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Moving Library Collections
Planning Shifts of Library Collections
Shirien Chappell

Planning a major shift of a library collection is not as complex as it is tedious. Careful measurement and excruciating attention to detail will almost always guarantee success. If your shift is large (lots of books, or lots of moving parts), I recommend that your plans be very thoroughly documented, widely shared, and each step of your plan be followed precisely. Smaller shifts can ooze from one step to another, combine steps, etc., because there are fewer things to forget.

The following pages outline the steps UO Library staff took when planning the shift of our collections. They worked for us; they may not work as well for you. One of the most important parts of shift planning and implementation is to remember that mistakes happen. When they do, it is time to sit back and figure out what you forgot, what factor didn't get included in the plans, or whether it was just human error. Regardless of the cause, it's a chance to put the project on pause for a moment, bolster up the ones who made the mistake, figure out how to fix it, and then move on.

Your shifts may vary a lot from ours, but we hope that by sharing our experiences we may help you with yours.

The basic steps of a shift are:

- get an overview of the current and proposed configurations, and of the Lib. Administration's goals/plans for the shift
- set up the planning team, begin the To Do list (the master plan)
- measure current collection and count current shelves
- count the number of new shelves being added to the collection and decide if growth space is to be distributed evenly throughout collection
- calculate fill rate of shelves
- do a paper shift to see if it really works. Determine the maximum number of simultaneous shifts you want (based on # shifters, # booktrucks, amount of time to complete shift)
- Give Library Administration an overview of the phases of the shift, etc., and be sure you're aiming in the direction they want and then tell library staff what's up
- if library will be open during shift, set plans and publicity
- make maps of shift areas and paths between them, if you find it necessary.
- prepare shifting supplies
- make a timeline
- test-run a shift: calculate travel time/shift time (sections/hour)
- train shifters
- monitor each shift, fix mistakes, remeasure, and readjust your growth space based on your new measurements.
- make end cards for ranges
- move ranges, if necessary
- revise public information: maps, information screens, pamphlets, range markers, etc.
- provide closure for the shift participants.

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Getting an Overview

Get or make these things:

- maps of each floor, current range configuration
- maps of each floor, final range configuration

Find out these things:

- the Library Administration's goals for this shift (timelines, whether you're hiring a moving company or professional library collection movers to shift books, or using internal staff)
- whether you're going to have volunteers working on the shift
- whether the library will be open to the public during the shift
- who in the library has final say on plans
- whether you're responsible for planning the moves of offices, public study areas, etc., or just the collections
- if these non-collection areas are moving but you aren't responsible, who is and how the two factions relate
- who's responsible for publicity
- when new shelving is supposed to arrive, who sets it up, whether there must be coordination with the construction folks (will carpet be put in and ready for shelving?, etc.), and who's in charge of each of these areas
- when shelving goes into new space, or gets reorganized in old space, are there ceiling height limitations? Lighting or sprinkler-head concerns? (Your architects should have this under control, but you should be aware of soffits, Fire Marshall regulations, etc., especially for areas which the construction may not touch but which may be used in a different way than it was...)
- what ADA rules you need to know and abide by
- who in your organization knows about safety and body mechanics, etc. and can train the staff who are doing the shift
- who in your organization knows about preservation so they can give input on care of materials during shifting, and whether collection needs to be cleaned or dusted
- whether materials are coming out of storage and going into the library stacks, or vice versa
- budget for supplies

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The Shift Task force

- Find out who appoints the members
- Find out who chairs the TF
- Decide how the TF will meet: electronic? in-person? Got a comittment to frequent e-mail reading?
- **First meeting**: in person, establish expectactions, answer questions
- Keep pretty thorough **minutes,** documentation of decisions and changes of decisions.
- Figure out communication with the rest of the library: a regular newsbulletin? e-mail updates?
- Figure out your communication with the lib admin (if you don't have one on the TF)
- Decide who's responsible for which task: break apart by collection, or by task or ???
- Internal communication for the Team: set up a little listserver?
- Set up a Command Post
- Role of Task Force as **role models**

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Measuring Collections

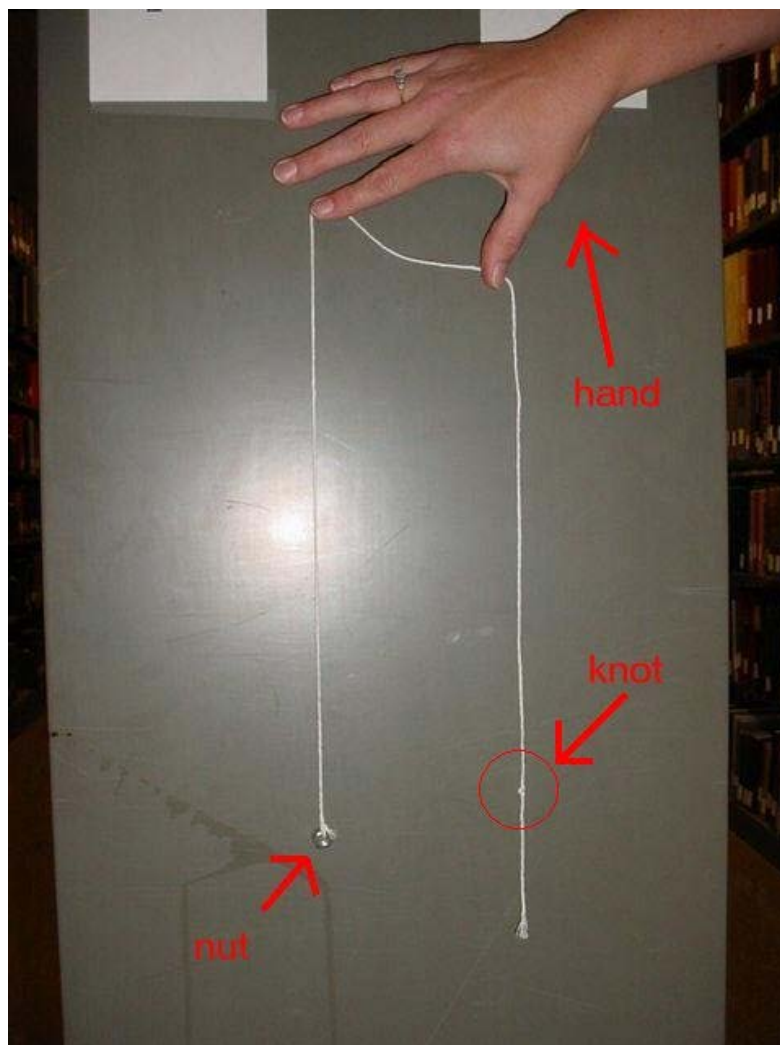Measure the collection as close to the time of the shift as possible.

An easy way to measure: Cut string 40-ish inches long. Tie a nut (metal, not organic) on one end. At **exactly** the 35" mark, tie a knot.

It doesn't matter how long the string is, as long as every string that you make is the exact same length. We prefer to use 35" because that's how long each of our shelves are (not 36") and other calculations that we do involve multiplying the number of shelves by their length (35") to find out how many total inches of shelf space we have. It's just easier to use 35" for string length as well as shelf length.

Manufacturers sometimes use "nominal" rather than "actual" measurements. Like 2x4's not being 2" x 4", 36" nominal shelves are usually 35" long. Sometimes the 36" includes the wings, so the shelf bottom is more like 35.5" or something.

Even cotton string stretches, so at the end of each day re-measure your strings and tie the knots at the correct places, or replace them.
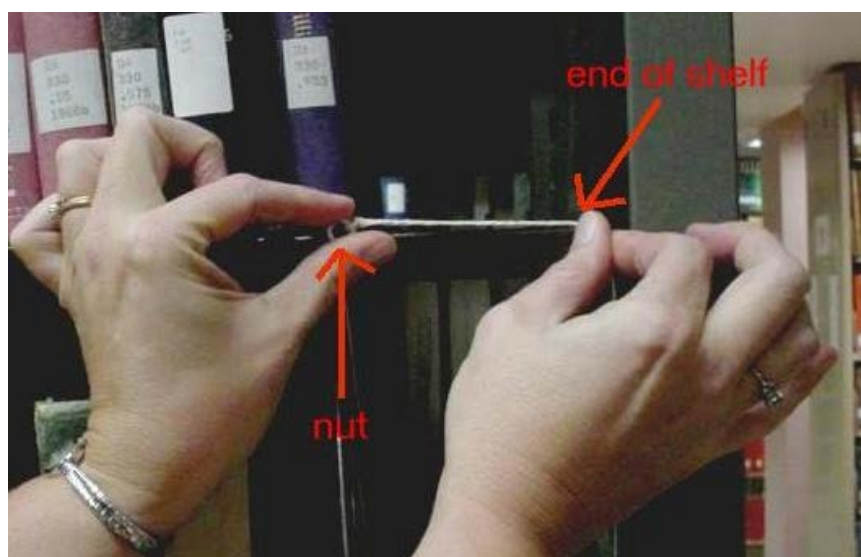
You can measure either the empty space **or** the books on the shelves. Once you decide which to measure, of course, you should stick with that decision. If you're shifting a pretty full collection, it's easier to measure the space, not the books.
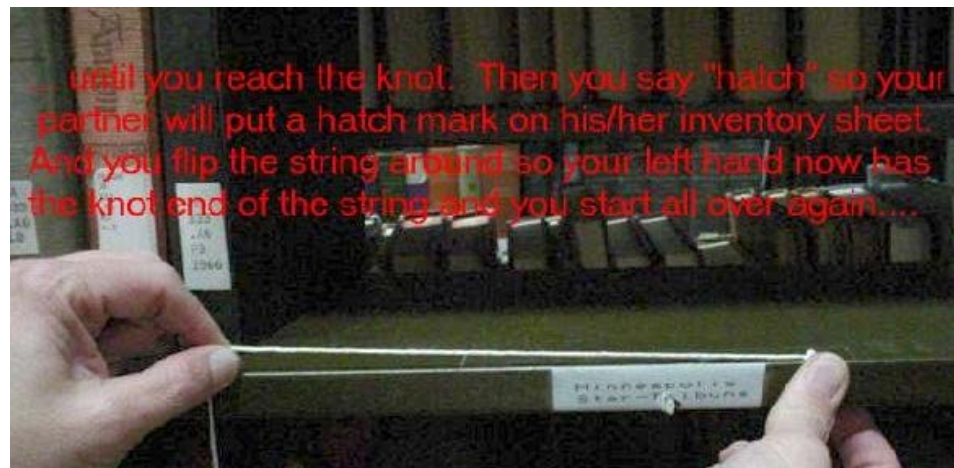
Use a two-person team: the measurer and the recorder.

Measurer: start at the first shelf. Hold the string up to the amount of space left on shelf. Go to the next shelf. Measure empty space. When you've used up the string (35"), say out loud "Hatch" or "One" or whatever. When you have a totally full shelf (such as a bound journal run) there's nothing to measure.

Starting with the nut end, start measuring the space (not the books) on the shelf:

Slide the string through your fingers until the point that was in your right hand (at the end of the previous shelf) is now in your left hand and measure the next shelf's space:

this point used to be in my right hand
(at the end of the previous shelf)

and the process just continues of
sliding the string through your fingers
for each shelf's empty space......

... until you reach the knot. Then you say "hatch" so your
partner will put a hatch mark on his/her inventory sheet.
And you flip the string around so your left hand now has
the knot end of the string and you start all over again....

....finishing off the empty space on that shelf.

knot end

Recorder: every time you hear the measurer say "One", make a hatch mark on your sheet.

Part of the measuring is recording the numbers of sections and shelves. The Recorder can be counting these while the measurer measures.

If you're having folks new to measuring doing this job, you should randomly check their work. Go to a range and re-measure it yourself, and see if you get close to the same number of hatch marks, and the exact number of sections and shelves/section.

These measurements are what you base your spreadsheets on: they need to be pretty accurate.

Here's a sample sheet:

Floor:_____					
Range #	Growth space	Beg. call #	End. call #	# sections	# shelves
1	ⵑⵑⵑ ⵑⵑ	A	AP2.N7G43	11	148
2	ⵑⵑⵑⵑⵑⵑ|	AP2.N7G45	AP2.P4 v.11	11	150
3	ⵑⵑⵑ ⵑⵑ	AP2.P4 v.12	AP2.S3T99	12	165

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Distributing Growth Space

Decide if growth space is to be distributed evenly throughout collection

Answer these questions:

- Are you running journals? (This means filling a shelf to 100 % capacity if there is nothing but volumes of one specific journal title. Some journals have several sections' of volumes, and there is no need to save growth space at the end of each of these shelves: do be sure to leave space for journals that are not currently on the shelves.) If you are running journals, you fill the shelves to the max until the journal title is done, then leave X years of growth space. Staff need to note the width of a year's growth for each title, then multiply that by X. The # inches will vary by each title.
- If your collection has journals only (no monographs) see some comments from another library.
- Do you have the luxury of leaving the top and/or bottom shelves empty on each section? Some libraries choose to leave a bunch of their growth space as empty top and/or bottom shelves. Makes it easier for the patrons, if you have the traditional 90" shelving units.
- Do you need to leave an empty shelf at the end of every 4th or 5th range for re-shelving area?
- Do you want to leave more growth space per shelf in fast growing areas of your collection, and less in the slower-growing areas?
- How many books per section will you allow to be "tipped"? (Tipping a book means laying it on its spine: if it were shelved in the upright position, you'd lose a whole shelf in that section. Very tight libraries often have many books per section tipped: a library with more space might want to tip no more than one or two per section).

