

**Content Strategy Report  
for  
Robert E. Kennedy Library's Website**

**ENGL 319**

Winter 2023

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# Executive Summary

The purpose of the content audit is to improve the Robert E. Kennedy (REKL) Library website's information design and content so it provides valuable Library resources in an accessible way. REKL's website is migrating from WordPress to Drupal, providing the opportunity for library staff to initiate a site-wide content audit and collaborate with the ENGL 319: Information Production and Design class of Winter 2023. ENGL 319 students divided into teams that analyzed user experience (UX), audited the Academic Services policies, determined how to apply the Library's DEI goals to the website, improved the renovation information content, and surveyed the Library's opportunities in Canvas and the Portal. The class gained key insights which became the basis of this report's recommendations.

## Methods

This section describes the class's methods to conduct research and find improvement opportunities.

### Library UX Team Methods

The class's UX team recently collaborated with the Library's UX team by assisting in card sorting, which is a method to obtain feedback on information architecture. Here, we describe the Library UX team's research and how our class UX team applied it to this project.

Our class found it valuable that the Library UX team guided participants through using a program that allows users to categorize the library's services as they thought best fit. This data is crucial in determining how to label and reorganize the website's content in the most user-friendly way.

Aside from card sorting, the Library's UX team conducted user interviews, developed focus groups, and established user personas. The data provided through the Library's research has condensed the focus down to users' three primary concerns:

1. The homepage is hard to navigate
2. The OneSearch Bar is confusing to use
3. There are various general opportunities to increase user accessibility. Some specific examples of opportunities to increase user accessibility include using a simple color palette, grouping common links, making clearer labels, removing sidebar navigation, introducing more interactive components, etc.

The class' UX team seeks to further enhance the Library's UX research methods by navigating ways to explore different levels of research participants (students, teachers, etc.), specific user persona groups (community researchers), and recommendations for terminology, labels, and

jargon. Additionally, further methods, such as content auditing other pages of the website, can be employed to achieve feedback from a wider ranged perspective.

These findings can both inform and supplement the UX research methods that the class's other teams have employed. The DEI, Renovations, and Portal & Canvas Teams could use user interviews to help collect data on what their audience's needs are. User personas would benefit the DEI, Policy Content Audit, and Portal & Canvas Teams in helping them figure out what the sites lack. Card sorting activities could be useful to the Renovations and Policy Content Audit Teams.

## DEI Methods

The DEI team explored other college library websites to evaluate their features and determine what Kennedy Library's site could use to uphold its DEI commitment. This team also reviewed multiple style guides which dictate the writing, formatting, and design of documents according to a specific set of standards; these style guides included one created by Cal Poly students for Little Riders, and the Cal Poly Branding Guidelines, which provide a basis for the Library to be aligned with the university. Together, these sources contained information used in the style guide our class created for the website, a style guide that incorporates diversity, equity, and inclusion.

## Renovation Methods

To find more information regarding the upcoming renovation, the team used the internet, specifically the Cal Poly website, and gathered information from the Facilities Management and Development page [here](#). Additionally, the renovations team reached out to Facilities Management and Development Customer Service Manager Jill Baxter via email with specific questions regarding the renovation.

## Policies Content Audit Methods

The Policies Content Audit Team conducted a close reading of the Robert E. Kennedy Library's policies. The team searched through all of the policy pages to identify outdated information, propose ways to reorganize content (e.g., collapsing and combining pages), adjust language use (e.g., omitting phrases that could be misinterpreted, gendered language, etc), and ensure links were accurate and operating properly. Services that are no longer offered by the Kennedy Library and jargon that does not meet the standards of the proposed DEI style guide were considered outdated information. For example, content on the accessibility policy page suggests the existence of physical course reserves, which is no longer an available service as of Fall of 2022. The team confirmed whether or not information was up-to-date with supervisors in the Access Services Department.

## Portal & Canvas Methods

This team was responsible for redesigning library access on the Canvas and Portal pages which involved four different strategies. The first strategy was to contact ITS Services at Cal Poly to access data logistic information regarding user visits on the Library, Canvas and Portal pages. The goal was to gain a deeper understanding of what links and services gained the most user attention.

