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University Libraries: Looking Ahead

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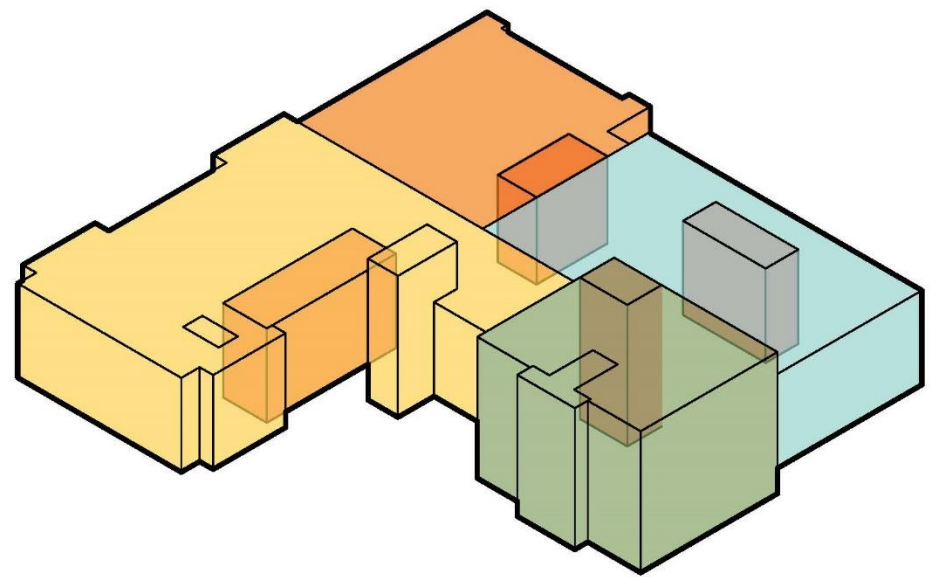
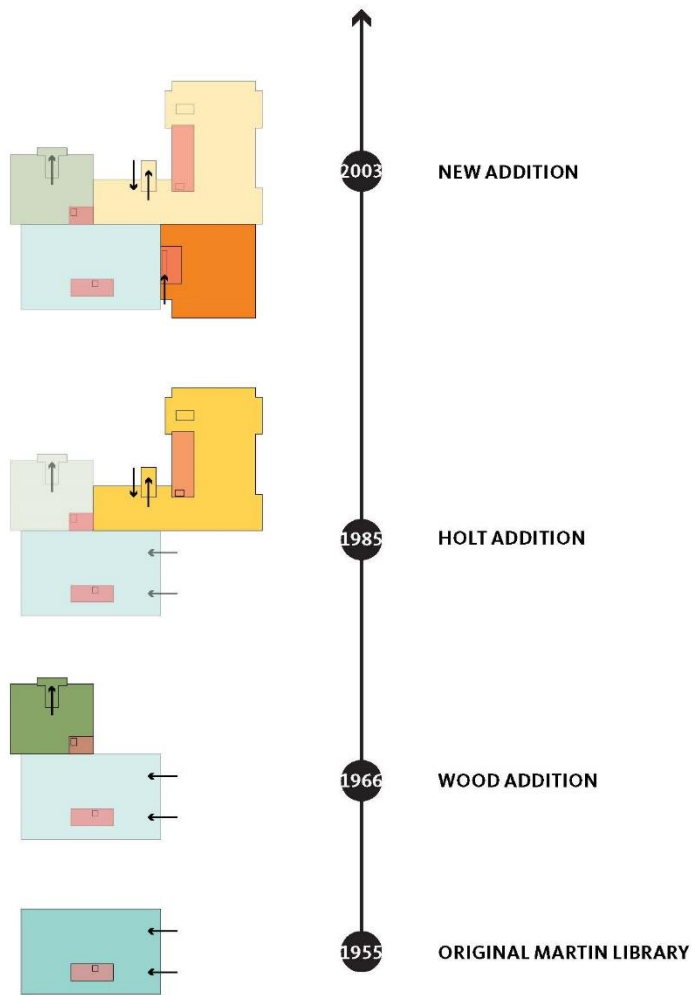
University Libraries: Looking Ahead

Mary M. Somerville, PhD
University Librarian
University Libraries
University of the Pacific

February 14, 2018

Like any good book, let's start at
the beginning

The Prologue



Chapter One

Stockton Campus Library Aerial View





UNIVERSITY OF THE PACIFIC


STOCKTON CAMPUS LIBRARY

No room to read

“Library after library has sacrificed reader accommodation to the imperatives of shelving. The crowding out of readers by reading material is one of the most common and disturbing ironies in library space planning.”

