



Innovation in changing times: two new approaches to user services

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Abstract:

As barriers between traditional academic disciplines weaken and many students view the library as less integral to their learning, libraries must develop new educational services and instructional techniques. Librarians at Northwestern University have responded with two innovative programs, one aimed at doctoral students and the other at undergraduates. In both cases, programming is linked to the study of particular disciplines or to the blurring boundaries between them.

Innovation in Changing Times: Two new approaches to user services

A decade ago, the Library was approached by other campus groups to work in partnership to design and implement an innovative approach to presenting digital scholarship to incoming graduate students. At that time, electronic resources were new, often untried, and not readily accepted as appropriate scholarly tools. Using a combination of lecture and small group presentations on topics that spanned the disciplines, librarians partnered with faculty to introduce graduate students to the enormous power of technology to shape intellectual discourse. Incoming doctoral students in the humanities were invited to attend the first of these programs. As the project grew, students from the social sciences were included. The program, named the Electronic Resources Forum (ERF), continues to be adapted to meet students' changing needs and is a regular event, held annually the day before the start of classes.¹

¹ "A Collaborative Model for Teaching E-Resources: Northwestern University's Introduction to Electronic Resources/Humanities Computing Training Day," with Ruth N. Reingold. *portal: Libraries and the Academy* Vol. 5 (1), 2005, pp. 23-32.

In 2010, the Library ventured into another form of innovative outreach, this time targeted at undergraduates. Explore Your Library (EYL) day, held early in fall quarter, was the name given to an experience of library introductions which featured everything but the traditional library tour. Everyone who entered the library was welcomed by staff that handed them a backpack (in Northwestern colors and with an imprint of the building) and invited them to follow a path which led through the labyrinthine structure of our buildings. Based loosely on the "choose your own adventure" series of books, we developed library adventures that took participants from one service point and specialized collection to another, each of which was stocked with items for them to pick up from campus offices and organizations or local businesses and services. The adventures were crafted to showcase resources and services in broad subject groups (such as music, art, and engineering) as well as to contextualize the library within the broader campus and local communities. Upon completion of one of seven possible adventure paths, participants were eligible to enter a drawing for a variety of prizes, and were invited to partake in conversation and refreshments with library staff. The turnout was enormous; both undergraduates and graduate students participated and praised the non-traditional approach to learning. The event was so successful that it will now become, along with the ERF, a regular feature of our library orientations.

In this paper, we discuss the successes and challenges of these initiatives, summarize program planning elements, and highlight the careful way in which we presented the library's people, spaces, and other resources to our user groups to introduce that community to the changing face of the 21st century library and the broader context within which it resides. For our graduate students, we highlight collections and subject experts primarily, and space secondarily; for our undergraduates, the primary focus is on spaces, staff, and support.

Both programs described in this paper were designed and implemented to serve our specific communities. The impetus for the ERF came, a decade ago, from colleagues in the university's Weinberg Colleges of Arts and Sciences (WCAS), who had surveyed the university's humanities community regarding the need for tools and training in humanities computing, and subsequently approached the library as a partner in this venture. EYL, on the other hand, was developed based on the anecdotal knowledge of our community gleaned from long-standing, deep relationships between faculty, administrators, students, and librarians, and a hunch that such an initiative would engage students in a unique way.

THE CONTEXT: NORTHWESTERN UNIVERSITY AND THE LIBRARY

Northwestern University, a private institution, has approximately 19,000 undergraduate and graduate students, both full and part time. Campuses are located in Evanston, Illinois; Chicago; and Doha, Qatar. The University Library includes the main library, the science and engineering library, and the mathematics library, all of which are on the Evanston campus, and the Schaffner Library, a small branch library on the Chicago campus that primarily supports management and continuing education students. Specialized collections for the study of law and medicine are housed in separate libraries which serve the Feinberg School of Medicine and the School of Law, both of which are located on the Chicago campus as well.² Northwestern's undergraduate and graduate programs in the Weinberg College of Arts & Sciences (WCAS), the School of Communication (SoC), the School of Education &

² <http://www.library.northwestern.edu/libraries-collections>

Social Policy (SESP), the Bienen School of Music, the McCormick School of Engineering & Applied Science, the Medill School of Journalism, and the School of Continuing Studies, and graduate programs in the Kellogg School of Management are all served by the University Library.³

GRADUATE TRAINING PROGRAMS: THE ELECTRONIC RESOURCES FORUM (ERF)

Well before the start of the new millennium, Northwestern University librarians were actively partnering with other campus units to develop and implement new programs and services. Yet while our librarians traditionally worked with graduate students and gave orientations, tours, individual research consultations, and bibliographic instruction sessions, we had never before systematically brought large groups of students into the library for an orientation event. A conjunction of circumstances propelled us to launch a new program aimed at this population: the cusp of the electronic revolution; innovative uses of technology by some of our humanities professors; and the interest on the part of WCAS in working with the library to promote technology as a research tool and to showcase digitally-born research projects.