In addition to accessing logistical information regarding student use of these services, the team also sought to incorporate student opinion into their findings. Consequently, the team administered a survey seeking student opinions on the website functions and accessibility. The aim was to provide the survey to a diverse collection of Cal Poly students (of different majors and grade levels) to produce solutions based on the patterns in these results.

To orient those results within the scope of our work, the team also conducted research on Portal and Library pages from other universities to identify similarities and differences in their function. The portal & canvas team analyzed the websites of six universities to recognize patterns in college library services.

The portal & canvas team also worked with several other teams, such as the UX team and the DEI team, in order to create a coherent and effective redesign, incorporating user research and style/branding guidelines into the design.

## Findings

This section describes the following: the observations the class made that can be used to supplement the development of recommendations.

### DEI Findings

Four main findings were identified from the DEI team's research. First, library-specific vocabulary is not immediately understandable. Some jargon that is easily understood by Library employees is not as clear to students, such as what "OneSearch" actually encompasses. Second, information on "Accessibility" is not organized by importance. Beyond this example, however, it was found that there are a few places where the important information is not at the top of a page and it may be necessary to scroll to the bottom of the page to find key terms in order to understand the content on the page. Next, style and tone is inconsistent throughout the website. Finally, the website style does not align with Cal Poly's editorial guide. This is important because aligning with Cal Poly's guidelines was called out as one of the key goals of the Library.

# Renovation Findings

The group found that students would like to see more information about the Library Renovation. Some information is available on the Cal Poly Facilities Management and Development webpage. While this content is most relevant to the Kennedy Library, it is unavailable on the library website and challenging for users to find on the Cal Poly website.

Between the information available online and direct communication with Jill Baxter, the renovation team has gathered the following content regarding the renovation:

- **Schedule for renovation:**
  - Design: February 2022 - June 2023
  - Guaranteed Maximum Price: December 2022 - April 2023
  - Phased move out: Spring Quarter 2023
  - Construction: Summer 2023 - September 2025
  - Building Move-In: Target start of Fall Quarter 2025
- **Cost of renovation:** \$73 million
- **Important people:**
  - Project managers: Carla Brown and Penny Sandman
  - Contractor: Hensel Phelps
- **General information:** “This much anticipated renovation to the Robert E. Kennedy Library features an energy efficient and sustainable design and accommodates programmatic needs. The upgrade will provide new, improved and efficient student study spaces and more” (Cal Poly).
- **Purpose of renovation:** “The building is over 40 years old and needs updating. This work is being done to support the goals and objectives of the Kennedy Library and is part of the University's Master Plan. This much anticipated renovation to the Robert E. Kennedy Library features an energy efficient and sustainable design and accommodates programmatic needs. The upgrade will provide efficient and improved student study spaces and more” (Baxter).
- **Why the library will be closed during the renovation:** “The university is required to close the building to comply with safety protocols from the State Fire Marshal. Safety is our number one concern for the Cal Poly Community. A university-wide team is developing a comprehensive communication plan including community outreach and digital media strategies to keep all stakeholders up to date” (Baxter).
- **Library Services:** There is currently no plan as to where the various library services will be relocated while the library is closed, but as construction gets closer, there will be a plan (Baxter).

This team also found that the Kennedy Library website currently does not possess the functionality to provide students with ongoing updates concerning the renovation. The team observed many students on Instagram, Reddit, and other social media expressing concerns about the phased move out starting next quarter.

Cal Poly Pomona and Cal Poly Humboldt both have Instagrams for their library that are kept up to date with any changes to library hours or availability of their services. The Cal Poly SLO

library has neither; however the library could benefit from a social media account or any type of “feed” functionality on their website that would be able to publish these types of updates in real time. These are two very important gaps that need to be filled in order for library users to stay up to date with any changes to the library’s hours and services both during and even after the renovation. Having both avenues would allow for the Cal Poly library website to maintain a level of accessibility to information that is inclusive to all users of the library.