Scott Bennett. (2015). Putting learning into library planning. *Portal: Libraries and the Academy*, 15(2), pp. 215-232.

Plot Twist

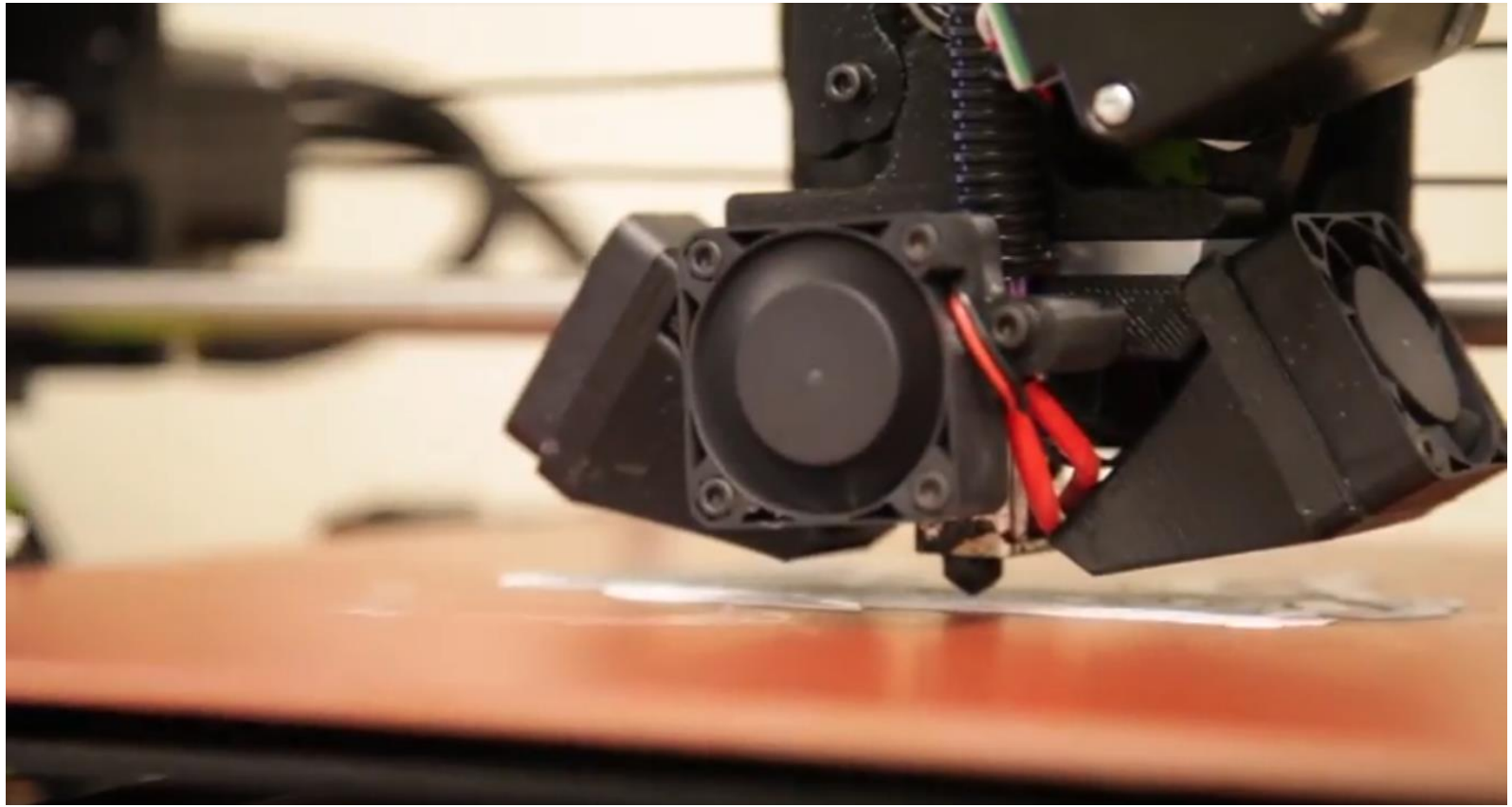


Traditional
libraries
are...

Disrupted...



New York Time on iPhone 3GS by Robert Scoble. <http://www.flickr.com/photos/scobleizer/4697192856/>



From Student Centered to Learning Centered

The social constructivist approach recognizes that learning results from social interaction and that knowledge is constructed when individuals engage socially. Understanding is furthered when people communicate with each other. So students have to be actively engaged in learning. They need to develop 'habits of learning' for 'working together' in the present day and also well into the future.

Participatory Design

Inclusive design *with and for* users involves stakeholders in co-creation from the start.