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Calculations

Determine final amount of growth space per shelf when shift is done:

1. Count new shelves being added to the collection.
2. Multiply them by 35" (assuming each shelf is 35" long)
3. Add the total number of current shelves to the number of newly added shelves for your final total # shelves.
4. Add the total newly added growth space inches to the total current inches growth space available.
5. Divide your grand total inches of growth space by the final total # of shelves. This tells you the average number of inches of growth space to leave per shelf.
6. Double check yourself by doing it another way: there are several ways to do it. Divide your total inches of books by your grand total number shelves, and subtract that number from 35" (length of shelf).

Example:

- Current # shelves in my library: 100
- Am adding 50 more.
- Current inches of books in my library: 3400 (I'm absolutely cram-packed).
- My shelves are all 35" long.
- The total number of inches in my current library is 100 shelves x 35", or 3500".
- The number of inches of current growth space (does not include the new shelves) is 3500 minus the book inches (3400), or 100 inches.

1. Count new shelves being added to the collection.
   50

2. Multiply them by 35" (assuming each shelf is 35" long)
   50 x 35 = 1,750 new inches being added to my library

3. Add the total number of current shelves to the number of newly added shelves for your final total # shelves.
   100 current shelves plus 50 new shelves = 150 total shelves.

4. Add the total newly added growth space inches to the total current inches growth space available.
   1750 new inches plus 100 old inches of growth space is 1850" total growth space that will be available

5. Divide your grand total inches of growth space by the final total # of shelves. This tells you the average number of inches of growth space to leave per shelf.
   1850 divided by 150 shelves = 12.3" growth space / shelf

6. Double check yourself by doing it another way: there are several ways to do it. Divide your total inches of books by your grand total number shelves, and subtract that number from 35" (length of shelf).

   - **150 shelves x 35" = 5250 total inches available**
   - **5250 - 3400" of books = 1850 " growth space**
   - **3400" books / 150 shelves = 22.66 inches of books per shelf**
   - **22.6 inches of books + 12.3 inches of space = 34.9 " long shelf.**
   Yup, it works!

Now you know how many inches of growth space you need to leave per shelf in your completed library. You may choose to leave more space in faster-growing areas and less space in slower-growing areas.

To do this, count the number of inches of books in a call # area that is fast growing. Let's say you have 500 shelves of HJ's, and you're nearly 100 % full there. 500 x 35= 17,500 inches of fast-growing HJ's. If you were leaving the library-wide average 12.3 inches of growth space per shelf, you'd be leaving 22.66 inches of books per shelf, and you'd need = 772 shelves. That's if you were leaving the average.

But you want to leave 18 inches per shelf, instead because this section grows so quickly. That's 772 x (18 - 12.3)= 4400 extra inches. So this time, divide the total inches of HJ's into (35 - 18 = 17) 17" clumps to find out how many shelves you need for this collection (1029.4 shelves now). That makes sense: our original 500 shelves at 100% fill are going to be left a bit less than half full of books, so we should need a few more than

twice the number of shelves, so 1029 sounds about right.)

Don't forget to decide which other area you can spare 4400 extra inches from, and adjust your calculations accordingly.

We've found, in pretty big and complicated shifts that are operating under time pressures, that it's easiest to leave the same # inches per shelf throughout the collection, and then later, shift as needed. Smaller or leisurely shifts, however, probably can incorporate these variations in growth space calculations.

On these web pages, we're leaving the same # inches of growth space per shelf, library wide.

When you're crunching numbers, don't let the calculator or the spreadsheet convince you against your better judgement. If you have a gut feeling that something is wrong, punch the numbers around until they feel better to you. Try to draw pictures in your head of what you're doing so you have an idea of where you'll end up, and if the numbers are in that neighborhood, you know you're on the right track. Double check your answers by doing the math a different way.

> Re-doing a shift on paper is a million times easier than re-doing it in real life.

Transfer data from your [measuring sheets](#) to a spreadsheet:

	Floor: Range	Beg. Call#	End. Call#	# sections	hatch marks of empty space	# shelves	inches growth space	total inches available	inches of books	total inches needed - final	total sf sections needed - final	running total sections needed
	a	b	c	d	e	f	g	h	i	j	k	l
1	1:1	A	AP2.N7G43	11	8	148						
2	1:2	AP2.N7G45	AP2.P4 v.11	11	11	150						
3	1:3	AP2.P4 v.12	AP2.S3T99	12	8	165						
4	Totals			34	27	463						

Formulas for the spreadsheet:

	Floor: Range	Beg. Call#	End. Call#	# sections	hatch marks of empty space	# shelves	inches growth space	total inches available	inches of books	total inches needed - final	total sf sections needed - final	running total sections needed
	a	b	c	d	e	f	g	h	i	j	k	l
1							e1 x 35 *see:(1)*	f1 x 35 *see:(2)*	h1 - g1	(i1/20)x35 *see:(3)*	(j1/35) / 6.5 *see:(4)*	
2												k2+k1 *see (5)*
3												
4	Totals			sum of d	sum of e	sum of f	sum of g	sum of h	sum of i	sum of j	sum of k	sum of l

(1): for measuring strings that are 35" long. If you use a 36" string, multiply by 36.

(2): for shelves that average 35" each.

(3): to find out how many inches you'll need for the books on this range, you'll have to have decided [how much growth space per shelf](#) you plan to leave.

- Assume you're leaving 15" growth space/shelf. That leaves (35-15=20) 20 inches of books per shelf.
- Divide your total inches of books into 20 inch clumps to see how many shelves you'll need: (g/20)
- then multiply the number of shelves by 35" to find out how many total inches of shelving this expanded collection will take up: (g/20)*35

(4): Look at your <u>measuring sheets</u> and the actual call number area to get an idea of the average number of shelves per section:

- They could be a bunch of tall journals and you know you can get only 6 shelves per sf section. They could be oversized materials and you can get only 4.5 shelves per single faced section. They could miniatures and you can get 10 shelves per sf section.
- Look at the area to see if you've tipped a whole bunch: if you are untipping and will lose a lot of space, maybe your average shelves per section won't be 7/sf section, after all.

So, remember that number (the average number of shelves per single faced sections); you'll need it in a second.

Now, divide your total inches needed by 35 (h/35) to find out how many shelves you'll need for this area. Then divide the number of shelves that you need by your ave # shelves/sf section: (ex: 6.5): (h/35) / 6.5. That should tell you how many single-faced sections you need.

We're using sf shelving because the next step is to do a "paper shift": color in sf sections on maps so we know exactly where a mini-shift begins and ends.

(5): Just so you know what your grand total sections are for this shift area, add the number of sections needed as you go along. I can't quite recall why this number is useful to us, but I found it on my spread sheet so I included it for you.

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Do a Paper Shift

1. Get lots of sets of blank maps of each floor. With luck, they'll be architectural drawings with the ranges already drawn in. **DOUBLE check** the architect's ranges: count each and every section in each range, and then check if the number of ranges between support columns in your building are the same as what are drawn. This one comes from experience.

2. Also with luck, you already have drawings of current stacks configuration.

3. Decide how large your mini-shifts should be (we chose three-range clumps.) This decision will be based on whether you'll run into construction or carpet folks, whether a range isn't yet empty when you're trying to put another set of books there, etc. We'll find that out in the paper shift.

4. Color the current map into your clumps. Hang that on the wall so you can see it as you go. You're going to make another one that hopefully looks just like it when you're done.

5. Get another copy of the "current" map, and color in the first clump.

6. Using the spreadsheet, figure out how many sf sections you'll need for the call number areas in your clumps. The spreadsheet tells you how many sf sections you need for that call number area.

7. On a map of the new area, use the same color as the original clump to color in the expanded number of sections that call number clump will need. Remember which way the call numbers run.

8. If you're moving collections to a new building or to an empty floor, you have it easy. If you're simply moving things around on floors that already have books on them, be sure you look at your "before" map to see if it has colored ranges in the place you're putting your "after" books. That's why we start a second version of the "before" map and only color in the mini-shifts (clumps) that we are actually working on. If you're putting books onto ranges in the "after" map that are still white on the "before" map, you have a problem.

9. That's all there is to a paper shift, really. It's tedious. It probably should be done by two people or should be double-checked by somebody after it's done.

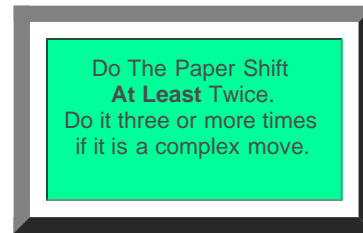10. When you have your "before" and "after" maps done, hang them on the wall and stare at them.

You may find that you cannot finish the blue mini-shift until the purple mini-shift gets the current books out of the way. However, you **need** to have the space in which the blue books are currently sitting vacated because the green shift will grind to a halt if you don't get it, and that means 20 people standing around doing nothing.

- You may have to set up a temp shifting area. We did. More than once. It works, but it's confusing. Be sure to draw it on your maps.
- For complex shifts that require use of the same space, be sure to indicate the sequential nature: Phase 1, Phase 2, etc. On your "before" and "after" maps, circle in black all the mini-shifts that can be done before running into full ranges.

If you have to have Sequential Phases, make a new set of maps.

- Draw the before and after of all the mini-shifts that can be done before you run into full ranges. Label those two maps "Phase 1" and tape them together and hang them on the wall.

- Draw the before and after maps of temp moves, if you have to have them. Call them Phase 2, and hang them on the wall.
- Draw another set of befores and afters that will clean out the area that stopped you at the end of Phase 1. Call it Phase 3. Tape them together and hang them on the wall.

Do The Paper Shift
At Least Twice.
Do it three or more times
if it is a complex move.

The more you **don't** want to re-do your paper shift

- because it makes you crazy
- because it's so tedious
- because it takes hours and hours
- because it's just so frustrating

the more reason you have to re-do it.

You can tear up pieces of paper: you can't tear up a shift crew.

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Communication

You need to keep staff informed of the planning process. If you inspire confidence in the plan, they're more likely to accept it. If you show them what the process is, they might have improvements.

- Invite them to the ComPost (COMmand POST) to look at the team's maps and procedures.

- Write them <u>letters,</u> publish a "Shifting Newsletter", leave voice-mail.

- If the Planning Team uses a listserv, archive it and publicize its location.

- Start a blog and frequently put updates so staff can comment and ask questions about each phase.

- Have a <u>staff meeting right before the shift begins</u>

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If the Library is Open

Think about these things:

- Are all floors open to wandering public at all times? Safety issues?
- Are some floors open and some floors closed? If closed, will you page materials from those floors for patrons?
- Are all items paged? Where do patrons make requests? Where and when do they pickup books? How are items checked out? Will your checkout desk be available, and if not, will you do manual checkout or can your temporarily wire some temp. workstations? Can you do offline transactions and later download them?
- Have you updated your hours open and days closed tables in your automated circulation system?
- Will you forgive overdue fines due to construction/shifting? If so, should you just allow the system to think you were closed those days?
- Will you let patrons place holds or recall items from other patrons?
- Do you have course reserves? What are your plans for those?
- Will you continue with your ILL service? If not, have you notified the other libs not to request your items?
- Have you postponed or made other arrangements for your bindery shipments?
- How about incoming mail (US mail, private delivery companies) etc.: do you have space to store periodicals and new arrivals and staff mail if your mail staff won't be processing them?
- If you're closing or partially curtailing access to collections, have you provided advance notification of campus and / or the community?

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Paths

If necessary, draw the route you need each mini-shift booktruck pusher to take. Indicate which elevator to use, etc. Post the map in the ComPost and at each end of the shift. That's probably overkill: we didn't have to do it. But there were times when certain elevators were out of commission or were being too heavily used by other mini-shifts, and we had to make a specific mini-shift take a longer route just to use a different elevator.

Speaking of elevators: we had only one elevator to all of fourth floor. Other elevators to floors 1-3 were also very heavily used by construction staff, office moving staff, etc. We asked staff who were not pushing book trucks, carrying loads, or who did not have physical disabilities to use stairs.

Also had to post signs and remind staff about holding the elevator: sometimes they courteously held it for an approaching pusher (half way across the floor, but still in line of sight). It made the others who were waiting on other floors rather grumpy and slowed down teams.