## Policies Findings

The Policies Content Audit Team conducted an audit of the Robert E. Kennedy Library’s policies located on the REKL website. Below, the team details observations about the content of each policy’s webpage.

### 1. Fair Use Rights

- This page contains:
  - Helpful application factors and resources
  - Introductory information for those unfamiliar with fair use rights

### 2. Copyright

- The information on this page mirrors the content on the Fair Use Rights page (see above)
- This page contains:
  - 1 small paragraph in which a link to the Fair Use Rights page is included
  - A link to more general information about copyright

### 3. Lost and Found

- This page contains:
  - A small paragraph acknowledging that the REKL has a lost and found
  - A link to Cal Poly’s campus lost and found

### 4. Collection Policies

- This page contains:
  - A link to the email of the Director of Collection Strategy (Tim Strawn)
  - Good formatting with bullet points and a numbered list for easy comprehension
  - Who the clientele for the library is
  - Objectives for how Kennedy Library acquires materials

### 5. Computer Lab Policies

- This page contains:
  - A URL that does not hyperlink to anything
  - Inconsistent formatting. For example, “if request is approved” is green and is larger than “if request is not approved”
  - Vague information for on-site support
  - Policy approval from 2018

## **6. Accessibility**

- This page contains:
  - Information about accommodations provided through the REKL, including:
    - Screen-enlarging software
    - Text readers
    - Electronic course reserves (whenever possible)
    - Material retrieval upon request
  - Word choice such as “special needs,” which might imply a negative connotation

## **7. Promotions at the Library**

- This page contains:
  - An acknowledgement that the REKL serves patrons of all ages, and therefore, information that is promoted within the library must be appropriate for the general public
  - Only 2 sentences. It directs users toward the “promotional spaces and policies” page through a hyperlink

## **8. Cell phone, food, and drink policies**

- This page contains:
  - Confirmation that food and drink are permitted
  - Confirmation that cell phones are allowed but a reminder to be considerate of other library users
  - Information about the silent floors of the library (floors 4-5)

## **9. Graduate study rooms**

- This page contains:
  - Correct and relevant information for an audience who may need it
  - Good resources for an urgent situations (lists helpful resources under “Reporting Space Issues”)
  - Bullet points and easily comprehensible formatting for a general audience

## **10. Guidelines for media requests**

- This page contains:
  - Formatting that is easily comprehensible
    - Bolded subheadings make information easily accessible
    - Bullet points are used sparingly but effectively for the information that needs it
    - Each paragraph is also sufficient in its information, without being overly drawn out

## **11. Computing Labs and Rooms**

- This page contains:



- Information regarding group study spaces, computing lab access, alongside other library rooms and spaces are easily navigable with clear, accessible language for the average user

## **12. Confidentiality**

- This page contains:
  - Language that clearly and effectively instructs on library confidentiality policy with no unnecessary bloat

## **13. Social Media Policy**

- This page contains:
  - Language that describes the do's and don'ts of library social media output and compiling social media channels used for the library

## **14. Inclusive Prayer/Meditation/Sensory Room**

- This page contains:
  - A few introductory sentences explaining the location and purpose of this room
  - A detailed list of what is and is not allowed in this space
  - Up-to-date phone numbers and emails of emergency contacts should the room be misused

## **15. Library Exhibits**

- This page contains:
  - Multiple (3) dead links that lead to error pages
  - Provides adequate links to examples of past exhibits
  - A lack of information on how to submit exhibit space

## **16. Library Use Policies (User Conduct and Safety)**

- This page contains:
  - An extensive list of prohibited behaviors in the library
  - A statement holding all library users and staff accountable to said policy
  - Policy approval from 2010

# Portal & Canvas Findings

## **ITS/Data Logistics:**

Finding data logistic information presented many barriers. In the attempts to contact ITS services, the team received various inconsistent responses from ITS staff members that proved to be ineffective in supporting the team's research efforts. Much of the information for students to access seemed to be authorized for staff only. As such, the team turned more their attention toward the student survey results.