The collaborative nature of the ERF, its genesis, and the complex planning of the early programs are well-described in Lightman and Reingold (2005). The original program, an experimental collaboration with humanities faculty, Academic Technologies, and WCAS, was not intended as a library orientation event. Rather, it was designed to show new doctoral students in humanities disciplines that technology could change intellectual discourse, allow scholars to ask new questions, introduce the innovative digitally-born research projects completed at the university, and simultaneously highlight the library's new, but growing, collection of digital materials as well as our librarians' expertise.⁴ Our conviction that we could show our graduate students that format really could shape intellectual discourse was a new approach, and while we harnessed it to promote the library and its resources, our subliminal message was that the entire concept of "library" was changing, and we would be the first to embrace that change. We had already tried, again working in partnership with others on campus, several different approaches to introducing our community to the "new library" and to new modes of scholarship, but it was the fortuitous partnerships with Academic Technologies and, especially, with WCAS that not only launched the program, but cemented it in the minds of our community as a key component of the library's offerings for graduate students.

Starting from our conviction that students needed to understand how to use and create electronic texts in the humanities, and the results of the WCAS survey⁵ we offered a series of workshops and similar sessions. These efforts demonstrated to us that there was

³ <http://www.northwestern.edu/about/northwestern-at-a-glance/general-information.html>

⁴ See Lightman and Reingold, p. 27: At the start of the new millennium, a WCAS survey determined that "...students wanted training on Web-based resources and bibliographic tools...and the humanities faculty overwhelmingly agreed. But there seemed to be a gap between students' knowledge of the mechanics of databases and their grasp of the ways in which they could harness technology to serve their own needs, manipulating it to suit their research methodologies. The kind of training that could close this gap skirts the borders of the practical and theoretical; it is delicate to design and intricate to deliver."

⁵ Lightman and Reingold, pp. 26-27.

potential for using the new electronic universe as a lever to introduce students to the library on the one hand, and to partner with faculty to do this work, but we also learned a lesson about our students: they would not come to workshops and training sessions once the academic term began, because they had too many competing obligations. We needed to reach the students before their coursework began, preferably before the first day of the academic year.

We worked in tandem with WCAS to create a program based on our experience with workshops, our conversations with others on campus, our perception of student needs, and the information gleaned from WCAS's surveys of humanities faculty. From the library's point of view, we saw this partnership as an opportunity to begin a systematic orientation program that would go well beyond the traditional library tour and bibliographic instruction session and position us as forward-looking innovators, active participants in the digital revolution, and skilled "translators" between new formats and traditional research strategies. Faculty members were invited to speak to the students about digital scholarship, and showcase some truly innovative projects that had been developed at our university. At the same time, we introduced them to library staff and collections. The program was co-sponsored by WCAS, AT, and the library, with WCAS bearing the costs, and being the driver of the choice of sessions.

The first events were by invitation-only, and were open to incoming doctoral students in select humanities disciplines who were required to attend. We presented a forum in which faculty showed their digital scholarship, then break-out sessions which focused on the interdisciplinary nature of humanities scholarship and on specific bibliographic tools and techniques. We were determined not to show more "traditional" reference tools, such as WorldCat, but to encourage the students to return to the library for such instruction. Continental breakfast, lunch and a closing reception were included.⁶ We insisted that most subject sessions be co-led by a librarian and a faculty member, and be interdisciplinary in focus. In this way, we intended to demonstrate the mechanics of a resource, and provide examples of how that resource could (or was already) used for scholarship.

The successes of the first programs were profound enough to signal that we were on the proper track. We gathered feedback as systematically as possible, via evaluation forms for participants, a debrief session for the planners, and anecdotal information. The feedback, especially that of the planning group and instructors, helped us refine the format and the program, but it was not the only driver of change. Constant and close communication with students, faculty, and administrators, and with broader trends in library collections and services, helped us to present exactly the right resources and services to our incoming students, and to meet the precise needs of our specific community.