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Supplies and Equipment

1. Colored paper: 5 bright colors, 1 ream each.
2. 2800 blank mailing labels for name tags
3. 5 sets of 5-colored markers (matching the colored paper)
4. scotch tape, 1" wide, 30 rolls
5. 50 black markers
6. 1 rachet set with 9/16" socket
7. 100 dust masks
8. 500 dust cloths for shelving: used diapers from a diaper service worked well
9. 2 boxes quart-sized freezer ziplock bags for putting shelving hardware in
10. first aid supplies:
    - 10 boxes bandaids (various size)
    - 5 cans disinfectant spray
    - alcohol
    - peroxide
11. 20 boxes kleenex
12. updated floor plans
13. lots of chocolate
14. push pins
15. lots of blank paper
16. rulers, pens, pencils
17. walkie-talkies. We got a walkie talkie for each shift supervisor. It was a **GREAT** idea; we used them extensively. Because there was so much metal in a library, we had to have some repeaters (or something like that) installed. We are not a wealthy library, so it probably didn't cost too much, and we're very glad we had them.
18. clipboards for shift supervisors
19. 3x5 cards for labelling trucks
20. computer for making range cards (the range numbers and call number cards that go on the ends of each range)
21. gloves (for range-erectors)
22. rubber mallets or hammers with socks over their heads for pounding shelves onto wings
23. safety goggles (primarily for folks attaching transverse tie struts)
24. post-it notes
25. boxes for moving some flimsy collections (pamphlets, etc.)
26. yellow hazard tape (if library is open, need to keep patrons out of certain areas

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Timeline

Once you've done your paper shift several times and you believe in your plans, figure out how much shifting can get done each day. You know how many minutes per section it should take to shift, you have a rough idea of how many staff hours will go into this shift, so count up how many sections you can do each day and draw a map of it, one map for every day of the shift. Post them on the wall in the ComPost.

If you find yourself with nothing to do at the end of each day, draw up another map (just color in sections) of what actually got done that day and post them right under the "projected for the day" maps. This gives you an easy way of telling where you're supposed to be, and where you are at the end of each day.

It also answers lots of questions from staff and others who want to know how the project is coming.

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Test Run

To be sure that your plans for the shift will work and that you have the paths done right, test run a mini shift. Get a bunch of staff to load booktrucks, push them from their origin to their destination, and unload the trucks onto the shelves. Have as many simultaneous test run shifts going during the test run as you will at the busiest time during the real shift. Use staff who are rarely in the stacks, simulating student workers or professional movers who are not familiar with the stacks.

Time how long it takes each team to move one section. Some teams will take longer due to the paths they have to take or due to workers' speed. Average them all out so you can roughly estimate the how long it takes to shift one section.

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Training

We had a couple library-wide meetings to discuss the mechanics of shifting: how backward shifts differ from forward ones, what is a "section", how to pick up a book, safety tips, answering questions, etc.

Then, this handout was given to all shifters, and a reference copy was put on a truck in each mini-shift.

Shifting
Please be at the **Com**mand **Post** (ComPost) a couple minutes before the start of your shift.

Staff will be assigned to shift (load, unload, or push trucks) or to do other tasks. If you are physically unable to shift, you'll be:

- staffing the info desk
- paging books for patrons
- shelfreading
- putting up range cards (the call # cards on the end of each range)
- running errands for shift supervisors
- answering phones
- updating maps
- putting bookends on shelves at appropriate distance from end (depending on the shift)
- other miscellaneous duties

It's your responsibility to be sure you're not assigned to do something you are not physically able to do.

Glossary: go through the jargon used in this shift.

Shifters: You will be assigned to shift with an experienced shifter. This person will be available to answer questions and teach shifting procedures. Also, shift supervisors will be wandering through the stacks, checking in with each team. Ask them questions.

There's a **F**requently **A**sked **Q**uestions sheet in the ComPost. Check it out.

There will be several "special" shifts that do not follow the specific processes outlined here, so if you're asked to work on one of them, your instructions will be different.

Safety:

- You must wear closed-toe shoes. We recommend some kind of support shoe.
- Dust masks will be provided.
- Please do warm-up exercises (stretching, a few jumping jacks, etc.) shortly before your scheduled shift.
- Work at an even rate. Pace yourself to the comfort level of the slowest member of the team. Don't jump start and then slow down, then spurt again. We really have found that shifts get done quicker if they're done slowly and more consistently. (Paradox for the day, huh?)
- Even if both partners on one end of a team have huge hands, please do not take large handfuls of books at a time. It adds to wrist, arm, shoulder, elbow, etc. stress.
- Your shift lasts two hours: please take your break before you appear for your shift.
- Report all injuries immediately to the shift supervisor.
- We're underconstruction: watch for nails, screws, etc.
- Don't wear hand jewelry.
- Don't worry if you tip a truck over by accident. If one starts to go, let 'er rip and get out of the way. Don't try to save it from falling. If the books are large and heavy (journal runs, for example), center them on the truck (don't fill both sides).

Identification:

- When you find out what team you're assigned to and what your duties are, put on a mailing label with

a colored-dot for your team's color. If you're working on an orange shift, then be sure all team members (loaders, unloaders, and pushers) are all wearing orange dots, and that you use booktrucks that have orange paper taped to them. We're working with lots of people who don't know us: make it easier on them and wear your colored label.

Types of Shifts
There are two types of shifts: **Backward Shifts** and **Forward Shifts**. A backward shift is the movement of books from right to left and from bottom to top. This is the easier of the two types of shifts. A forward shift is the movement of books from left to right and top to bottom. Both of these describe the movement of the books in relation to the ranges.

Team Tasks:

- Loaders
- Pushers
- Unloaders

"Loading and Unloading" refer to the booktruck, not to the shelves. Loading refers to the act of taking books off the shelf and putting them onto the truck. Unloading is the opposite.

Loading:
As the first book is loaded onto a booktruck, put a flag in it. This indicates where the unloaders are to begin on that truck. In a **forward shift** the flagged book is the one with the smallest call number and is placed on the top shelf on the truck at the **left** end. Take the books off the ranges from the top to bottom, left to right. In a **backward shift** the flagged book is the one with the largest call number is is placed on the top shelf of the truck at the **right** end. Take the books off the range from the bottom to the top, right to left.

Trucks are always loaded from the top to the bottom.

Loading goes faster than unloading, so if we are short a team member, the loader will work alone.

Unloading:
In a **forward shift** the truck is uloaded from left to the right and the placed on the ranges from the left to right, top to bottom. Books move downward on the ranges.
In a **backward shift**, unloaders start with the flagged book from the right end of the top shelf of the truck and put it on the bottom shelf, at the right end. Books move upward on the ranges.

Pushers:
These folks ferry the trucks between the loading and unloading sites. Because we will have over 10 shift teams working at a time, take the route you are shown. Use the elevator you are told to. Your book trucks are color coded, as are your loaders and unloaders. Be sure you take full trucks from the orange loaders to the orange unloaders, and empty trucks from the orange unloaders back to the orange loaders. Don't race, don't run, and don't worry if you tip a truck over by accident. If one starts to go, let 'er rip and get out of the way. Don't try to save it from falling.

Miscellaneous Important Stuff:
Shifting is highly repetitious and can be calming or boring. It's a great chance to get to know other library staff with whom you don't often work. It's easy to get into a zombie-lull and just shift those books, over and over and over while you solve the world's problems with your partner.

Avoid time-consuming and frustrating errors: Please help us keep this project to a minimum of work. We know errors will happen and we will have to re-do some of our shifts; that's life. But you can help reduce these instances by following these guidelines:

Starting a new truck:

- Be sure the truck number is the next one after the one you just fininshed. Usually there are 6 trucks per mini-shift: if you just finished orange truck #5, be sure the one you start on is orange #6.
- Be conscious of the call numbers. When you begin a new truck, look at the last call number from the old truck and be sure the book in your hand falls right after (or before) it. Look at the call number on the range and be sure the book you're about to shelve belongs next to it.

Finishing up a side of a range: Be conscious of the direction of your shift. When you finish a side of a range, think very carefully whether you're supposed to go to the other side of the range, or turn around and start on a new range right behind you. This is a very common mistake: please **think about it carefully** before you turn your corner. If you're not sure, stop the lines and ask a shift supervisor.

Invisible Shelves: You might be surprised at how frequently an entire shelf of books becomes temporarily invisible and is missed. Top or bottom shelves sometimes are simply skipped over; don't know why it happens, but it does. It takes a lot of time to fix (sometimes whole ranges must be reshifted!) so please take inventory before going to the next section.

Losing shelves: most sf sections hold 7 shelves. If you're working in an area with tall books, you may get only 5 or 6. We want two finger's of space between the top of the tallest book and the bottom of the shelf

above. In this shift, you may tip only 1-2 books per section. If you're tipping more than that, lose a shelf.

This is why backwards shifts are easier: you're working from the bottom to the top, so if you have to lose a shelf, the ajustment upward of all the empty shelves is a snap. If you're doing a forward shift, the adjustment upward is to a bunch of already-filled shelves, and it's a pain in the arms.

Shelfreading: This is the process of making sure books in in correct call number order. The Unloaders should rough-read (first two lines only) the books to be sure we haven't shelved a section or a truck out of order. If you have time, fine-read (read the rest of the call number). Staff who cannot physically shift may be assigned to shelf-read right along behind the unloaders.

If you're shifting in an area that is extremely out of order, tell a shift supervisor. S/he will make the decision to stop the lines and have everbody do a quick shelfreading project before continuing.

Preservation: When you take a book off a shelf (of a range or a truck) don't pry the book off the shelf by the headband (top of the spine). Move the bookend to loosen the books, then make a space for your fingers to grasp the whole text block.

We know there are lots of books in the stacks which need serious repair. Don't worry about them: shift them right along with everything else. The only instance in which books should be taken off the shelves is if there is only a text block and no cover, or only a cover and no innards. All others should stay on the shelves and we'll find them later. If you find a book you can't live without, jot its call number and go fetch it for check-out later, please.

See this handout.

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Monitoring Shifts

If everything looks like it's going absolutely on schedule and according to the plans, wait until you're about half-way through the shift to remeasure your growth space. Count the remaining shelves and redo your paper shift based on new information. This is very important. If you're off by 1/4 inch per shelf, it takes only 4 shelves to be off by an inch, 40 shelves to be off by 10 inches, 400 shelves to be off by 100 inches, etc. It can be amazing how quickly you can be off-course.>

Also, as each min-shift gets close to being done, recount the number of shelves left in that mini-shift, re-measure the space left, and recalculate the shift. This shouldn't take much time to do since the mini-shifts are so small, but it's well worth the time. If you find you'll have left-over books (not enough space) then start reducing the growth space drastically so they'll fit. I recommend letting there be some pretty tight spaces at the ends of mini-shifts rather than redoing the whole mini-shift.... you can fix the tight areas later.

Oh: remember the attitude of <u>no-fault</u> shifting. Mistakes happen: they're always correctable. Don't make a big deal about them.

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End Cards

End cards are the papers or cards that are placed at the end of each range which tell what call numbers are included on that range.

When we make our end cards, we don't take the excact call number from the actual first and last book on each side of a range. If we did, we would find books in circulation or books not yet added to the collection whose call number falls between those call numbers actually on the shelves.

We "make up" call numbers, so as to be as inclusive as possible. As an example:

Last book on range 1: HD 8848.5 .B34 1967
First book on range 2: HD 8850.9 .A47 v.2

Our end cards would be this:

beginning call number	**HD 8850.B**
to	*to*
HD 8850.A	ending call number

Our Search Clerk would probably suggest you use letter-based range divisions rather than numeric (e.g. HD8850.A / HD8850.B rather than HD8850.5 / HD 8850.6) people don't always read that "8850.5" as "8850.599...", or otherwise get confused by how decimals work.

We used Excel to make our end cards. It's nice to have a computer right in the ComPost so you can print them out and get a non-shifting staff person to put them up.

Our Excel database had this:

- Sheet 1:
    - column A: width = 40
        - rows 1-6: height = 65, fontsize=60 -- this is for beg. call number
        - rows 7-8: height = 25 (has the word "to" in row 7, fontsize=18)
        - rows 9-14: height = 65, fontsize=60 -- this is for ending call number
    - column b: width = 8.5
    - column c: width = 40
- Macro for duplicating column A, in order to make an end-card for each end of the range:

```
'
' DUPLICATE Macro
' Macro recorded 8/7/94 by Systems Department
'
' Keyboard Shortcut: Ctrl D
'
Sub DUPLICATE()
    Range("A1:A13").Select
    Selection.Copy
    Range("C1").Select
    ActiveSheet.Paste
    Range("A1").Select
End Sub
```

Get end cards on the ranges immediately after the range is filled up, even if you have to slap a temporary one on. The shift teams need to know what direction the run is going.