## **Student Survey/Wireframe:**

A total of 35 student responses were collected through [the student survey](#) sent out in the form of a Google Forms. Below is a list of students' grade levels, majors, minors, and concentrations:

Grade Levels

0 First Years, 13 Second Years, 10 Third Years, 11 Fourth Years, 1 Fifth Year

Majors

English, Biology, Aerospace Engineering, Electrical Engineering, Mechanical Engineering, Economics, Business, Architecture, Computer Engineering, Liberal Studies, Architecture, Architectural Engineering, Statistics, Business Administration, Food Science, Industrial Engineering, Food Science

Minors

Linguistics, Computer Science, Spanish, Psychology, City & Regional Planning, Event Planning and Experience Management, Data Science, History

Concentrations

Anatomy, Physiology, Mechatronics, Computer, Accounting, Marketing, Information Systems

Our findings through the student survey are biased because the results do not take into account experiences of students who are not Second, Third, and Fourth years, and those who do not fall under the majors, minors, and concentrations listed above.

Out of 35 users, 28.6% responded that they used the library website "Often (every day ~ at least once a week)," 28.6% responded that they used the library website "Not very often (at least once every two months~at least once a year)," 25.7% responded that they used the library website "Sometimes (at least once every two weeks ~ at least once a month)," 11.4% responded that they use the library website "Rarely (I have not been on the REKLwebsite in over a year)," and 5.7% responded that they used the library website "Never (I have never been on the REKLwebsite)."

Users responded that they primarily used the library website to access OneSearch and databases, to borrow/renew/request items and to check their library profiles, to reserve fishbowls, and/or to access e-reserves and digital commons.

Out of 35 users, 45.7% responded that they were not aware of a "Library" tab on the Cal Poly portal page, 28.6% responded that they were aware of the "Library" tab and made use of it, and 25.7% responded that they were aware of the "Library" tab but did not use it.

Out of 35 users, 45.7% responded that they accessed the Robert E. Kennedy Library website through a Google search, 25.8% responded that they used the "Library" tab, 17.1% chose N/A as a response, 8.6% responded that they used the library link on the main Cal Poly webpage, and 2.9% responded that they used links that their professors provided.

Out of 35 users, 54.3% responded that they would find a Library link on the Canvas page to be another method that they'd use to access the Robert E. Kennedy Library website, 25.7% responded that they would not use such a link, 11.4% responded that they would use it as a

primary method to access the library website, and 8.6% responded that they do not use the library website.

Several users responded that they often found the website “difficult to navigate,” that the “multiple sign-ins made use of the website difficult,” and that it was “slightly intimidating to scroll through [so much information].”

## Recommendations

This section describes the following: the recommendations that the class developed in order to inform and establish a list of action items.

### DEI Recommendations

Use the style guide in the appendix as a tool when creating or updating pages on the Library’s website. The following Diversity, Equity, and Inclusion (DEI) section is organized around two ideas: how information is presented and type of information presented.

First, information on the [visions and values page](#) needs to be condensed and organized in a hierarchical way. For example, student-relevant content should be higher in the hierarchy and so at the top of the page. Housing and food resources should also be made more easily accessible on the website. This could be done through a visible button on the homepage that leads to more information on the resources.

Next, Library research guides centered around historically underrepresented groups should be available and accessible.

The content discussing the physical spaces of the Library should emphasize a welcoming, safe, and inclusive environment. As a part of this, the Library should work with on-campus organizations and clubs and make an effort to showcase any activities or events related to diversity, equity, and inclusion.

Finally, include a “Terms Defined” section for Library-specific language. Some examples include:

- Interlibrary Loan
- OneSearch
- Digital Commons
- Library Renovation
- Course Reserves
- Good Reads
- Chat with a Librarian vs 24/7 Live Chat

The purpose of this is to clarify the capabilities and resources the Library has to offer that are sometimes hidden under names that are not immediately understandable.