We have gradually expanded the ERF to include social science disciplines. As digital scholarship became an accepted part of intellectual discourse, and interdisciplinarity a commonplace, we changed the mission of the program by shifting the focus toward a broader introduction to the library, its staff and resources, but continue to present tools and techniques. WCAS is our full partner, and continues to bear the costs and provide the critical administrative support. What we have kept is the spirit of the enterprise, and that is

⁶ See Lightman and Reingold, pp. 28-29

the consistent attempt to partner with faculty in presenting sessions, because, by doing this we were not just showing disembodied resources, but rather, showing how there were used in the classroom and for research purposes.

In the last few years, the ERF has been expanded to include students, at various times, from the Beinen School of Music, the School of Communication (SoC), and the School of Education & Social Policy (SESP). We now partner with the The Graduate School (TGS) of the university, and have become a part of their orientation calendars. The expansion benefitted our entire community, and gave the library unparalleled public exposure, but with expansion came some new challenges, as the number of participants swelled and the program's focus broadened. In 2010, we invited close to 200 (about 125 attended) The faculty forum is no longer a part of the event, chiefly because digitally born research projects are now an integral part of our intellectual discourse and are thus no longer of special interest to our students. Accordingly, the focus of the ERF has shifted gradually in the direction of a library orientation program for doctoral students; we continue to showcase tools and techniques, but we now include more subject-specific sessions. The original notion on which the ERF was based -- that interdisciplinarity was key to scholarship, and the technology could shape the intellectual discourse -- is no longer new ideas, and so we have adjusted to the changing times. We now offer 20 sessions, which are a mix of tools, techniques, and subject-specific sessions, with the latter being organized to match the fields of study of the student participants.⁷ In 2008, we introduced tours as part of the event, and expanded the range of spaces to include areas that house rare print materials. While this presents a deviation from the "electronic resources" focus, it has the benefit of presenting to our graduate students the immense complexity of our library in particular, and the enormous number of tools -- in all formats -- available to them.⁸

Planning Elements.⁹ Dedicated campus partners, patience, time, a committed planning committee, and adequate funding are keys to success, but so is a clear sense of mission and a willingness to listen to all feedback, whether it is systematically gathered or anecdotal in nature. We have always started our planning by reviewing the questions below. We credit the continuing success of the ERF on our flexibility -- we ask ourselves these questions each year, and adjust the program accordingly.

1. What are the objectives of your program? What is the anticipated outcome? Is just familiarity with the library and the people, or is something more specific?
2. Who is your audience? Doctoral students? Masters students? Both? Scientists, social scientists and/or humanities scholars?
3. Who will be your campus partners?
4. Who are your presenters? Faculty, librarians, library technology staff, academic technology staff?

⁷ <http://www.library.northwestern.edu/about/library-administration/departments-offices/academic-liaison-services/electronic-resources-4>

⁸For the 2008 and 2009 programs, see appendix 1. The early programs are described in Lightman and Reingold.

⁹ Lightman and Reingold, p. 27, describe the planning process in the early days of the program.

5. What technological support do you need to make this program seamless? Dedicated computers in the classrooms? What software will you need? Will the format be hands-on, lecture, or both? Are your presenters familiar with classrooms, and have they tested out their software prior to the event?
6. Do you want to include meals? If so, what is your budget? What is the source of your budget?
7. Do you want pre-registration for the event? If so, you will need to set up a system, and this can be complex. Who will administer this? How will you communicate to the students?
8. How will you evaluate the program? If via survey, how will the surveys be designed and delivered?
9. Do you want to showcase space, resources, staff, or a combination?

The original ERF was organized by a planning committee which included a university administrator, two humanities librarians, humanities faculty, a Web-master, and an administrative assistant. Planning began in the winter (now, as we enter our 10th year, we begin planning in spring quarter). We have a fixed date for the event, which is the day before the start of fall quarter classes (late September), and thus as early as January, we book all available library classrooms. After we set the date and book the classrooms, we draw up a detailed timetable, and appoint a planning committee. This committee has changed over the years, and now includes library technology support staff, a liaison for classroom support, representatives from WCAS, and two administrative support staff, one from WCAS and one from the library, both of whom are in constant contact with staff at SoC and SESP. The administrative team solicits lists of incoming students from the participating schools, then creates a spreadsheet which includes contact information, and areas of interest. The project leads review the spreadsheet, the past session offerings (including attendance rosters from past sessions and feedback from participants) to develop a session roster. After the session roster is complete, instructors are identified and invited to participate. The program is usually in final form by the end of spring quarter, and most of the invitations to presenters are complete by that time. The web site is designed and populated throughout the summer.