Many end-panels have slots way up high for end cards. We chose not to use them, but to tape our end cards at a height that people who are sitting in wheel chairs can more easily see.

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Moving Ranges and other construction tips

Our ranges needed to move directly ahead a few feet; no turning corners, no long distnce moving, so we didn't hire commercial range movers.

Since ours was an easy move (even though there were quite a few) we decided to move them ourselves using the "Egyptian Pyramid Monolith" moving method: we put some heavy-duty metal pipes under them (one pipe under each 2nd section) and rolled them. It worked! Use lots of people (one every other section, on **each** side of the range) when you tip the range to get the bars under, and when you push/roll the range.

We had to move empty ranges, not full ones. I would not recommend this method with full ranges. We stationed one person every other section on one side, and then one person every other section on the other side (staggered, so there's one person for each section). Then, on the count, we tipped the whole range forward and people stick metal pipes (which were longer than the length of the range by about 2 feet) under the range. Then we all tipped the range backwards and the people positioned another pipe under the range, and then we gentle rolled it forward. It worked.

Other tips:
If you're constructing new shelving, we found that it is more efficient to put the "wings" (shelf ends) on the uprights first, then slap the bottoms onto the wings. Takes a good hard thwump to get them on, so buy some rubber mallets or tie some socks around hammer heads for this. It may seem more efficient to use your fist, but I have lots of bruises to prove that's not a good idea. I'm a slow learner.

When building ranges, have the shelves hung at the normal 7 shelves/sf section rate, evenly spaced. Let the shifters move the shelves out of that configuration as needed.

If you know what your growth space per shelf will be at the time the shelving is being erected, and you plan to have the same growth space throughout the collection, the bookends can be put on the shelves at the roughly correct place. You will need to check their placement shortly before you do your shift, of course, but if the shelving erectors have to place wire or free-standing bookends anyway, might as well have them put in the approximately right place. Fine-tuning the placement of several thousand bookends is easier.

Don't load up a range with books until you have the transverse tie strut attached to the top. Since you fill one side before the other, the range may tip over if it's not tied into another nearby range, or to the wall.

Ask shelving erector crews to wear gloves. Saves on the cuts and nicks.

Some folks loved the battery-powered drills with screw-driver head bits, others didn't find them so wonderful; they liked the old-fashioned screw drivers.

Be sure your floors can meet the load-bearing requirements you have. If you're using compact-shelving, you probaby aren't installing that, so the professional installers can worry about it.

Floor anchors: we haven't dealt with those. Most of our floors in the older part of the building are "post tensioned slab"; these are floors which have very tightly-strung wires buried in them just under the tile. I think these wires add to the support of the floor somehow. If you drill into the floor (for anchoring the ranges or for any reason) and you snap one of those wires, you are in deep trouble. We had to x-ray the floors before the contractor could do a bit of drilling in a few very special places. We didn't go the floor-anchor route for the ranges.

There also are carpet anchors: we haven't used those, either, so we can't be much help.

Be aware of and follow as closely as you can the ADA aisle-width requirements.

When we were moving lots of shelves, somebody thought of turning a study table upsidedown, putting a furniture dolly under it, and loading shelves between the upright table legs.

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- Post revised maps of shifted building
- Post revised call number charts
- Be sure the range markers are correct
- Be sure the ADA-considerations are met or exceeded in terms of height of signs, etc.
- If you've change locations of bathrooms, photocopiers, card-vending machines, dollar-changing machines, elevators, etc., mark them clearly on maps
- If staff haven't been involved in the shifts, arrange tours for service desk staff. Good idea to include all staff, since anybody wandering in the stacks could get asked questions

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Closure

What you do as a thank you for the staff who planned or participated in this effort depends on your budget, corporate culture, and level of participation. Just do something: letters of thanks from Library Adminsitration. My personal bias is not to single out individuals for honors: give awards, etc., to teams. This thing got done because a team planned it, implemented it, saw it through. Acknowledge that.

Maybe have a party for everybody involved. Did your Friends of the Library help? Include them. Do you need to do anything to show appreciation to your patrons for their patience? Did any commercial vendors do anything nice that you should acknowledge in a letter?

Maybe provide t-shirts before the shift begins for all the shifters.

Whatever you do, do **something** positive and fun to bring a sense of closure.

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Miscellaneous Things

Lessons: Three years later, what lessons stand out, what did we learn, what would we have done differently, what did we do right?

Comments: I'd enjoy hearing your comments: Please send to chappell@uoregon.edu. Are there things left out? Do you know other web documents to which this one should be linked?

Read about other libraries' experiences, other people's helpful hints and comments

Knight Library shifts, general information

Knight Library expansion

Thumbnail description:
The major shifts of the Knight Library during the expansion and renovation project were performed by library staff. New shelving that was added to the building was erected by non-library staff. Shelving which was already in place but needed to be moved a few yards, and all shelving used for temporary locations (such as shelving erected in study space), was moved by library staff. Furniture (desks, service desks, file cabinets, etc.) was moved by a moving company. Personal work items and office collections were moved by library staff.

The majority of the collection was moved twice. Smaller collections (Documents and microforms are the only ones I can think of) moved from their old location directly into their permanent locations. Some collections moved three times, and some four (into and out of temporary shelving locations).

Several smaller collections were absorbed into the shift from storage locations (both in the existing building and locations elsewhere on campus).

As the final shift of the LC general collection, Deweys, East Asian, Juvenile/Curriculum collections was being done, retrospective conversion of the Deweys was underway. The 800's and 900's were absorbed into the final shift as LC's.

Following are parts and pieces of charts and lists from our major shifts. Each shift had a great deal more paperwork supporting it; these are just samples.

- 1st Shift
  - Dec 19, 92 through Jan 3, 93
  - Library closed to patrons; paged materials
  - shifted these collections into temp space:
    - General collection M-Z
    - Dewey collections
    - Documents collection
    - Reference collection
    - Serials collection/materials
    - Catalog Dept. collection/materials
    - Acquisitions collections/materials
    - Microforms collection
    - Douglass Room collection
  - Moved these staff work areas:
    - Documents (into permanent space)
    - Catalog Dept. (into temporary space)
    - Serials Dept. (perm.)
    - Acquisitions Dept. (temp.)
    - Collection Development (temp.)
    - Reference Desk and staff work areas (temp.)
    - Microforms (perm.)

- Microfilming project (temp.)
- Music Services (temp.)

- **2nd Shift**
  - Dec 11, 93 through Jan 2, 94
  - Library closed to patrons; paged materials
  - shifted these collections:
    - General collection A-L's
    - Music Services
    - East Asian Collection
    - Special Collections
    - Partially cataloged collection
  - Shifted these staff areas:
    - Catalog Dept. (permanent space)
    - Acquisitions (perm)
    - Collection Development (perm)
    - Special Collections (temp)
    - Systems (perm)
    - Reference staff offices (temp)

- **3rd Shift**
  - Mar 19 - 27, 94
  - Library closed to patrons; paged materials
  - Shifted these collections:
    - Reference (temp position in perm loc)
    - Juvenile/Curriculum (temp)
    - Reserve (perm)
    - Current Periodicals (perm)
  - Shifted these staff work areas:
    - Ref Desk (perm)
    - ILL (perm)
    - Lib Admin (perm)
    - Lib Copy Service (perm)
    - Circ Desk (perm)
    - AcS staff (temp)

- **4th Shift**
  - Summer, 94
  - Library open
  - Shifted all of general collection and several smaller collections into permanent space (East Asian, Deweys, Ref, Juv/Curric, etc.)
  - Eventually all the staff in temp spaces were shifted into permanent space

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Glossary

Some of these are local definitions.

Backward Shift:

Refers to the way books move off the shelves and then onto shelves at new location. This is easier than a forward shift. In a backwards shift, books are coming **off the old location** from the largest call number to the smallest; from the bottom shelves to the top shelves. They go onto the shelves at the new location also from the bottom to the top, right to left. It's the easier shift because as you shift books that are too tall for the shelf and you must raise shelf above up a couple notches, all the remaining shelves above will probably also have to be raised a notch or two. Since they're empty, it is easy. In a **forward shift,** since books are filled from the top shelf to the bottom one, when you run into a too-tall book near the bottom of the section and have to raise all the higher shelves up a notch, they're already full of books and are very heavy and difficult to move.

When you begin a range, all the shelves should be evenly spaced on each section, with six to eight notches left over at the top. Basically, if you have any left over space, you want it at the top of each section, so the books aren't too far out of reach of patrons. When you lose space due to tall books, you pick up the extra notches from the top of the section.

Canopy:

Mounted on top of ranges; the "roofs" of the range. Decorative, but also may keep dust off materials. Can limit either the size of book that fits on the top shelf, or the use of the top notches on the uprights (requiring the shelf to be positioned lower). Often used in rooms which have overhanging mezzanines with a line of sight to the tops of the ranges.

ComPost: (short for **Com**and **Post**) The room in which:
- shift plans and maps are kept, taped to walls
- the Shifting Task Force meets
- shift crews report for work assignment
- members of the Shifting Task Force decompress when nobody else is there.

Compression shift:

Shifting items onto shelves at 100% fill rate. Usually done to conserve space in another area in a temp shift; will later be fluffed.

Df:

Double-faced section. Can be a low countertop type of range (as are often found in reference areas) or the more traditional tall ranges, which average about 90" high. The tall df sections average 14 shelves (7 per side).

End Panel:

Panel hung on each end of range. Made of metal, wood, laminate. Usually decorative and non load-bearing and not structurally necessary for the strength of the range.

Fluff:

Spreading growth space through a tightly compressed area. "Fluffing" means that the books stay in roughly the same shelving area, but additional space per shelf is sprinkled in.

Forward Shift:

Refers to the direction the books move off the old shelves and then onto the new shelves. Books

come off location from small call number to large, from top to bottom, from left to right. They go on the new shelves the same way: small to big, left to right, top to bottom.

Loading/Loaders:
The act of loading a book truck. The team who loads the truck. In a shift, the loaders are at the old location, and the unloaders are at the new location. Of the two duties, loading takes few decisions and can therefore be done by less experienced shifters.

Pushers:
The part of the shifting crew who push book trucks from the old site to the new site.

Range:
Set of attached sections. Can be from one section long through infinite sections long.Actually, you can have a one-section range, if your space requires it. Ranges usually have end panels on each end, and end cards that display the beginning and ending call numbers for books shelved on each side.

Running Journals:
In an area where one serial title fills multiple shelves, "running" the title means leaving no growth space at the end of each shelf. When you "run a title" you do leave room on the shelf for missing volumes or copies, however. You also leave enough space at the end of the run for X years of growth. ("X" depends on how many years of space your library is adding.)

Section:
A single unit of shelving. If welded frame shelving: one square. If post shelving: two upright posts.

Sf:
Single-faced section. If in general stacks and about 90" high, usually holds 7 shelves.

Tipping books:
Laying a book on its spine instead of shelving it upright. You tip particularly tall books when you would lose an entire shelf if the book would have been shelved upright. The fewer tipped books per section the better.

Transverse Tie Struts:
Metal rods (usually made of channel iron or angle iron), running perpendicular to the ranges, tying them together at the top. Function: to retard the tipping over of ranges. Depending on the number of sections of the ranges, and the earthquake zone you are in, you might want to have one every 3-4 sections. They screw into the tops of the ranges. Be sure the people who are drilling holes through the struts or the tops of the ranges wear safety goggles.

Unloading/Unloaders:
The act of unloading a book truck. The team who unloads the truck. In a shift, the unloaders are at the new location, and the loaders are at the old location.

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http://libweb.uoregon.edu/acs_svc/shift/glossary.html[5/15/2012 2:17:52 PM]

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A brief detour into a philosophy of successful project management

November, 1992

To: Shift Task Force
Fr: Shirien

As the prime movers behind this massive project, you are the people that library staff, students, and volunteers will look to for direction. The attitude that you carry throughout this project could be the most important factor in deciding our success or failure.

It's really true that people follow the lead set by the supervisor or director of their project. Your attitude will be reflected by the staff who work with you. You lead and set example of attitude; you also buoy up staff morale by your incessant positive attitudes.

This is not flowing very well: what I want to say is really simple. I directed the very complicated shift of collections on 2nd and 3rd floors in 1987, as well as the Barcode Project in Knight and the branches in 1989. Both of these were library-wide projects where all staff participated. I am glad I had the chance to direct them: I think they were great lead-ins to this shift. After the projects were over, I was told by more than a few folks that they really felt the projects went smoothly and they were glad they got to participate. This was praise for all the folks who helped direct and organize this project.

Here are the basic things I learned in those two projects:

1. Let people know by your words and actions and energy and enthusiasm that you are behind this project: you are delighted to have been chosen to have the role that you play in it, and that you see this project as a large step forward for the library, university, and for yourself, personally.