## Renovation Recommendations

Creating a webpage on the library website about the renovation would be helpful for students and Cal Poly faculty. Most students like myself have very little information regarding the renovation of the library, such as when it will start or what will happen to the services that the library provides for students. This webpage could help keep students and staff informed about the progress of the renovation and can direct them to the library services and study spaces that will be held elsewhere on campus. The website could also contain a timeline addressing the possible dates for each step of the renovation. As well as include more detailed photos of what the finished look of the library will be.

The website should have a map that shows where students will be able to find typical library services such as:

- Academic services
- Printing
- Book/materials rentals
- Honors program/Ombuds/Writing and learning center
- Computers
- 24 hour study space
- IT help desk
- Polycard services

Students would also like to know when the library will start the “phased move out” and when services will stop being available in the library. Students who rely on the services like printers and study spaces will need to find other places to do this but do not know when these services will be phased out.

Through looking at the other renovation or building projects that Cal Poly is embarking on, there are very detailed designs on what the finished product is expected to look like. Since the renovation is a massive undertaking, design plans may ebb and flow, but having just simple drawn designs are not sufficient enough. Having those images readily available online and also advertised would allow students and stakeholders to be more passionate about the project at hand.

Including a semi-detailed timeline of the project would be beneficial and also very interactive for students. Creating regular updates that are broadcasted throughout the available channels will add to the transparency that is missing from the project so far.

Creating an Instagram page for the library would create so much transparency between the students and the inner workings of the library. Throughout conversations in this class, there are so many services that the library offers that nobody knows about or knows where to locate them. Instagram is something that just about everyone uses, and it is very easy to add and edit information daily. Through research for this class there are many different universities that use Instagram to communicate with their public.

Speaking specifically for the renovation, formatting a highlight reel within the main page for regular updates on the project would help students connect with what is happening around them. An Instagram would provide a convenient news feed for the library to convey updates during the renovation to people who aren't necessarily actively seeking out that information, while webpage updates would be able to come up in a Google search for people who are actively seeking information.

## Policies Recommendations

In this section, the Policies Content Audit Team provides recommendations and revisions to the content of the Robert E. Kennedy Library's policies located on the REKL website. For a visual and simplified representation of these revisions, see the appendix of this document or click [here](#).

### 1. Fair Use Rights

- This page requires minimal edits in terms of content

### 2. Copyright

- This page could be omitted from the policies if it were included within the Fair Use Rights policy page
  - It does not differ enough from the Fair Use Rights policy page to warrant a stand-alone page for its content
  - A link to the Fair Use Rights policy page is already hyperlinked within the Copyright policy page; these pages could be collapsed into one page

### 3. Lost and Found

- This page could be omitted from the REKL policies altogether
  - It provides minimal information about the existence of the library's lost and found and guide users to the larger, on-campus lost and found
- The content of this page could be moved to the FAQ page
  - The information that would be moved to the FAQ was confirmed to be accurate with the Evening Services Coordinator in the Access Services Department

### 4. Collection Policies

- Change the Tim Strawn (Director of Collections Strategy & Discovery) email link to the link to his staff webpage
  - Insert this hyperlink instead of what is currently linked to the page:  
<https://lib.calpoly.edu/people/tstrawn/>

### 5. Computer Lab Policies

- Fix hyperlink for URL: <https://registrar.calpoly.edu/event-scheduling>
  - Change the policy page that the user is sent to as this is a broken link:  
<https://registrar.calpoly.edu/universityscheduling/request>

- Change “if request is approved” section to a consistent format for whole page
- Add additional information for on-site support
  - Add link to library help & support: <https://lib.calpoly.edu/help-and-support/>
- Explain what 25Live is
  - Consider adding link for 25Live support: <https://eventscalendar.calpoly.edu/location-availability>
- Update policy approval, if possible