Intensive process enriches academic library planning and anticipates revitalization outcomes.

Co-design initiates inquiry and fosters relationships that extend well beyond facility improvements.

Chapter Two

UNIVERSITY OF THE PACIFIC

STOCKTON CAMPUS LIBRARY

WHAT HAD COME BEFORE THIS PROJECT:

External Consultant Reports

Usage Data and Statistical Analysis

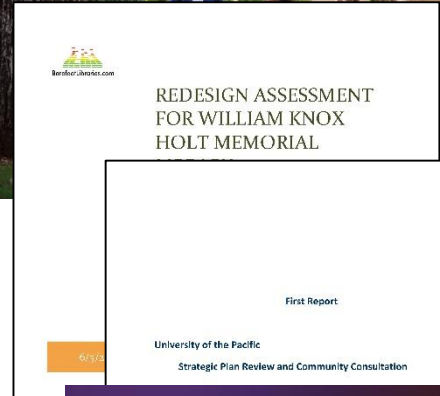
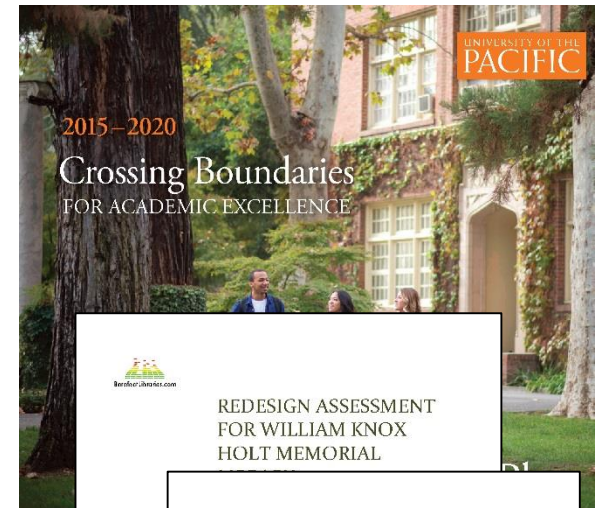
Masterplans and Strategic Plans

Academic Council Committee Reports

Online User Questionnaires

Exemplar Facility Site Visits

- and so much more...



PARTICIPATORY DESIGN



Constituency engagement adds value:

Libraries are used in different ways by different groups w/different viewpoints.

Design processes initiate and model inquiry learning, critical reasoning, and reflective dialogue.

Library funding and capital planning projects requires strong advocates and fiscal resources.