2. Remember that mistakes will happen. Collections will be shifted wrong. A booktruck may go to some other location. A backward shift may turn into a forward shift by accident. A staff member may get so frustrated they may have a tantrum. Doo-doo happens. It's no biggie. Do not concentrate on the negative which surrounds the mistake: concentrate on soothing ruffled staff, coaxing them back into a positive mode, fixing the problem, and maybe even figuring out what happened so it won't go wrong again. Let the team members involved in the mistake try to figure out how to fail-safe against it for the benefit of the other teams.
!!!! NO BLAME !!!! This is a no-fault shift.

3. When things go wrong, amp up your own positive attitude. Do not let your own internal anger or frustration or weariness leak out. Do let your sympathy and understanding for other staff's frustration show, but do not feed any negative emotions staff may feel. Remember that it is a momentary down, and the force of the entire project in other areas will sweep this small screw-up along and upward.

4. Use the members of this Shifting Task Force for your own core-dumps. Don't use other library staff. When you're really frustrated because you've explained the same process to the same staff member for the 20th time, come to me or to another Shifting TF member and growl and grunt your displeasure. Don't do it in front of other staff, even your friends.

5. View this whole project as a learning experience. I know this sounds incredibly Polly Anna-ish, and it is, but it also works. For those of you who do not normally supervise people, or train them, or have the pleasure of answering the same question a zillion times (as service desk staff do), or for those of you who never have to be responsible for other people's work: this is a great chance to see what it feels like! Set some personal goals like: I will use this project to learn patience. To learn tolerance. To increase my flexibility. To learn to maintain a positive demeanor in the face of pending disaster. I will use this project to stretch myself, and while it could be hard at times, I will come out a taller person when it's over. I will learn to smile for no reason at all during this project. I will use this time to improve my people skills: I will learn how to set them at ease in new situations, how to gently coax them into enjoying themselves when maybe they didn't have that in mind. I will use this project to learn to

organize better. To learn to accept responsibility when I would rather not.

There are all kinds of lessons you can choose to take from this experience. Here are three personal goals I hope to work on (and I'll appreciate your help with them...):

- I want to remember to include humor and light-heartedness in my dealings with staff. Sometimes I get so intense I forget to smile, and people think I'm grumpy when in fact, I'm just focussed.
- I want to practice my slowing down skills: stop talking so fast, listen more closely, make others feel that I'm paying attention to what they're saying. Sometimes I think I know what they're saying, and I'm busy solving their problem without really listening for underlying information or feelings.
- I want to develop my skills in letting go: I'm not totally responsible for the entire world. Other folks can handle some things better than I can. I don't need to be in the center of each project each moment.

6. Don't be such a Polly Anna that you forget to be human, however. If you are constantly cheery, even in sticky situations, you aren't real, and all the positive feelings you radiate are suspect. Remember that some staff have a constant nagging feeling through this project about all the work that is piling up at their desks. They may feel resentful that the work will still be there, and they will have to do it, even though they're working hard on this project. There may be folks with extremely serious personal problems on their minds. When things go wrong, these staff may overreact. Don't let that cause YOU to overreact. Be calm; be gentle. Remember that your attitude will influence the interaction and the attitudes of observing staff more than anything else. Sympathize, and get back on track. Don't allow the uncomfortable situation to last too long.

7. If something major DOES go wrong, downplay it in front of staff. Come to me, or to another Shifting TF member, and fall apart there. We'll handle it; we'll fix it. If all else fails, we'll raze the entire building and start all over; it's no biggie.

8. Remember that we may have non-library folks working with us. Since we're closing the library, the eyes of the university may be on us. They'll want to know how well we used THEIR time, how much we got done while not letting THEM at their library materials. We want to look like we're making excellent use of this intersession time.

9. Do good things for yourself when you're not at work. Sit in hot tubs. Read juicy novels. Take long walks. Go for a long drive, but don't forget to come back. Eat chocolate. Just indulge yourself until the project is over.

10. Do good things for other Shifting TF members, anonymously. It'll make their day, and yours, too. It's amazing how neat you feel after doing a little good deed.

Hope this helps: it really has worked for me, and for others. We want staff to leave this project with these impressions:

- It was well-organized.
- Time was not wasted.
- It was a good experience.
- We really got a lot done, in a minimum amount of time, with maximum efficiency.
- We accomplished what we set out to do.
- We had fun.

Thanks for listening.

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First Meeting of the Shifting Task Force

The first meeting of the Task Force should be in person so that everybody can meet each other and you can get a sense of the group's dynamics. At the end of the meeting everybody should leave with a sense of what the project's goals are, how they'll know when the goal has been reached, why each was chosen to be on the team, what each member's individual responsbilities are, what the intial time-line for the project is, who's in charge of the project, how final decisions will be made, and how they're expected to relate to the group.

Small Groups: Expectations of Members

- Be creative.
- Advocate for and represent the needs of your area.
- Let go of that advocating when you see that the needs of the whole may be better served by a plan different than yours.
- Work for the good of the whole team, as well as the whole project.
- Let your strengths add to the vibrancy and health of the group.
- Be flexible.
- Be polite and courteous.
- Use the group's time carefully and considerately:
  - Come to meetings.
  - Be on time.
  - Let us know ahead of time if you can't attend.
  - Let others talk.
  - Don't make the group coax you to talk.
  - Don't sidebar: wait to share with the whole group.
  - Be prepared: don't make us go over things you should have known before the meeting.
- Read email and papermail, listen to phone messages each day, and respond that day, if asked a question. If you can't answer the question, call the person and tell them when they can expect an answer.
- Assume that others are competent.
- Read minutes of meetings if you missed one.
- Do assignments, volunteer for them.

Maintained by: SChappell, chappell@uoregon.edu
Last Modified: 10/10/2006

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Documenting Task Force Meetings: Sample Minutes

Shifting Task Force

Present: Leslie, Deborah, Mark, Vicky, Howard, Rory, Carol, Tom, Ross, Shelia, S, Bob, Kathy

Gone: Nobody!

Current issues:

- C1. Review ARB List.
- C2. Review DAC List. Only one thing on it (child care) and we decided to drop it.
- C3. Shift plans for each area/scheduling staff: how are we doing? Each collection supervisor has scheduled his/her shifts, so SS and S will take the leftovers and sign them up for the 3to5 shift.
- C4: Lib-wide meeting on shifting: anybody have anything to say?
- C5: Movers: as shelving gets put up, you should be there to instruct the professional movers where to place it. Refer to your newest bible (list of all the shelving: where/when it's going, where/when it comes from) for the dates, etc. Ross and Mark have been through this: any suggestions? Nobody should sign change orders for shelving assemblers without talking to S or ARB.
- C6: Booktrucks: 4J school district lending us 22. PP will fetch and return them for us on Dec. 18 and Jan 4th.
- C7: Countertop shelving: to be done by PP. As we unload the low shelving, we will have Sherman Movers take off tops and pile them out of the way in Ref somewhere, then move the rest of the range to Docs or Microforms. Then, directly after intersession, the PP will raise them by 1.5 inches, and re-formica them.
- C8. Assignments from last week: review them.
- C9. Old shelving: going from and to. **Top priority for this meeting.** We reviewed the list from the bible, made changes, and several folks will get info to me asap so I can tell Sherman Movers.

Review of Assignments from Last Week:

- Shirien: make a list of all staff who aren't scheduled to shift due to physical problems. Give copies to dept heads so they know when they need to have desk work available, to the Shifting Task Force, and to the Chore Desk.
- Mark: We need more elevator access. MARK and ARB also chat about making another or three wide opening from REF wall to Level 2 area. Lots of traffic using this area.
- Rory: order 6 walkie-talkies for mid-Dec through mid-Jan.
- Vicky: ask lib office about temp parking permits for student and staff who are working late on shifts and weekends. She says it is not easily done. Group asked DAC to talk to OPS about not enforcing permitted parking in one of the lots during the break. She will.
- Ross: ask ARB about industrial shelving.
- Leslie: reschedule the Music shift for a bit later, so we know that Docs get emptied. She did.
- Howard: reschedule yours, too. He did.
- Everybody: write your own names on the scheduling Sheets so you can be a team leader on a 3to5 shift after or before your own collections shifts are done.
- S: ask ARB about 2nd floor wall coming down:
    - need lots of staff access during intersession, and for patrons during 2A.
    - what about the floor joint there? can book trucks run over them easily?

Assignments for next week:

- S: make a list of all staff who are not scheduled for shift.
- MRW: ask ARB about more holes in ref/2nd floor
- MRW, S, or DAC: at KHeads meeting be sure to mention to dept heads about their responsibilities for non-shifting staff
- DAC: find out about parking during brk
- Kathie: order some "keep out" tape for SpC
- Kathie: find out if the closets in the ComPost are lockable so we can put supplies and walkie-talkies in

them each night
- S, SS, and JJ: talk about chore desk. organize it. Schedule staff for it.
- Ross: ask ARB about industrial shelving
- S: floor joints: booktrucks rolling: ask ARB
- Carol/Kathie/S: check out ref shelving in newKnight.
- Rory: tell S needs for old shelving relocation

Future:

- F1: next mtg: Tue, Dec 8, 2p, ComPost

Pending:

- P1: holes punched in Old Ref
- P2: Mobile shelving?
- P4: Unkey RCP and main elevator and stairwell doors in those areas.

Done:

- GWS letter to staff
- PO for booktrucks
- Map of 5th level
- Shelving order
- New grad study carrels
- Height of counters of service desks
- AcS staff office area in 2B

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Helpful hints and comments from Others
(reproduced with permission)

- How it works in the Real World

- General Comments

- Measuring collections/Growth space

Moving Collections in the Real World

Date: Sat, 2 Aug 2003 21:31:09 -0400 (EDT)
From: Nilima Nigam
To: Shirien Chappell
Cc: Marika Asimakopulos Subject: Library Organization:L From Nightmare to Not So Bad
Dear Shirien,

I promised to write about our experience with the reorganization of the McGill Math library. As I'd written, our books were stacked alphabetical by author (5 bucks for figuring out how to stack a conference proceedings, russian books, the odd journal...). Our goal was to reorganize everything according to call number.

When I last wrote to you, I was optimistic- I had a list of books, with call number information. There were only about 4000 on there. So I planned my paper shift, got very familiar with the plan, and left for Australia. There seemed something odd about average number of books per shelf times number of shelves seeming much larger than 4000, but hey, Sydney beckoned, and a computerised list can't be wrong!

Well, once I got back, I realised that there were actually _two_ lists in existence. One in which there was author/title info, in which there were closer on 9,000 books, but no call numbers, and then the list I had. OK, so I thought I'd yank the ones without call numbers, catalog them, and move on.

Not quite. Many of our books had call numbers stuck on the spines, and weren't on my "call-numbered" list. Yikes!

By this point it seemd hopeless- except for the enthusiasm of everyone else involved. Also your email with its several suggestions for sorting ws very very helpful. So we ploughed right ahead. We started on Thursday July 31st, and today we re-shelved the last book.

On Thursday, as you'd suggested, we pulled about 1/4 of the collection off the shelves, and sorted them onto tables. We then went through the remaining books, and pulled out all the initial all numbers. Sorted them on the tables, reshelved. (AA- QA170)> . There was minor panic in the morning- based on my "call number" list, I'd tried to predict how much space to leave per call number section. Totally off. Tossed the list!

On Friday, with more sorting areas free, we first went shelf-by-shelf, sorting by call number on each shelf. We were then able to rapidly go through and pull out (QA 171-QA 240), merge the piles, sort them, and re-shelve them.

Today we pulled all the remaining books off the shelves. Since they were pre-sorted somewhat it was

easy to allocate them to the correct sortin areas. We then resorted and reshelved.

Finally, we collected al the books with no call numbers, and reshelved them alphabetically.

The final phase of the job is to figure out the books with call numbers which aren't on the "call-number" list, and enter call numbers for them.

http://www.math.mcgill.ca/nigam/library/Reorganization.html

It's looking great! And it is now so much easier to use!

Thanks again for your very helpful suggestions, and the excellent website. I drew plenty of inspiration from it!

Cheers
Nilima Dr. Nilima Nigam,
Asst. Prof. of Mathematics
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Montreal, Quebec H3A 2K6
McGill University
Tel: 514-398-3804

Date: Mon, 29 Jun 1998 23:07:11 EDT
From: LAvocado@aol.com
To: chappell@uoregon.edu
Subject: Planning shifts of Library Collections
You web page makes a lot of sense, but here is how it's done in the real world:

Pour yourself a cup of coffee and make some decisions. Make a few decisions that actually make sense. This will help prevent mutiny. Make a few more to please administration, whether you actually need their approval or not. Make at least one decision purely for your own arbitrary sense of order.