In the course of the summer, the administrative support team sets up a registration database. All incoming doctoral students from participating departments are contacted via email, and asked to register for as many sessions as their schedules allow, plus lunch. Administrative support receives the registrations, places students in sessions, and creates session rosters.

Approximately a week before the event, the session rosters are sent to the instructors. In the early days of the event, we held an information session for instructors. In the recent past, we have instead invited instructors to schedule a meeting with library technology support to review the technology in the library classrooms, and/or to test their own software and laptops prior to the sessions. This same week, the administrative assistant prepares information folders for each student participant, and prepares signage, which is put out the day before the event. The ERF master schedule is distributed to each of the

library's service points, and a poster is hung at the entrance. Equipment in each classroom is tested, and technology information sheets posted.

Challenges. While our earliest challenges were to convince our community of the importance of digitally-born scholarship, our challenge now is to continue to adjust the program to fit our community's needs while presenting our people, spaces, and resources without losing the spirit of this innovative enterprise. On a more practical level, as the ERF has grown the planning has become increasingly more complex. In its early days, the program was treated as an invitational conference. Faculty, university administrators, and many librarians were invited to the breakfast, lunch, and closing reception, and sessions ran throughout the day. But as our invitation lists grew and the programming became more intricate, we came close to losing sight of our original mission and the specific needs of our students. We realized that students were leaving the program immediately following the lunch, because their schedules were so crowded on the day before classes that they could not attend the afternoon sessions, let alone the reception. We quickly scaled back, and now open with continental breakfast, and offer a simple box lunch only for students and presenters. The program has been shortened to a half-day to accommodate the students' busy schedules, but within that time frame we pack the choice of 20 sessions. We have also gradually reduced the number of faculty presenters.

Practically speaking, there are several aspects of the planning process which require close attention. The registration process can be exceptionally problematic. We have refined it over the years, but it nonetheless remains complicated. Initially, we asked to students to register either via print forms or online. Now, registration is entirely online. We gather student contact information at the start of our planning, and this includes email addresses, but because students change these addresses over the course of the summer, registration information does not reach them in a timely fashion. We often send as many as three reminders, and always make accommodations for students who did not pre-register for the event.

A second area of caution concerns the budget. It is easy to go over budget. To avoid this, plan carefully, and keep food and office supply costs as low as possible. Keep records of all expenditures, no matter how small, and keep a record of all communication with campus partners, especially any agreements having to do with expenditures.

Most importantly, listen to your community. What works for one university may not be a perfect fit for another. Use our recommendations as guidelines rather than mandates, and do not be afraid to tinker with success. The ERF program is adjusted every year, in keeping with the changing needs of students, the available pool of instructors, and changes in the information universe. While the basic structure remains more or less in place, the underlying details do not, and that keeps the program dynamic and fresh.

UNDERGRADUATE TRAINING PROGRAMS: EXPLORE YOUR LIBRARY DAY (EYL)

The success of the ERF, particularly in its recent incarnation as an orientation program rather than a conference-style event, heightened our awareness of the need for a parallel program for undergraduates, whose library use differs from that of our graduate students. While the graduate students focus on resources and librarian expertise, the undergraduates are more interested in study spaces and basic services. We have traditionally offered tours

during New Student Week, participated in campus-wide orientation fairs, and been an integral part of the university's freshman seminar program (via bibliographic instruction sessions), but our participation in these events affirmed our suspicion that student interest in tours is never keen, and that the fairs, while a wonderful introduction to the library, take place off-site and thus do not bring the students into our building, as noted by others who have similarly tackled this challenge¹⁰ While some new approaches to the traditional tour have worked very well, in the main it remains an event that only slightly piques student interest in the library.