DESIGN CHARRETTES

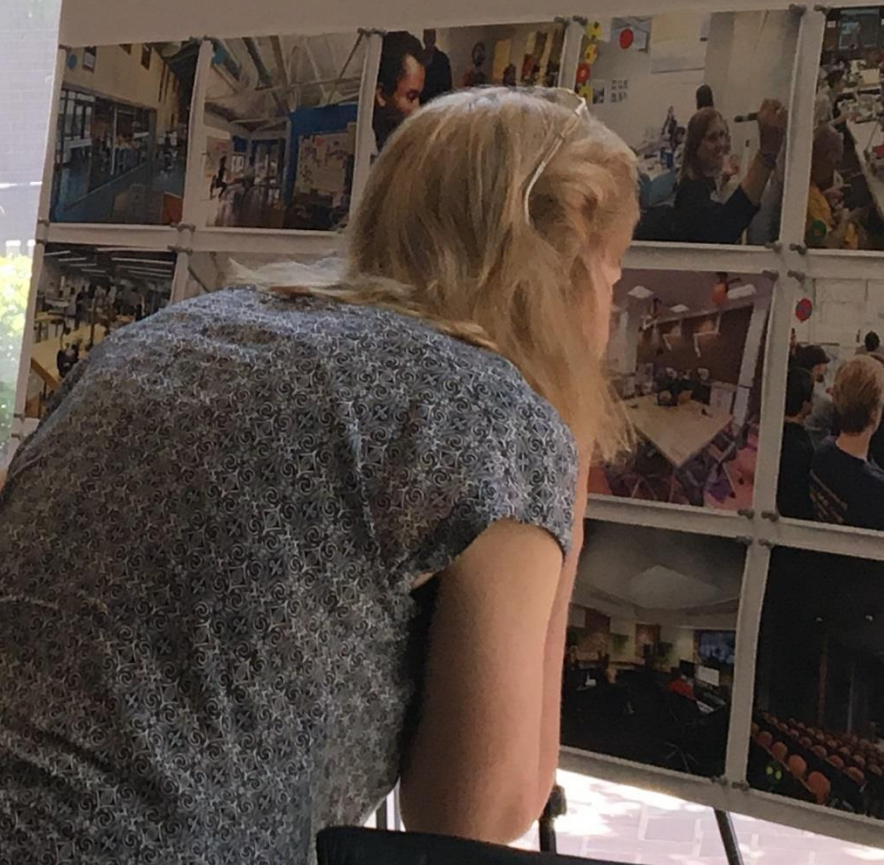


- Architectural charrettes foster stakeholder engagement and participant collaboration.
- Participants voice hopes and dreams – and concerns - about the revitalization project.
- Design ideas emerge from collective conversation and interactive visioning.
- Design visualization advances learning together and catalyzes creativity.
- Inclusive workshop participation furthers ownership and heightens engagement.

Functional Types
Individualized / Small personal rooms
> Group (10-15) & Adjustable
> Common Areas > Media Lab (Pods)
> Digital Commons / Basic Student IT
> Academic Support / Learning
> Writing Center
Peer Tutoring (Help w/ Assg.)
Mentorship, SSCP
Writing, Time Mgmt, Meditation

Thing
> Student
> English Fo
> Math la
> High level
△

CREATE & SHARE



EXERCISE ONE

Which images best describe what you would like to see in a Great Library?



EXERCISE TWO How do we best support learning in the library?



EXERCISE THREE

How does it all fit together in the re-envisioned Stockton Campus Library?



CRITICAL AND IMMEDIATE FOLLOW-UP

Support from senior leadership, both during Charrette Design and following day Summary Session, where next steps were discussed.



Community of Learners

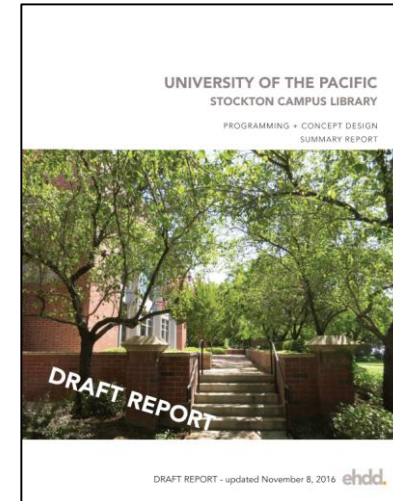
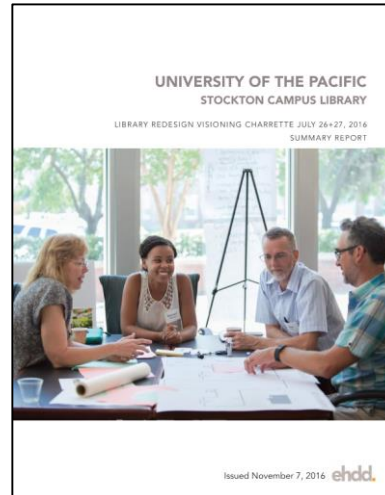
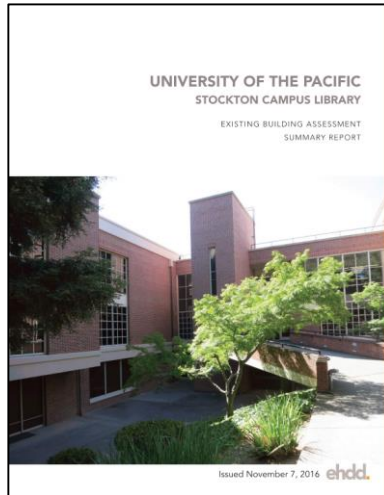
“For several generations, [universities] were primarily preoccupied with the role of their library buildings as portals to information, print and later digital. In recent years, we have reawakened to the fact that libraries are fundamentally about people – how they learn, how they use information and how they participate in the life of a learning community. As a result, we are beginning to design libraries that seek to restore ... the library’s historic role as an institution of learning, culture and intellectual community.”