It is best to do this in a building where things have been the same for at least 5 years, so everyone is used to things the way they were. Before actually moving anything, wait until at least 1/3 of your M.C. ("bookshelver") positions are vacant. Don't bother counting or measuring shelves. The busy period at the end of the school year is an especially propitious time. Get started with a volunteer or someone from a program with an ominous name like "youth at risk," who hasn't had experience with the cataloging system. Make sure this helper has to leave before she or he has completed the job, or learned too much about the library system. When your bookshelvers have really fallen behind in their work, close the branch for a week to install new shelving. It is very important that during this week, you do not have your staff in the building. Send them out to other branches for the week. You might keep one or two there so you yourself don't have to move any books, but make sure there are not enough to have everything organized when you reopen.

Enjoy the confusion on opening day, then leave town for a professional conference where you can complain about your uncooperative staff.

Laurie, the disheveled bookshelver

Measuring collections

From: Edwin Smidmore
E-mail: esmidmor@nla.gov.au

I have just completed a book move plan for the relocation of five million books so obviously I found your guide interesting. I have a few ideas for you:
If the collection consists of journals only and current titles within the collection need growth space then we would calculate in a similar way that you do, however, instead of identifying the average amount of vacant

space that we can leave on each shelf, we would calculate approx. how many years growth we could afford to give each current title. As we move the material onto the new shelving face, we simply gauge the amount of shelf space for each current title by multiplying the thickness of one of later volumes by the number of years growth we estimated and leave that amount of vacant space, this saves double handling, that you would experience in your method. To avoid the obvious problem of using too much space or running out of space when we reach the end of the move, we split the measurement of the existing collection in say 10 equal parts and record the location number etc. at the end of each part. We would then add a tenth of the allocation for growth space to each part eg. existing collection has 1,000 shelves divide by 10 = 100, allocation for growth is 400 shelves, divide by 10 = 40, therefore a tenth of the collection in its new location with growth would be 140 shelves. As we move the material into the new area we would check each part location number and measure how many shelves we have used to see whether we are using too little or too much space and adjust the number of years growth we are leaving, accordingly.

When we relocate or re-arrange collections which have monographs only, we look at the existing collection to indenitify areas of high and low intake of new material. We then add this information to any other information that may be available on new acquisitions and allocate the growth space accordingly. We use the same method as above to ensure that we complete the move without either being short of space or having too much vacant space left-over at the end of the run.

General Comments

> Date: Wed, 2 Dec 1998 01:58:42 -0800 (PST)
> From: fauziah@mppj.gov.my or far2767@yahoo.com
> To: chappell@uoregon.edu
> Dear Shirien,
>
> I'm glad that you could share some of you experience through internet. I'm head of a municipal library in Petaling Jaya. At the moment, we are at 2nd floor of MPPJ Tower, State PJ New Town. We plan to move to our new library building next year, probably in Apri or May. I'm now very busy discussing with my interior design on the lay out etc, etc. So I feel that by sharing your experience it will probably help me a lot. Anyway, I tell you my process once I'm putting my foot in. Thank you very much.

> From: Amy Bond
> E-mail: bonda@Access.ETSU-Tn.Edu
> Date: Mon, 04 Aug 1997 15:42:41 -0500
> From: Amy Bond
> To: STACKS-L@LISTS.NAU.EDU
> Subject: Collection Mapping Software
>
> Thanks to all who responded so quickly and so helpfully to my request for information regarding software which helps map out shelf collection layout for library moves. A summary of responses follows:
>
> 1) The Shelf Space Manager software is available from ECHOSOFT PO Box 55076 Atlanta, GA 30355. You can call them at 800-942-4043 and receive information regarding user and multi-library licensing costs as well as demo costs if you want to evaluate the product. It is a Windows program which is designed to help libraries plan for shelf space requirements and produces maps to be used during a move or book shift.
>
> 2) An excellent web site can be viewed at http://libweb.uoregon.edu/acs_svc/shift/ which details how to plan and execute shifts of library collections. The information provided is well-organized and the methodology appears to be sound. It covers in detail how to set up teams to accomplish moving/shifting projects, how to calculate and map collection moves, and how to keep service running while accomplishing moves with the assorted related details.
>
> 3) Others responded with information that they had adapted spreadsheet programs to chart collection moves. Specific programs mentioned included Microsoft Excel and Lotus.
>
> Amy Bond
> Circulation Supervisor
> Sherrod Library
> East Tennessee State University
> P.O. Box 70665
> Johnson City, TN 37614

(V) 423-439-6993
(FAX) 423-461-7026
bonda@etsu-tn.edu

From: Zoltan Tomory
E-mail: tomory@mobot.org

Date: Wed, 19 Nov 97
Shirien,

Thank you for all the help you have given me (without your even having known!). I have been planning a move for my library. I had pretty much worked out a method when your site was pointed out to me. You helped me confirm when I had thought something through correctly. You made suggestions about some issues I hadn't even thought of. Heck, you even entertained me when I thought I was losing my mind. I had to tell you how much I appreciated everything you have on the web--I could not have had a more supportive colleague.

A bit about our move: I'm with the Missouri Botanical Garden. Our research building ran out of space, so the bigwigs got the money together to build a new one. We will be moved to the top floor of the new structure. One thing that is different is that our stacks will be in compact shelving. Bummer, because we had become big time tippers at our present (old) library. With the compact shelving nothing will be allowed to stick out more than about 1/2 inch. I have been threatening to bring in a saw.

Well, the plans are done with, the existing stacks have been marked with where things should go in the new building (a double check, and allows us to operate several teams at the same time) and the empty shelves in the new building have been marked with the amount of free space to be left. We start on Friday & I guess I'm as ready as can be.

What I love about the net is the way we can ask for help and randomly help others from time to time. I would be happy to answer any questions people may have

Thanks in advance again for all of your help!

Zoltan Tomory
Senior Cataloger
Missouri Botanical Garden

Later...

The move went like clockwork. By the time the movers had arrived, all of the shelves in the old building had been neatly marked with a yellow sticky estimating to the inch where a range of shelving would begin in the new building. In the new building we had also marked each individual shelf with the amount of space that was to be left. The quickest way we had discovered was to measure the distance and roll out masking tape from top shelf to the bottom. To remove the thought process from the measurement I had cut some cardboard strips to length and marked them like "MX 22.9 in." MX was one of a series of codes meaning:

     MR Monograph/Regular
     MX Monograph/Extra space
     SR Serials/Regular
     SX Serials/Extra Space

When the movers arrived, nearly a carnival atmosphere took hold. I explained to their boss and crew chiefs how things were marked, the way that things would flow out to the loading dock and how they would go up at the destination. They thought it made sense. We were able to get three teams loading books at the old library, three other teams unloading in the new library and a team loading or unloading rare books. All I could do was watch.
For the most part I supervised the rare book people, though I think they would have done just as well without me. The clerical person supervised most of the unloading for the library.

I suggested we sort of fluff as we go, telling the movers to go a few inches to the left or right of the tape. Since errors can happen, we missed some of the fluffing opportunities, and our shelvers are still fluffing. It's too bad we missed this opportunity because: first, we could have gotten it much closer to perfect as the items were going in, and second, it is taking a toll on our shelvers to do it now.

Well, I must let go of the things I can't control. The planning went very well. We maintained an amazing degree of control. One of the movers said that he hadn't before seen a move where everybody remained in good spirits--Usually somebody was expected to start hollering. Though we could have done somewhat better, what we achieved was remarkable.

--Zoltan

Date: Fri, 14 Aug 1998
From: Don Page
To Shirien Chappell,

We would like to thank you for the Website you created "Planning Shifts of Library Collections." Mr. Larry Huizar is Coordinator of Stacks Management and I am his backup Coordinator.

We recently finished a relatively small legal collection shift and incorporated some of your experiences and philosophies from your website instructions. Our shift went quickly and hassle free.

Both Mr. Huizar and myself have been involved in FOUR collection shifts! The first one was in 1996, which involved compressing the entire Periodicals collection onto less shelves, and at the same time, changing this collection from being shelved in title order to Library of Congress order. The second and third shifts involved a physical move of microfilm and microfiche cabinets AND AGAIN placing the collection into L.C. call number order.

The first three collection shifts were without the benefit of your website. (We were unaware of its existence). The fourth, and most recent, shift involved the use of your website plus our previous experience. We especially appreciated your stress on organization, planning, positive attitude regarding unexpected problems and mistakes, and positive relations with ALL persons involved with the shift.

The first, and by far the most extensive and difficult shift, resulted in a 7 range space gap upon completion of the project. Due to extenuating circumstances we didn't have time to engage in extensive planning or corection of mistakes as they were discovered. It was necessary for us to consider speed as our ONLY priority, yet we also needed to maintain a very high level of accuracy.

Had we not been under time constraints the gap most likely could have been prevented. A second shift was necessary later to fill in this gap. With the most recent shift, we were able to spend the time necessary to plan more carefully, and we were fortunate this time to have adequate space to plan, organize, and map out in detail how the move was to occur, what equipment we needed, how much staff we needed, etc.

Our experience indicates that management's understanding and positive support of the tremendous difficulties and details involved with such extensive shifts/moves is critical to both the success of a shift and to the staff's morale.

Thank you again for sharing your experience and advice online.

Signed,

Larry Huizar, Coordinator to Stack Management.
Donald J. Page, Backup Coordinator to Stack Management

Calif. State Polytechnic University
Library, Periodicals Unit

Date: Wed, 21 May 2003 15:29:44 -0400
From: darra.combs@srs.gov
To: chappell@OREGON.UOREGON.EDU
Subject: moving library collections web site
I must say "thank you" for making such a great web site about shifting library collections. The amount of detail is astounding. I'm sure it took a lot of time to write all that up, but please be assured that many people will benefit from it. Thanks for sharing your experience and your positive attitude.

Darra Combs
darra.combs@srs.gov
Senior Librarian
Technical Library

Westinghouse Savannah River Co.
Aiken SC 29808

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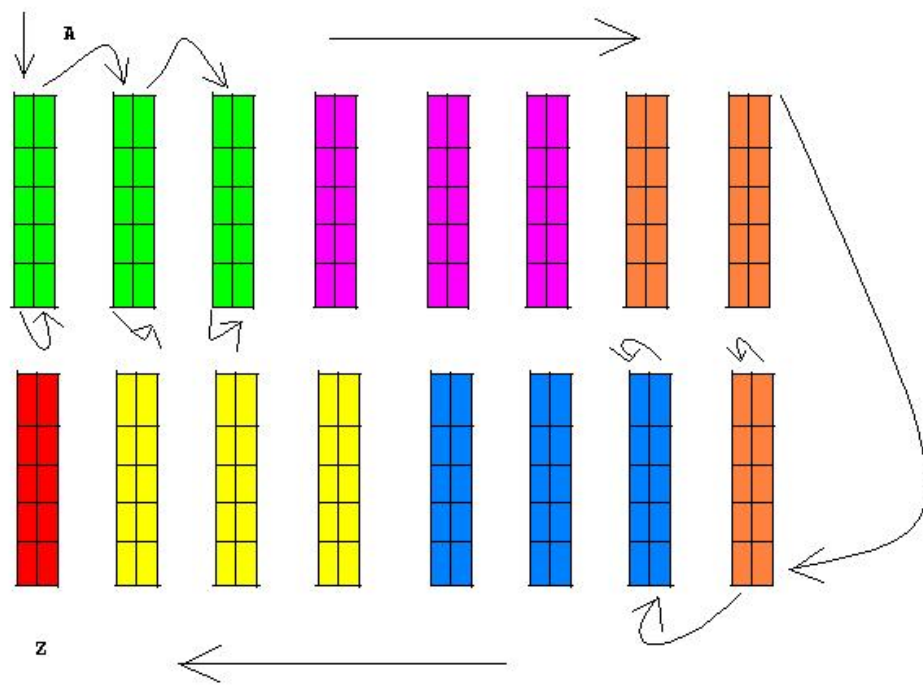**Chat Now**

Maps
Planning Shifts of Collections:
Maps

Below is a map of ranges. Call numbers begin in the upper left corner with **A's**, and go from left to right. At the end of the first major row of ranges the call numbers flip around to the right end of the lower row of ranges and work their way back to the left, ending with the largest call numbers **Z's**.
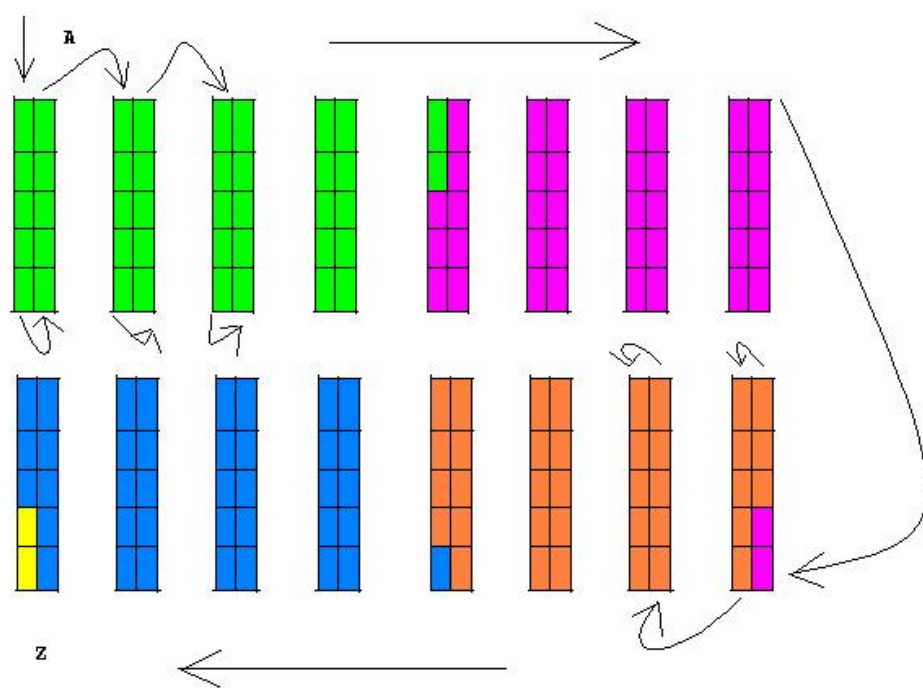

Decide on an appropriate number of ranges for each mini-shift. The map below shows each mini-shift starting from 3-range groupings. Color code your map in groups of 3 ranges each. (Use colors that you can find sticky dots or highlight pens to match -- you'll have an orange shifting team, a blue shifting team, etc. Also, when you color-code your maps, put colors next to each other that are very different from each other. Blue next to orange next to green, rather than light green next to medium green next to dark green, as an example.)