## 6. Accessibility

- Explain the location where individuals can access the accommodations that increase the accessibility of textual documents
  - The page says to visit “any public service desk,” but it should specifically direct library users to the front desk (Access Services Desk) on the first floor
  - This information was confirmed with the Evening Services Coordinator in the Access Services Department
- Write that all course reserves are electronic as of Fall of 2022 and accessible through the Course Reserves hyperlink on the REKL home page (or through Poly Portal)
- Omit the comment that “library materials will be paged upon request for users with special needs”
  - Instead, highlight that anyone can request library materials be retrieved upon their behalf through Cal Poly’s One Search tool
- Include information about locations of elevators, as this is a mobility accommodation that promotes accessibility
- Include a DEI statement on this page about the REKL’s commitment to inclusivity and accessibility

## 7. Promotions at the Library

- Collapse this page with the “promotional spaces and policies page”
  - Make the information on this page serve as the first paragraph on the “promotional spaces and policies” page linked here: <https://lib.calpoly.edu/events-and-exhibits/exhibits/community/promotional-spaces-and-policies/>
  - Define “promotion” for users who are unfamiliar with this term in context of the library

## 8. Cell Phone, Food, and Drink Policies

- Add that food and drink that is spilled is the responsibility of the user
- Add library support contact information → if there is a big spill, explain who to alert

## 9. Graduate Study Rooms

- Add a few lines at the beginning of the page such as “graduate students have these options for graduate-student only study spaces.”
- Update with location of study rooms
- Update the times that the rooms are locked/how to unlock them specifically
- Update information on who can access

- Replace jargon like “matriculated” with more commonly accessible language, such as “enrolled in”
- Highlight information about graduate lockers rather than hiding them in a drop-tab hyperlink
- Add location of graduate lockers/how to access lockers

#### **10. Guidelines for Media Requests**

- No changes to content needed
- Consider combining policy with the Social Media policy page because of similarity in content

#### **11. Computing Labs and Rooms**

- Include information as to how non-Cal Poly log-in groups (e.g., San Luis Obispo residents not affiliated with Cal Poly) can access the computer labs and log into computers

#### **12. Confidentiality**

- Articulate how the Kennedy Library protects patron confidentiality
  - Explain that REKL employees do not disclose any information to parents of Cal Poly students who call to check on their childrens’ accounts
  - Explain that Access Services staff will never look up student names in databases; library materials and student accounts can only be accessed through the use of a Polycard or an EMPL ID
    - Note: this information was confirmed with the Evening Services Coordinator in the Access Services Department

#### **13. Social Media Policy**

- Combine with the policy page “Guidelines for Media Requests” under the new title “Media Policies”

#### **14. Inclusive Prayer/Meditation/Sensory Room**

- Include the floor number where this room can be found (floor 4)
- Ensure jargon follows the proposed DEI style guide

#### **15. Library Exhibits**

- Repair broken links or add new/updated links under “Exhibit Policies”
  - Update the following broken hyperlink: [American Library Association’s Library Bill of Rights](#)
  - Update the following broken hyperlink: [campus policies on Freedom of Expression](#).
  - Update the following broken hyperlink: [Guidelines for Community Exhibits and Gallery Spaces handout](#).
- Add information on how to submit a proposal for an exhibit

- Add information on the proposal process & how proposals are chosen

#### **16. Library Use Policies (User Conduct and Safety)**

- No suggested content changes
  - This information was confirmed as accurate with the Evening Services Coordinator in the Access Services Department

## Portal & Canvas Recommendations

### **Library Mainpage / Cal Poly Portal / Canvas Page Wireframe:**

After analyzing outside websites and compiling the annotations of the English 319 class, opinions on a few features became consistent. Below is a list of feedback for redesign:

#### Positive Feedback:

- Modernized webpage with a clean, unobstructed layout
- Highly-accessible search bar with the ability to toggle parameters
- Hours section, showing today's hours
  - Drop-down box showing wider hours when hovered over
  - Section for tutoring hours
- News section, with a rolling calendar of upcoming events
- Other page features
  - 24/7 Live chat
  - Wider site search bar
  - A frequently used/ popular student services box
  - User experience feedback box
  - Jobs tab
  - Mission statement blurb and DEI statement
  - Useful links to different online libraries and databases, such as JSTOR

#### Negative Feedback:

- 24/7 Live Chat and other site features are too hard to locate
- No drop-down tabs or enough search parameters
- Too much clutter or too many links
- Blurry photos and clashing visual aesthetics
- Out-dated and underwhelming news tab

Redesign of the library website, Cal Poly portal “library” page, and the Cal Poly Canvas “library” page should adhere to Cal Poly editorial, style, and branding guidelines.