Efforts to educating users to what the library has to offer have gone from traditional bibliographic instruction (BI), including one-offs and other course-related sessions, to more integrated approaches to learning and promoting information literacy. The changing nature of access to information, the evolving needs and expectations of users, and shifting pedagogical approaches to teaching and faculty collaboration, makes it incumbent on the library to engage students in new ways. Even typical orientation activities other than tours seem to fall short of capturing and holding the attention of students. Numerous institutions have attempted to create new and imaginative orientation experiences for their students including mystery tours,¹¹ treasure hunts,¹² and "Big Games."¹³ Other efforts have been made to draw students into the library through open houses, designed to provide an opportunity for them to "learn more about the Libraries and their vast resources, encourage a positive attitude and awareness, and winnow the intimidation factor away."¹⁴ Based on our perceptions that something fresh and fun was the key to bringing students to our building, we envisioned a full day of events that incorporated elements of many of these approaches to library orientation and were geared to freshmen. However, another goal of EYL day was to create a collaborative venue in which the library would partner across all areas of the organization, with other units across campus, and with local businesses and services in an effort to promote familiarity with all of the above and contextualize the library experience more broadly within the campus and the local communities. A planning committee comprised of representatives from throughout the libraries was formed, and from that committee came an idea for a day-long event targeted at undergraduates in general, freshmen more specifically. We understood that our students were not only unaware of our rich resources; they were also mystified by our actual space. Our physical plant is difficult to negotiate. The major library buildings are actually two buildings linked by a corridor. One building was completed in 1933, while the second building was opened in

¹⁰ See Linda Shirato and Joseph Badics, "Library Instruction in the 1990s: A Comparison with Trends in Two Earlier LOEX Surveys," *Research Strategies* 15 (4), 1997, p. 234.

¹¹ See Kristin E. Kasbohm, David Schoen, and Michelle Dubaj, "Launching the Library Mystery Tour: A Library Component for the 'First-Year Experience,'" *College & Undergraduate Libraries* 13 (2), 2006, pp. 35-46.

¹² See a sampling referenced by Sandra Marcus and Sheila Beck in "A Library Adventure: Comparing a Treasure Hunt with a Traditional Freshman Orientation Tour," *College & Research Libraries* 64 (1), 2003, pp. 23-44.

¹³ See Alison S. Gregory and Mary J. Snyder Broussard, "Unraveling the "Mystery" of the Library: A "Big Games" Approach to Library Orientation," paper presented at the ACRL Conference, Philadelphia, PA, March 2011.

¹⁴ See, for example, information on Penn State's annual open house in Ellysa Stern Cahoy and Morgan Talasnik, "Immersion Therapy," *State College Magazine*, October 1, 2009, available at [http://www.statecollegemagazine.com/single/?tx_ttnews\[tt_news\]=90&cHash=0a1534948b](http://www.statecollegemagazine.com/single/?tx_ttnews[tt_news]=90&cHash=0a1534948b).

1970. Both are architectural treasures but with extremely challenging footprints. The 1933 building houses some of our special collections, while the 1970 building houses our general circulating collections, the African Studies library, the transportation library, as well as the reference department, the information commons, and the core/reserve area, this latter being specifically aimed at undergraduates. The new library building is constructed as a series of three towers spanning the four upper floors of the library. On each floor, a central area links the towers, but because there are service desks on only two of those floors, it is easy for students to be lost and confused as they navigate the building. Our challenge, as we saw it, was to show – not tell – that the library was friendly and welcoming while showcasing our study spaces and common areas. To do this, we needed a compelling plan for introducing students to the labyrinthine structure of the building, but in a way that was fun rather than didactic. Since navigating our library is such an adventure, we decided to embrace and even celebrate the physical space. We settled on a unique approach, which was to adapt the "choose your own adventure" books to an academic audience. Upon entering the library each student was given an adventure card. Each of the seven adventure path choices, while academic in content, were specifically aimed at guiding participants from one library service point to the next, logically and purposefully (see appendix 2 for a sample adventure).¹⁵

The adventures were enormously creative, but they were difficult to conceive. A group of nine library staff members met throughout the summer to develop and test adventures. When the writing was finished, students and staff who were new to the library were recruited to test them by following the adventure paths and noting errors or lapses in a given path or other aspects of the adventures that were difficult to understand or follow. After the testing, further adjustments were made. Upon completion, each adventure was put onto a series of color-coded cards (one color per adventure, so that the France trip was on blue cards, the documentary movie on yellow cards, and so forth). The cards were printed, and distributed to participating service points the day before the program. Students chose their adventure path and picked up their first cards when they entered the library. As students moved through the library, following their chosen adventure path, they collected new cards, and a give-away (pens, mugs, etc.) at each service point they visited. All adventures ended in the student lounge, where participants handed in their cards, entered a drawing, and had an opportunity to have food and drink. Students who completed an adventure path were eligible to enter the drawing.

