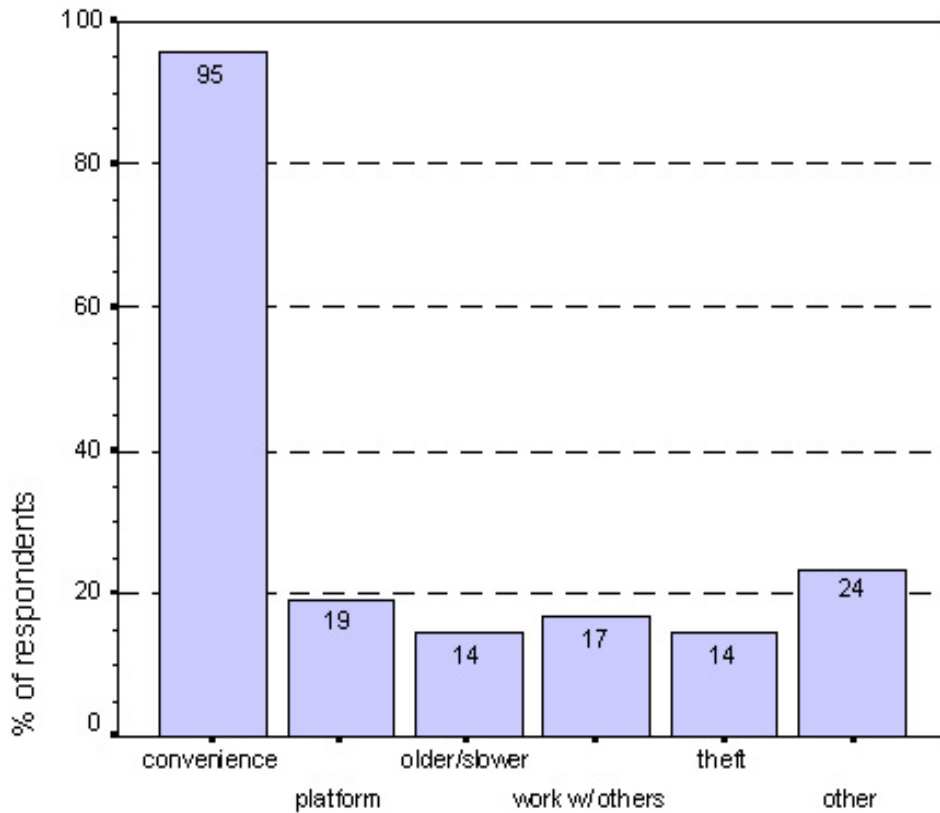
Summary of comments

Topic	Approximate count
No laptop/don't like carrying it	17
Better/alternative work environment	15
Problems with own computer	7
Live off-campus	6
Access to software	5
Access to printing	5

5. For what purpose do you use the public computers?	Count	Percent
Check email	218	98.6
Do research	154	69.7
Write papers	114	51.6
Surf the web for fun	94	42.5
Do online class work (e.g., online discussions, chat, Blackboard work)	114	51.6
Other (please specify)	20	9.0

% of respondents

100
80
60
40
20
0

99

70

52

43

52

9

email | research | write papers | surf | online class work | other
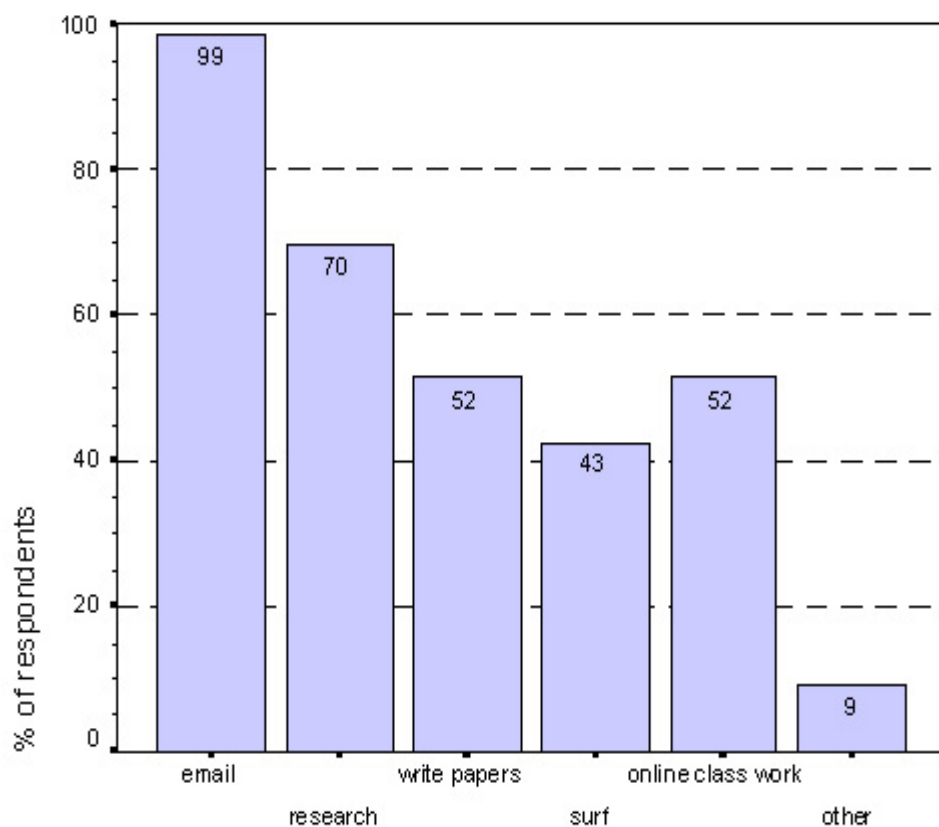
Summary of comments

Topic	Approximate count
Print documents	8
Use special software/hardware	7
Browse library catalog	4

6. How often do you have to wait to get access to a public computer?	Count	Percent
Never	14	6.4
Rarely	53	24.1
Occasionally	95	43.2
Often	53	24.1
Always	5	2.3

7. Do you have any comments or suggestions that will help us in planning for the future of the public computers?

Topic	Approximate count
More public computers	17
More/better PCs / fewer Macs	16
More/better Macs / fewer PCs	8
Better maintenance	15
More quiet/study spaces	11
24 hour access	9
Updated software/OS	6
More machines with Blitz	5
Do something about "campers"	5
General positive comments	9