### **Other Sites:**

While a small sample size of library websites and student comments is not enough to base the strategy around, the findings and recommendations should be paired with the user data and recommendations of other groups in order to have a comprehensive content strategy based on data and observation.



# Conclusion

As the Robert E. Kennedy Library website migrates to a new platform, the opportunity to intentionally strive towards the Library's goals and align with the Cal Poly style guides arises. The ENGL 319 class divided into five teams that focused on key opportunities for the Library's improvement, and through auditing the current website these teams formed recommendations on how to further enhance the website. The top priorities for the Library, from most relevant to least relevant are as follows:

- Create a Library Instagram.
- Include a "terms defined" section or define terms by linking to them where they appear.
- Use the style guide whenever updating or creating a page on the website.
- Create a Library Renovation page on the Library's website.
- Condense and reorganize the vision and values page.
- Update hyperlinks in the policies pages.
- Develop a Library page that could be added to Canvas.
- Update the Library page on the Cal Poly Portal in line with the class's recommendations.
- Develop user personas that represent a more diverse set of research participants.
- Simplify diction and jargon throughout the website.
- Omit repetitive information in the policies pages.

These action items will help the Library to achieve its mission to help members of the Cal Poly community most effectively utilize the Library's resources for their purposes. They will also bring the Library closer to its DEI goals of promoting DEI in the Library's services and creating an inclusive environment in the digital Library spaces through updating, standardizing, and improving the clarity of the Library's presented information.

# Appendix

## Style Guide

### Robert E. Kennedy Library Style Guide

#### Introduction

The purpose of this style guide is as a reference point for the content audit of the Robert E. Kennedy Library website in order to maintain a consistent tone and uphold DEI goals. The main audience for the Library are students, faculty, and community members seeking to find and use the Library's resources. The values of the Library are as follows:

- a. **Connect and Enrich:** strengthen campus community and inspire learning.
- b. **Strengthen Learn by Doing:** support students, faculty, and staff engage in open and informed inquiry.
- c. **Showcase and Celebrate:** digital galleries, exhibition spaces, unique collections that support innovation and diversity.

#### 1. Audience

- a. Language, content, and jargon should be centered around the focus of the audience: students, faculty, and community members.
- b. Information should be organized with the most relevant information to students and staff at the top of the web page.

#### 2. Grammar and Punctuation

- a. Align with the Cal Poly editorial style guidelines for additional grammar and punctuation guidelines, linked below.
  - i. <https://universitymarketing.calpoly.edu/brand-guidelines/editorial-style-guide/https://www.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/default.aspx>

#### 3. Branding Guidelines

- a. Align with the Cal Poly brand guidelines and Web Style Guide for additional branding guidelines, linked below.
  - i. <https://universitymarketing.calpoly.edu/brand-guidelines/the-cal-poly-name/https://afd.calpoly.edu/web/style-guide#0>

#### 4. Voice

- a. The Library's voice should be professional, helpful, and straightforward.

#### 5. Tone

- a. Tone should be dependent on the subject:
  - i. The tone for explaining tech rentals will be different from the tone for information on collections, galleries, or exhibits.
  - ii. Analyze the content and determine if a formal or informal tone is necessary.
    1. Example of formal tone: "The organizers encourage all students to attend the event."

- 2. Example of informal tone: “We’d love to see you at the event.”
- b. Remain friendly and welcoming, but maintain a professional tone.
  - i. It is more important to be clear than entertaining.
  - ii. Use: “The organizers encourage all students to attend the event.”
  - iii. Avoid: “You must attend this incredible event.”
- c. Use an active voice.
  - i. NO: Fishbowls can be reserved by students online.
    - 1. YES: Students can reserve Fishbowls online.
  - ii. NO: Through the Cal Poly Portal, students can pay their fines.
    - 1. YES: Students can pay their fines through the Cal Poly Portal.