We engaged all members of the library community in the venture, targeting most specifically those departments which have public service desks, but are not in prominent locations. This latter included our music library, transportation library, Africana library, special collections, and government information department. Students were not required to go to every service point, just those which were on their particular adventure cards. We also engaged members of the Evanston community by soliciting donations of prizes and food from local businesses, and we gathered donations from other units on campus as well. A separate sub-committee was brought together to solicit the donations of prizes and food.

¹⁵ Adventure paths were: plan a backpacking trip to France; study South African art; study South African music; make a sculpture of a steampunk robot; plan the building of a rescue robot; make a science fiction movie; make a documentary movie.

Planning Elements. Because the ERF is such a long-standing program, it is relatively simple to identify what works and what does not work, and adjust accordingly. EYL is entirely new, and there is no precedent in our library for such a program. When we attempted to adapt ERF planning elements to launch EYL day, we learned that no two program plans are alike. While EYL was successful beyond all expectations, it was difficult to plan, and in some ways the success was unanticipated. As with the ERF, we began with a planning team and a timetable. We identified our goals and audience, and outlined a publicity plan. A steering committee identified the concept, developed a work plan and timetable, and divided into sub-groups, each of which was chaired by a member of the steering committee, and included representatives from areas all divisions of the library. A series of questions guided our planning:

1. What do our undergraduate students need to know about the library?
2. How difficult is it to navigate space in the library, and does that navigational difficulty impede student use of the collections and building?
3. What will bring students into the building? Food? Prizes? Contests?
4. How will students remember what they have seen/learned about the library?
5. Will there be campus and/or community partners and if so, who will they be?
Who will fund the event?

Challenges. As with any start-up program, there were challenges to conceiving and launching the event. The actual crafting of the adventures proved to be more difficult than anticipated. We were forced to test and re-test the efficacy of certain of the scenarios, and to continually revise until they were greatly simplified. While our initial objective was to present scenarios that were academically meaningful, some of our final adventures were contrived, and we found that we had forced an adventure path into specialized library service areas which were not of immediate interest to undergraduates. Moreover, because of the complexity of scenarios, we had some difficulty conveying the "adventure" concept to the library staff, and, as a consequence, there was some confusion on the actual day of the event. A second challenge proved to be the audience itself. Unlike the ERF, we had no way of anticipating the number of students who would participate, and our estimates ranged wildly from 50 to 500, but this was based on nothing more than a combination of our knowledge of library use patterns and speculation. By the day before the event, we had convinced ourselves that a turnout of 25 would signal success! In fact, we had close to 1,000 participants, but we only had this level of participation because we set up a table at the entrance to the library, and invited anyone who walked in the door to participate. While we were thrilled at the number of participants, which far exceeded our expectations, this in itself generated an unanticipated problem: we quickly ran out of some give-aways and had to make a mid-day run to purchase more treats.

A third challenge, and perhaps the most important for future planning, concerns the target audience. While our aim was to introduce freshmen to the library, in fact it became impossible to separate out the freshmen from others who walked in the door on the day of the event. We did limit the event to Northwestern affiliates, but beyond that it was impractical to place restrictions on participation; in fact, we learned it was not even desirable to place such limitations, as students and university staff who came into our doors were uniformly eager to participate and more than willing to admit their own ignorance of the library's services and physical plant.

Finally, we did not give clear instructions to our staff. With the ERF, we have always given clear instructions and had a tight organization, but we did not adapt the intense precision of the ERF to EYL, perhaps because we did not anticipate such an overwhelming response and participation rate. Even though the format of EYL was much looser than that of the ERF – there was no need to pre-register for sessions, for example – we still needed firm marching orders on the day of the event.

CONCLUSION

Our two use services events serve the same basic functions: to introduce members of our community to the staff expertise, rich collections, comfortable physical space, and welcoming nature of our library community. Each event has a different primary focus and audience, and each was conceived somewhat differently. Some planning elements, however, are common to both events.

Both events require enormous investments of staff time, and an operating budget. Each event is managed by a steering committee, and each operates with a specific timetable. The committee is brought together at regular intervals, and every member of the group has a specific task. Group meetings operate with agendas and minutes, and members report on their progress. Funding sources are identified at the beginning of the planning process, budgets are firmly set, and the amount of available funds is conveyed to the planning group.