2nd Floor

The map below shows the same mini-shifts from 2nd floor now spread out in their new **3rd** floor locations:

3rd Floor

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More Communication with Staff

The following was written in '92: I'd be more friendly and less formal and stuffy if I were writing it today.

921012

To: All Library Staff
From: Shirien Chappell, Chair, Shifting Task Force
Subject: Shift Plans for Knight Library: a brief overview

It is the Library's goal to have service desks and collections available to the public by the first day of classes, winter term. Due to the shipping schedule of shelving and the schedule for vacating oldKnight, timing for this enormous project is very tight. The moves are complex and interrelated, but in general the collections and services will be moved in the following order:

1a. Shift Reference into area on 3rd level newKnight, while at the same time
1b. Shift Documents collections into area on 2nd level, newKnight.

2. As soon as those tasks are completed, music collections (from Dougalss Listening Room) can be shifted into their new space (formerly Documents, 2nd floor, oldKnight).

3. Other collections and service desks which must be in place on January 4th are:

- Newspaper collection and service desk
- Microforms collection and service desk
- Oregon Collection (partial shift)
- ILL service desk
- Reference Desk
- Music Services Desk
- Documents Desk
- Circulation Desk.

4. Other collections which must be moved from oldKnight before January 18th (date we must vacate oldKnight space for renovation) are:

- Technical Services offices and backlog collections
- general collection now located on 3rd floor and in storage areas (Deck I, Aux. Stacks)
- Newspaper microfilming project
- Collection Development collections and offices
- Circulation and Stacks offices
- Interlibrary Loan offices
- Adminstrative Services
- Systems
- some IMC areas

We will finish tasks 1a, 1b, 2, and 3 by January 4th. We also hope to finish much of task 4 (with the exception of the shift of 3rd floor and stored general collection materials) by January 4th. In order to do this, there will need to be a maximum of effort on the part of all library staff.

To plan these projects, the Shifting Task Force is asking department heads to inventory the availability of permanent and student staff. We want to know the numbers of available staff, their preference of work schedule during the intersession, and their ability to participate in the shift.

Staff will be asked to shift collections for one 4-hour shift per day and, if possible, an additional 2-hour shift per day. The shifting schedule will be:

4-Hour shifts:

- 8am-noon (Documents and Reference collections)
- noon-4pm (Docs and Ref)
- 4pm-8pm (Docs and Ref)

2-Hour shifts:

- 9am-11am (all other collections)
- 1pm-3pm (all other collections)

Staff may indicate the work schedule they would prefer during the intersession. (Branch staff will need to consider service desk scheduling.) We will try to meet everyone's preferred schedule; please be as flexible as you can in cases where we are unable to do so. Your intersession work schedule will be sent to you as soon as possible.

When you fill out the staff availability form which indicates the work schedule you prefer, please remember:

- you may work no more than 8 hours per day
- you may work no more than 5 hours without an unpaid break of (at least) one half hour
- the shift will not occur Dec. 25 or Jan 1
- the shift will not occur after 5pm on Dec 24 and Dec 31
- Classified staff should take their Gov. Day on one of the following days: Dec 24, 26, 31, or Jan 2
- work schedules will not begin before 7:30 am nor end after 8pm.
- The University work week begins on Monday and ends on Sunday. If you wish to work Sat, Dec 19th, or Sunday, Dec 20th, you must take off the number hours worked on that weekend during the previous week, with permission from your supervisor.

We will schedule a library-wide meeting to train staff on shifting materials, proper handling of books (for staff safety and book preservation), and to discuss the project in more detail. All staff should attend.

In the past, Library staff have participated in this type of major project with enthusiasm, energy, and humor. The Task Force will do everything it can to ensure that this project too, is productive and rewarding to all staff who participate. Thank you in advance for your help.

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Staff meeting agenda and notes

Where: IMC Studios A, B, and C
When: Thursday, December 9th, 2-3:30p
Who: All Libary staff involved in this shift: permanent and student

Welcome: George

Brief overview of intersession activities (10 min): Andrew

- Moves for Music Svc. (top priority)
- Tech Svc (want this done as soon as she the shelving is in so we get them off 4th floor so that LC, East Asian, and Special Collections can go into their spot)
- A-M LC's, Special Collections, etc.
- Tentative plans for when deliveries come: Highsmith, shelving, Galifco, etc. Dock busy. Try to give picture of controlled chaos on those days, to let staff know about some of the factors not under our control, so they'll be understanding about the need for flexibility, etc.,WITHOUT scaring them into believing the whole project could collapse at a baby's sneeze)
- furniture moving: when (at night), who (which company), how furniture movers will be labelled (bunny suits or name tags)
- what to do if you see strangers wandering around in stacks (ask if they need help)
- when to box up belongings from desks, how to prepare for movers
- Systems will be backing up pc's, then moving them.
- need for flexibility due to slipperinessof external factors
- anything nice that the Friends of the Library are doing for the staff?

Introductions: Shirien

- Shift Supervisors (Daniel for Catalog Department, Nancy for Acquisitions and Serials, Joanne for CollDev, Leslie B for Music, Bernie for SpColl, Shelia S for A-L, East Asian
- Task Desk Supervisor: Laura
- Injury Czar: Barbara
- Computer Mover: John

Preventing Injury: (15 min) Kay, Office of Public Safety (handout)

Brief explanation of Shifts: (10 min) Shelia

- forward vs. backward
- moving shelves during shift
- crucial importance of not losing shelves and not losing space
- leave two loaded carts, keep carts in order
- loaders can push if necessary. Loaders responsible to keep trucks in order and #s on them but EVERYBODY keep eyes open
- when turning a corner, be sure call #s right
- can switch jobs
- preservation: careful handing of books, don't grab by headband
- team colors: each time you come to the ComPost to be assigned to a shift you'll get a new name tag that has a colored dot on it. The book trucks, teams, and loading/unloading spots for each shift have their own color.

Briefer overview of Special Collections Moves: Bernie (5 min)

Brief explanation of house keeping: Shirien (10 min)

- if moving books, go to ComPost, located near Newspaper Desk. How to get assigned to a specific shift and get there quickly.
- if Task Desking, go to CircDesk. Task Deskers will be doing a variety of projects; given assignments by LWilley.
- If sick or late: call 346-3065. PLEASE call.
- Breaks: Most shifts are two hours, so don't take breaks during shifting slots (except 4-hour slots).
- Permanent staff when not on shift or taskdesk: go back to dept and work. If nothing to do, return to Task Desk.

- Attire: durable grubbies. CLOSED-toed shoes for shifters and pushers. Go for layered look; may be hot in places, cold in others. Might want to dig out your old Knight Shift t-shirt
- Don't work too fast; the team must keep with with the fastest worker, and some get worn out.
- Don't take large handsful of books, etc. Make sure trucks are in order. Don't change rules on your own; check with shift sup. first so everybody can change
- Regarding work and torn books: don't take them off the shelves UNLESS the text block has no cover, or cover has no text block.
- If you see books that look interesting, remember where you're working grab them later. Don't slow down the shift.
- Main doors open M-F 8-5. Staff door all other times. Students have been given the password for the staff door; their password works M-F 4-8, and Sat/Sun 7:30-5p. Confidential confidential confidential
- staff and students who could not come to this meeting can watch it on video tape. See Shirien
- if fire alarm goes off, go out.
- flex, flex, flexible
- Be nice to the shift sups
- thanks thanks thanks

Questions: (remainder of time) (all TF members)

- What's goint to happen next Spring Break? Can I take vacation?
- Will summer vacations be affected?
- Can we have food/drink (cans of sody pop, for instance)? [Yes; don't want us to dehydrate. plastic covered drinking containers. But don't stash them on the shelves; use a re-shelving table nearby]

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Lessons We Learned
Words of Wisdom from Staff involved in the Moves
Staff comfort:

- Rent some drinking fountains (glass jars upside down) and place them on each floor. Shifting is hot nasty work.
- Get some boom boxes and play music. At first we thought we probably couldn't ever find music that wouldn't bug **some**body, but we eventually just put boomboxes out and let teams do what they wanted. Of course, this was during the shift when we actually closed the library to patron browsing. During the shifts we were open, we had to be far more quiet, of course.

Growth space: some staff think we should have gone ahead with our original idea of allotting growth space appropriate to the growth rate of each call number range (that is, leave more growth space in call number areas that grow faster). That would have made post-shift shelving much easier and staff wouldn't have to be doing as many minor shifts through the years immediately following the collection move. I have mixed feelings: the larger and more complex a shift is, the more moving parts it has (the more start points, the larger the number of staff doing the shift, etc.) the more difficult it is to monitor that it's done right. Maybe we could have done that if we'd had more people or been more creative: a special team could have placed the bookends at the right place immediately before the ranges were to be filled, for example.

If you have any choice at all, put your computer room in new space so you have maximum space design flexibility and don't have to move it more than once.

Don't stop smoking shortly before a large move.

Speaking from my experience with the Documents department collections, my advice would be directed to the size of a shift where contractors, perhaps non-library personnel are erecting shelving. I was so glad that my rather tiresome picky qualities drove me to oversee very carefully the erection of the new Documents shelving so that the shelves were properly spaced, the right height in the right place, etc. If I had not we would have had some very sad shelving areas to contend with at the last minute. When library folk were involved in the erection of the shelves, this didn't happen."

"Secondly, I decided that one CANNOT be too careful in giving instructions on the differences between a forward/backward and a backward/forward shift (even to library folk). People will nod and say they understand but when they are actually moving the books there is confusion and sections must be redone. The critical team is the reshelving team. If they are not alert and clear on the process, hours are wasted.

Expect the Unexpected. Expect delays. Plan for them. (Have things for staff to do during the delay.) Don't assume very much: double check.

Check your architect's or shelving vendor's maps which show range placement on each floor. Go measure the space between a few columns (parallel to the light fixtures) in different sections of each floor yourself, and see if as many sections fit between them as are drawn on your maps. Then measure the distance between a few random columns (perpendicular to the light fixtures) on each floor and see if as many ranges and aisles of the right widths will fit between them.

Assume that your non-library movers (if you're not moving the collection yourself) are new staff: train them in

shifting techniques. If they say they already know how to shift, that they are experienced collection movers, then ask them to train you as if you were a new laborer on their team. You might learn something.

We learned that a temp wall needed to be built parallel to the existing south wall. To do that, we needed to remove two sections from the south end of each range in the column of ranges next to that wall. Because it was a last minute and time-sensitive project, library staff could not do it. The movers who did were under the impression that the two end sections from each of 30 ranges could simply be moved to some temporary holding area for a year. They were not aware that the books in the entire column of ranges next to the south wall needed to be shifted. It's ok that they didn't know: it's also ok that we corrected the impression very early.

Use displays to inform your patrons about your progress. Use colored maps that show the movement of the collections: change them each day.

When moving furniture (office desks, etc.) make a two part inventory tag that each staff fills out for each item being moved. Include on each half:

- Room # moving from
- Room # moving to (large print)
- Inventory number (Ours was a combination department:number. Example: CAT:01, ACQ:10, CIR:01)
- Brief description (chair, desk, file cabinet-4 drawer, file cabinet-2 drawer)

Tape one part to the item. Tape the other part to the place on the floor where the item is to be moved to. The movers can match inventory numbers and know they've found the right place.
We also put the data into a database, so we could print lists of what items we expected to have moved each night. This list was used by the mover's supervisor as a check list.