## 6. Language

- a. Minimize jargon use.
  - i. Define words if necessary.
- b. Write in simple and direct sentences.
- c. Use analogies, examples, or graphs for complex ideas.
- d. Use Library to refer to the Robert E. Kennedy Library and not REKL.
- e. Be concise. Users are looking for important phrases, so every word of extra writing makes content less functional.
- f. Do not use abbreviations.

## 7. DEI recommendations

- a. Language.
  - i. Language should be gender-neutral when applicable.
    - 1. Use the singular “they”, “their”, and “them” when applicable.
      - a. Rework sentences to avoid using gendered terms.
        - i. Ex: Use the person’s name in lieu of pronouns.
    - 2. Avoid binary language such as “men and women” or “boys and girls” to refer to populations or groups.
  - ii. Use person-first language.
  - iii. Include pronouns on website staff and student profile pages.
  - iv. Avoid stigmatizing terms.
    - 1. Use: “unhoused” v.s. “homeless”.
    - 2. Avoid: insane, crazy, etc.
  - v. Avoid tokenizing language.
    - 1. Use: Donald Duck is the first duck to join the Navy.
    - 2. Avoid: Donald, a duck, is the first to join the Navy.
- b. Images.
  - i. Caption photos and graphics.
    - 1. Ex: An image of a fishbowl room in the Library may be captioned: “Fishbowl discussion room, an enclosed space with glass walls, is available for students to reserve.”
- c. Homepage.
  - i. Include a link to an Accessibility Feedback Form “Help and Support” tab on the homepage and explain its purpose and who should use it.
  - ii. Reaffirm DEI statements on the most visible parts of the website.

1. Ex: the homepage could have the DEI statement featured in bold.
2. The Library's DEI statements are:
  - a. Goal 4: Promote the advancement of DEI in the Library's collections and services. Specifically, continue to generate and critically review more inclusive Library research guides that center the perspectives, experiences, and contributions to knowledge of people from current and historically underrepresented groups.
  - b. Goal 5: Use the physical spaces of our Library building and our digital spaces to foster a welcoming, safe, and inclusive environment. Related to emphasizing the Library's value for diversity, equity, and inclusion and clearly showcase the Library's efforts and activities that promote the advancement of DEI on the REKL website. Including, ensuring that the Library website and building are fully accessible and, as educational spaces, express the diverse cultures and identities of our campus and regional community.

## Action Items: Revising Policies

*Note: This chart represents a comprehensive list of the policy revisions proposed in the [Recommendations](#) section of this report to REKL policies.*

Require Revision	Require Minimal/No Revision	Collapse/Combine Together	Delete/Move Elsewhere	Proposed New Policies
Copyright	Cell Phone, Food, and Drink Policies	Copyright and Fair Use Policies	Lost and Found	Fines and Fees for Access Services Materials (e.g., chargers, markers, adapters, calculators, etc)
Accessibility	Computing Labs and Rooms	Social Media Policies and Guidelines for Media Requests		Fines and Fees for Library Materials (e.g., ILL materials, REKL books, DVDs, etc)
Collection Policies	Inclusive Prayer/Meditation /Sensory Room			Material Renewal Policies (e.g., what materials can/cannot be

				renewed at the REKL?)
Graduate Study Rooms	Library Use Policies			
Promotions at the Library				
Computer Lab Usage Policies				
Library Exhibits				

## Looking Outward: Portal, Canvas, and Website Redesign Wireframes

*Note: The following images are wireframes of redesigns for the Cal Poly Portal 'Library' Page, the Canvas 'Library' Page, and the Robert E. Kennedy Library website homepage, respectively. These redesigns adhere to Cal Poly editorial, style, and branding guidelines.*

URL to the prototypes:

<https://www.figma.com/proto/bYWNHsMrI9MKcGJMRhZ6vk/WIREFRAME-PAGE?node-id=26%3A212&scaling=scale-down&page-id=0%3A1>