Most importantly, both events have the unqualified support of the library administration, and both are predicated on the notion that we are all partners in the library and that the library is a full partner in all campus activities. Over the years, we have seen the great benefits of the continued success of the annual Electronic Resources Forum, and we have similar hope for Explore Your Library Day. We hope to expand both programs in the near future, and include an ERF for the sciences, and a virtual component for EYL.

APPENDIX 1: ELECTRONIC RESOURCE FORUM PROGRAMS FOR 2008 AND 2009

2008: Program for the Electronic Resources Forum

8:30 - 9:00 AM: Continental Breakfast, Registration Packet Pick-Up, Welcome

9:10 – 10:00 AM Sessions:

Religion in Cyberspace

Finding Primary Sources Online: The Unlikely but Happy Marriage of Technology and Archives

Electronic Resources for Education and Social Policy

Resources for Drama, Theatre and Performance Studies

International Statistical and Data Resources

10:10 – 11:00 AM Sessions:

"Virtual Modernization": Searching Old Texts Using Modern Spellings

Using Electronic Content in the Age of Copyright Protection: What Every Graduate Student Needs to Know about Scholarly Communications

Using Simulations to Explore Social Networks

Integrating Spatial Information into Your Research: An Introduction to GIS

Bodies, Genders, and Beyond: Electronic Resources for Gender Studies

11:10 – 12:00 noon Sessions:

Online Periodicals and Newspapers as a Transformative Research Resource

Area Studies at Northwestern University Library

Hands-on Images: An Introduction to Digital Image Resources

What You Need to Know about Social Science Data Services

12:10 – 1:00 PM Sessions:

The Work of Research in the Age of Electronic Reproduction: Organizing Scholarly Resources with EndNote® and Zotero

Resources in Comparative Literature, Philosophy, and Critical Theory

Film and Television Resources

Virtual Library Tour of Chicago

1:10 - 2:30 PM: Lunch

2:35 – 3:25 PM Sessions:

Student Projects: Graduate Stipends in the Humanities and Social Sciences
EndNote® Test Drive: Get Started using EndNote® in a Hands-on Environment
Social Sciences Computing Cluster

2009: Program for the Electronic Resources Forum

8:30 - 8:50 AM: Continental Breakfast, Registration Packet Pick-up, Welcome

9:00 – 9:45 AM Sessions:

Electronic Resources for Education and social Policy
Government Information: Online!
Winterton Collection of East African Photographs: Digital Collection
Resources for Theatre, Performance Studies and Drama

9:55 – 10:40 AM Sessions:

Finding Primary Sources Online: The Virtual Door to the Archives
Vi.sual.ize: An Introduction to Digital Image Resources
Web of Science/Web of Knowledge
Do I Need Permission to Do This? An Introduction to Using Online Content in the Age of Copyright Protections

10:50 – 11:35 AM Sessions:

Bodies, Genders, and Beyond: Electronic Resources for Gender Studies
The Work of Research in the Age of Electronic Reproduction: Organizing Scholarly Resources with EndNote® and Zotero
Extending the Idea of a "Lernort" to a Virtual Learning Environment: Bauhaus in Chicago
Resources in Psychology and Behavioral Sciences
Mapping People Place and Space: A Short Introduction to GIS in the Social Sciences

11:45 AM – 12:30 PM Sessions:

Putting Music in its Place: Finding First Hand Accounts of Musical Events, Performances, and Recordings
What You Need to Know about Social Science Data Services

Simulating Social Networks Using NetLogo

Beyond Northwestern: Research Libraries and Collections in Chicago

Early Modern Resources: Exploring the Electronic Labyrinth of Document and Manuscript Collections, or, How Do You Spell "devil?"