The best advice I would give anyone is to try to find a way to hire people who are physically qualified to do the work... I thought I was physically able. But, it didn't work out that way.

"Anyone embarking on such a project that does use regular staff needs to make sure everyone, users, admin, etc. understands fully the impact of staff not doing regular work. Our mail just kept coming, etc. and we just had to cope. It took a long time to really recover even though checkin got back up pretty fast.

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Knight Library: 1st Shift

- December 19, 1992 through January 3, 1993
- Library Closed to patrons, materials paged
- Collections/Work areas:

What:	From:	To:	# sections shelving needed
General Collection	3rd floor	5th Level	not calculated in same way
Documents collection	2nd Floor	1st Floor South: perm. loc	110 df, 10" 14/section 95 df, 10", 14/section, slotted 61 df, 10", 16/section, slotted 9 df, 10", 12/section, slotted, 84" 7 sf, 10", 3 section counter-top arranged into 5 section blocks 2 sf, 10", 7/section - a whole bunch of compact shelving
Catalog Dept. collections	1st Floor	4th Floor temp loc	100 df, 10", 14/section
Serials Dept. collections	1st Floor	1st Floor West (perm loc)	3 sf, 10", 7/section 3 df, 10", 14/section
Acquisitions & Coll Dev. Depts. collections	1st Floor and Ground Floor	4th Floor, temp loc	35 sf, 10", 7/section
Holding Room	???	1st Floor West, perm. loc	3df, 10", 14/section 3sf, 10", 7/section
Reference collection	1st Floor	2nd Floor south, temp. loc	109 df, 10", 14/sect - need 50 pull-out shelves
Microforms collection	3rd floor	1st Floor south, perm. loc	94 df, 10", 16/sect 46 sf, 10", 8/sect 3 df, 10", 14/sect, 84" high 3 sf, 10", 7/sect, 84" high
Microfilm Project	Dungeon	Forgot where it moved temporarily	55 sf, 18", 5/sect **or** 25 df, 18", 10/sect 10 sections, 36-40", with two shelves below
Douglass Listening Room collection	3rd Floor	2nd Floor (where Documents was)	20 df, 12" wide (12 slotted with backs), 90" tall

Staffing needs for the 3to5 (3rd floor to 5th Level) Shift:
Assume that all ranges on the 5th Level are already constructed and spanned.

- 1.25 team hours per df section (includes shelfreading, travel time, loading, unloading, making end cards)
- one team hour = five staff hours
- 1335 sections x 1.25 team hrs = 1,669 team hours
- 1,669 team hours x 5 staff = 8,345 staff hours
- 1,669 team hours divided by two weeks = 835 team hrs/week
- 835 team hours divided by 7 days = 120 team hrs/day
- 120 team hours x 5 staff = 600 staff hrs/day
- 600 staff hours divided by 8 hours/day for one person = 75 people/day, each working 8 full hours
- 75 people divided by 5 people/team = 15 start points
- 120 team hrs divided by 4 hr shifts= 30 shifts (4 hr ea, 5 people ea per day)
  - 6-10a: 7.5 teams
  - 10a-2p: 7.5 teams
  - 2-6p: 7.5 teams
  - 6-10p: 7.5 teams
- Why we think 1.25 hrs/df section is right: This summer we shifted and found that our rate was **1df section per hour with 2.5 people**. The beginning and end points were very close: no elevators, no bottle-necks, no integrating collections from other areas, no shelfing reading, and no novice shelvers. Pad that number to account for all those elements which will be present in this shift.

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Knight Library, Shift 2

- Dec 11, 93 - Jan 2, 94
- Library closed to patrons, materials paged
- Collections/areas moved:
  - Music Services
  - Tech Services
  - 2nd to 3rd floor collections (A-L, East Asian collections)
  - Special Collections
  - Coll Dev
  - Systems
  - Ref staff offices
  - BI/Electronic resources
  - Partial Cat coll

2.5 Shift:
- during winter term:
- move newspaper project
- move imc
- move admin svc
- move microcomputer support

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Shift Home

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Knight Library, Shift 3

- closed Lib March 19-27, 94
- moved Reference desk and coll
- moved juv curric
- moved ILL
- moved Reserve
- moved Curent Periodicals
- moved Lib admin
- moved Personnel
- moved Lib copy svc
- moved Circ desk
- moved AcS staff area

Here's a list of things that had to happen sequentially; a timeline of sorts. Typos or spellos don't matter; you just want to give a copy of what every moving part is responsible for to each party.

List of Sequentials for Christmas Shift

_____

When Possible:

Library:

- Move Newspaper Microfilming Project

_____

1st week in March:

SDDeacon:

- Reubensteins install floor covering over switchmats in Circ lobby

Library:

- Smith Bros install panel systems for ILL, Lib Office, Admin Svc, and Lib Copy Svc, Circ/Res, etc.

3M:

- install 6 switch mats in circ lobby (2031). ARB says they're supposed to be here very soon; he put thru a request thaty they come down.

_____

Wednesday, March 16:

Library

- Staff in various offices move personal work areas into new space

Smith Bros:

- finish installing Steelcase systems in Reserve, lib Office, ILL, LCS, AdmSvc, and Circ offices.

_____

Thursday, March 17

Library:

- same as above

SDDeacon:

- empty and clean ACMR. Install temp data wiring. Must be done by this day.

Don:

- clear a path to the bookchute: will begin using it Monday, 03/21

Friday, March 18:

SDDeacon:

- In early afternoon, temp wall in north end of reserve room gets a door knocked into it. Plastic covers doorway for remainder of afternoon.

Library:

- Library closes at 6pm. Signs placed on doors about closure, directing patrons to east front door on Monday for paging. Caution tape put on doors so staff and others don't try to use them.

Saturday, March 19:

Library:

- Systems moves and sets up Reserve terminals
- Systems moves Ref CDRoms, pc's, terminal out of oldRef into newRef.
- Task Desk set up at Reserve Desk location
- Volunteer sign-in desk set up in marble lobby.
- CircRes staff process reserves

SDDeacon:

- take down Ref/Docs wall
- Rubensteins finish carpets in newRef and Docs space
- move the erected but not placed Spacesaver shelving into place and affix transverse tie struts across top

Moving Company: (at night)

- take all CDRom/pc furniture from oldRef to newRef (clearing the floor for shelving
- move three Stacks desks to ACMR and two stacks desk to storage
- move eight individual study desks and chairs to newReserve from OldReserve

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Sunday, March 20:

Library:

- Systems gets all circ terminals except checkin terminal operational in new area
- Systems moves LWilley's pc
- Systems begins setting up Ref CDRoms, etc. in new Ref
- more of the Saturday stuff for CircRes

Monday, March 21:

SDDeacon:

- 6am: old Ref Desk demo'd and dumped.
- no earlier than 8am, and no later than about noon, get the outside temp book chute glued shut somehow.
- demo the east temp wall of Reference
- lay carpet in area where temp wall used to be (between newRef and oldReserve).

Spacesaver:

- erect new sorting area shelving
- erect current periodicals 20 sections and 2,640 backstops and 2,640 shelves
- erect 4 sf bills/fines sections in Circ area 105C

Library:

- as soon as outside bookcute glued shut, Systems moves terminal 132 (checkin terminal) to new space

and sets up

- have elevator people change floor numbers in the elevator
- Front East entrance opened. Signs directing to Task Desk
- Systems begins Ref CD's, pc's, etc.
- Nearly half of the Reference collection must be shifted
- IMC staff working on own shift
- Staff move stuff from personal offices, where possible
- Books coming off reserve are placed on study tables in oldReserve by AcS staff
- AcS staff move PB's and PF's into new Reserve tunnel
- Systems moves Lib Personnel and Lib Admin pc's, etc., and Howard Lindstrom's pc, so furniture can be moved at night.

Moving company: at night

- 1st: LWilley's office
- 1st: All CircRes staff furniture which doesn't go to storage
- 2nd: SStigall's office
- 2nd: Current Periodicals work area from Mary's cage to Newspaper work area
- 3rd: Lib Office & Lib Personnel begin
- 34d: HLindstrom's office 36A

D Arnold:

- take the detection gate down from oldReserve; stash in the circular stairway on 2nd floor
- remove the turnstile from oldReserve and move to storage

Tuesday, March 22:

Library:

- Ref collection other half almost finished today
- Circ staff empty all shelves on temp walls in oldCirc
- 1 Reserve collection shift
- 2 IMC staff moving IMC collection
- begin moving current periodicals
- staff move stuff from personal offices, when possible]
- Index table books get put on floor or other study tables
- Task Desk staff put labels for CurPer shelving

Galifco:

- install new industr
- finishes periodicals shelving

Moving Compan (at night):

- move Reference furniture
- move Lib Personnel and Lib Admin Office furniture

Wednesday, March 23:

Library:

- end Reference shift
- staff move stuff from work areas, where possible
- 5 shifts of Juvie/Currics
- 1 shift of LCS collection
- 4 shifts of CurrPer
- Task Desk staff put labels for CurPer shelves
- 2 IMC staff moving IMC collection

SDDeacon:

- if not done, dome east tem wall from newRef/oldRes
- Move building supply stuff into old Res
- lay carpet in area where temp wall used to be

Spacesaver:

- finish Juvie/Curric shelving
- misc. other shelving

Moving Company (at night):

- index tables from oldRef to newRef
- Lib Copy Svc

- ILL
- Halff the public study tables from oldRes to newReserve
- Circ/Reserve storage items to storage staging area
- IMC

Thursday, March 24:

Library:

- Juvie/Currics move
- CurPer move
- staff move personal offices
- Task Desk staff make CurPer labels
- 2 IMC staff moving IMC collection
- Index table books moved from floor to index tables in newRef

DArnold:

- install dectection exit gate from oldReserve in cherry entrance on 2nd floor south

SDDeacon:

- temp walls on 2nd Floor South start coming down. Don't take down ILL walls; leave this room for storage until FinalKnight. Remember there's an annunciator panel on one of the temp walls. Temp walls also means ramps, near temp entrance, both inside and outside
- LHMorris demos power on 2nd floor south; see JHelmer

Smeed:

- demo data lines on 2nd floor south; see JHelmer

Moving Company (at night):

- move Admin Svc
- Move half the publi study tables from Reserve to newRes
- IMC
- Graphic Arts
- Staff Lounge
- Newspaper Project

Friday, March 25:

Library:

- finish curPer shift
- Admin Svc shift

SDDeacon:

- in early morning, Reubensteins cut carpet for switch mat placement on 2nd Floor south
- in the afternoon, redo the carpet over the switch mats
- temp doorway into OldRes from east hallway boarded up
- temp wall separating oldReserve from microforms put up, keeping the oldRes office and Adaptive Tech Lab room accessible.
- Eugene Mirro and Glass infil temp doors with windows

3M:

- install switch mats on 2nd Floor south
- during the morning, install 2 exits in circ lobby (2031), two remote alarms, 1 single corridor exit system and remote alarm for circ/Spc elevator
- install entrance system on 2nd floor south. These 3M installs can go into Sat and Sun, if needed
- tweek exit gate on 2nd south, and entrance also on 2nd south

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Saturday, March 26:

- final fluffing of work stations, offices, collections, public areas
- PhyPlant custodians clean carpet everywhere they find it, both in renovatedKnight and CurPer Reading Room

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Sunday, March 27:

- more of the Sat fluffing
- more of the PhyPlant carpet cleaning

Postbreak:

Postbreak stuff can happen during the intersession, as soon as the areas are empty and/or ready:

SDDeacon:

- Dorman take down temp walls from Personnel and Lib Admin Offices on 4th floor.
- Dorman move emptied shelving from old CurPer and Juvies, etc. to 4th florr and install them, or to 3rd floor, for later reinstall

Library:

- move microcomputer support

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Knight Library, Shift 4

Statistics for 4th Shift (general collection A-Z only)			
	2nd floor:	**3nd floor:**	**4th floor:**
Inches of books:	404,643	388,307	281,015
Number of sections:	1390	1330	1120
Total inches after:	656,080	627,760	528,640
Number shelves after:	18,765	17,955	15,120
Inches books/shelf:	21.56	21.67	18.6
Inches space/shelf:	13.44	13.33	16.4

**Books A-Z:
1,097,828 inches
or
17.33 miles**

2nd floor total sections AFTER	=	**1390**
3rd floor total sections AFTER	=	**1330**
4th floor total sections AFTER	=	**1120**
Total sections AFTER	=	**3840**
Total inches AFTER	=	1,812,480
Total shelves AFTER	=	**51,840**
Total inches space AFTER	=	**714,652**

Inches books/shelf	=	21.17
Inches space/shelf	=	13.78
2nd floor call numbers:	A-HB (range 1-95)	
3rd floor call numbers:	HC-PN (range 96-48)	
4th floor call numbers:	PQ-Z (range 49 -1)	

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