12:35 - 1:20 PM: Lunch

1:30 – 2:15 PM Sessions:

Social Sciences Computing Cluster

Student Projects: Graduate Stipends in the Humanities and Social Sciences

Library Tours

APPENDIX 2: SAMPLE "ADVENTURE", 2010 EXPLORE YOUR LIBRARY DAY

	Trip Adventure: Backpack through France	<i>Explore your library</i>
<p>Zut! You just won a Fulbright. Congratulations! The stipend is so much more money than you imagined. You don't have to spend the summer working in the library. You can head off to France in June!</p>		
<p>You'd love to hike in the Alps, or perhaps the Pyrenees, or maybe there's a mountain range you've never heard of. To start your journey, >> Go to the Reference Desk (1st Floor)</p>		
<p>Step One—Starting Point</p>		

	Trip Adventure: Backpack through France	<i>Explore your library</i>
<p>Reference should be the starting point for any project. They've got information about mountain ranges in Europe, and specifically in France.</p>		
<p>A: There are several mountain ranges in France. Can you hike every one? How do you go from the Pyrenees to the Alps? Take a train? Take a bus? Rent a car? >> Go to the Transportation Library (5 North)</p> <p style="text-align: center;">OR</p> <p>B: You'd like to find a mountain range that's near a city. Watch a French movie to help you decide on the location for your trip. >> Go to the Multimedia Center (2 South)</p>		
<p>Step Two - Choice A - Reference Desk from Starting Point</p>		



Trip Adventure: Backpack through France

Explore
your library

The Transportation Librarians can guide you to maps, tell you about railway systems all over Europe, and tell you how to move around France without ever having to rent a car.

A: While examining French transportation options & maps, you note that France borders Italy. Why not visit Italy! Listening to Italian opera may inspire you to change your travel plans!

> **Go to the Music Library** (2 Deering)

OR

B: You examine transportation options & decide to hike close to a major transportation hub (a city). Find a detailed map of France!

>> **Go to Government Information** (1 Deering)

Step Three—Choice A—Transportation Library from Reference Desk



Trip Adventure: Backpack through France

Explore
your library

Lucky you, there are so many movies that take place in French cities, and even some that are set in the mountains.

A: You watched a movie set in the south France. It looked inviting. Surprisingly close to Italy. Why not visit Italy! Listening to Italian opera may inspire you to change your travel plans!

> **Go to the Music Library** (2 Deering)

OR

B: You watched a movie set in France, & decided that a trip to the countryside is definitely for you. Find a detailed map of France.

>> **Go to Government Information** (1 Deering)

Step Three—Choice B—Multimedia Center from Reference Desk



Trip Adventure: Backpack through France

Explore
your library

You've spent time in the Music Listening Center, enjoying Italian & French operas. Now you're unsure about which country to visit. Check out the current music and art scenes before making definitive plans.

You want to:

A: Look at popular French and Italian magazines and newspapers.
>> **Go to the Periodicals Room** (1st Floor)

OR

B: Listen to French and Italian radio, or browse the news online. Where can you do this in the library, especially if you've left your laptop at home?
>> **Go to the Information Commons** (1st Floor)

Step Four - Choice A - Music Library from Transportation Library or Multimedia Center



Trip Adventure: Backpack through France

Explore
your library

You've examined maps of France, and would like to read up on contemporary art, culture, news. That may help you decide on where to go and what to see. You want to:

A: Look at popular French and Italian magazines and newspapers.
>> **Go to the Periodicals Room** (1st Floor)

OR

B: Check out French radio, or browse news online. Where can you do this in the library, even if you've left your laptop at home?
>> **Go to the Information Commons** (1st Floor)

Step Four - Choice B - Government Information from Transportation Library or Multimedia Center



Trip Adventure: Backpack through France

Explore
your library

What great magazines and newspapers!
What a productive trip to the library!

You start to reach into your backpack for your phone and your umbrella, but you were so involved in touring that library that you've misplaced these things. Don't panic!

Visit circulation, where you can check out the lost and found, borrow an umbrella, or charge out your books. We'll even supply you with a plastic bag designed specially to protect books
>> **Go to the Circulation** (1st Floor)

Step Five - Choice A - Periodicals Room from Government Information or Music Library



Trip Adventure: Backpack through France

Explore
your library

Information Commons is a wonderful place!
What a productive trip to the library!

You start to reach into your backpack for your phone and your umbrella, but you were so involved in touring that library that you've misplaced these things. Don't panic!

Visit circulation, where you can check out the lost and found, borrow an umbrella, or charge out your books.
>> **Go to the Circulation** (1st Floor)

Step Five - Choice B - Information Commons from Government Information or Music Library



Trip Adventure: Backpack through France

Explore
your *library*

We hope you found Circulation helpful!

Don't leave yet!
Report your journey

Go to the student lounge for some snacks and a chance to win a raffle prize.

>> **Go to the Student Lounge (2 South)**

Step Six - Choice A - Circulation from Periodicals Room or Information Commons