Sam Demas, Librarian Emeritus, Carleton College, *From the Ashes of Alexandria*

Chapter Three

UNIVERSITY OF THE PACIFIC

STOCKTON CAMPUS LIBRARY



CHARRETTE AS A CENTRAL PART OF A THREE-PART PROCESS

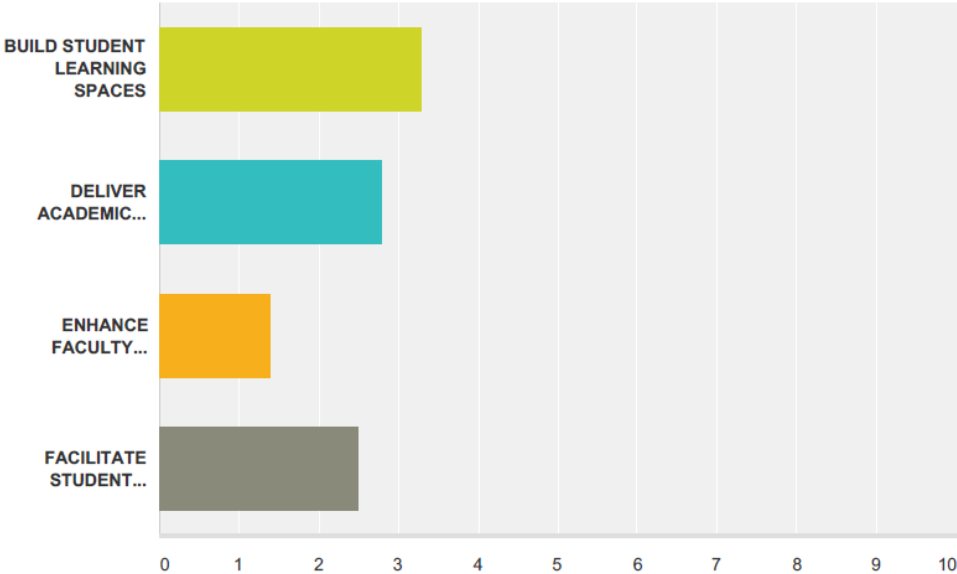
- Existing building evaluation
- Charrette design workshop
- Conceptual design phase + report

What is a library?

Faculty survey page

Q2 Please indicate the collective perspectives of faculty colleagues about the relative importance of Charrette Report recommendations. Rank their importance by dragging and dropping recommendations into the appropriate position (with 1 as the most important and 4 as the least important) or by modifying the number (with 1 as the most important and 4 as the least important). Note: Recommendations are listed in alphabetical order.

Answered: 10 Skipped: 0



BUILD STUDENT LEARNING SPACES

Create enhanced space for students and learning by consolidating library stacks, as well as improving information discovery, access, and use. Locate integrated service desks, digital technology commons, and Special Collections in more prominent locations. Design flexible and versatile spaces that build community, foster inquiry, and make learning visible. Reveal the natural beauty of the campus through intentional indoor-outdoor connections.

DELIVER ACADEMIC LIBRARY SERVICES

Design spaces that enhance user experience of research collections, education services, technology commons, consultation services, and learning spaces. Co-locate library faculty and staff to further collaborative activities and improve work flows. Create partnerships with other student academic success providers within spaces designed to catalyze collaborations through intentional adjacencies. Create spaces to foster interaction between students and faculty in the library.

FACILITATE STUDENT ACADEMIC SUCCESS

Make learning resources and learning services in the Stockton Campus Library visible and accessible. Create an integrated service area for physical and virtual delivery of 3-city student academic support programs. Brand co-located academic writing, library research, mathematics development, and peer tutoring services as Student Academic Success Hub.

ENHANCE FACULTY DEVELOPMENT SPACES

Design well-equipped, highly flexible Center for Teaching and Learning spaces which foster faculty exploration and development of learner-centered teaching practices and pedagogical and technological experimentation. Create naturally inviting, permeable spaces which inspire and nurture interdisciplinary collaboration, and support faculty individual and group work.

William Knox Library Remodel



Request for Approval to Advance Project to Design Phase

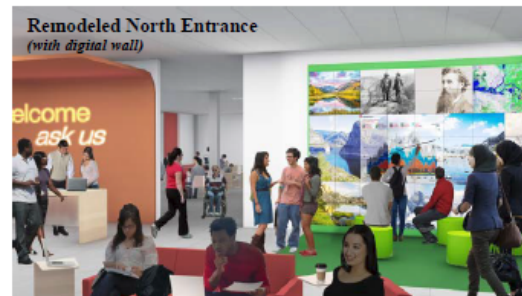
Per the Board-approved Capital Project Decision Process, a major capital project must receive Finance and Facilities Committee approval to proceed with Pre-Planning and Programming Phase work on projects advanced by the President with Cabinet and vetted on campus. This approval is based upon review of a project justification statement. Pre-Planning and Programming approval was received at the July 2016 Finance and Facilities Committee Meeting.

Following Pre-Planning and Programming, per the Board-approved Capital Project Decision Process, a major capital project must receive Finance and Facilities Committee approval to proceed with Schematic Design and Design Development Phase work. This approval is based upon review of Pre-Planning and Programming Phase work and recommendations.

The Pre-Planning and Programming Phase has helped define how best to renovate the existing Stockton Campus William Knox Library for our current and future students, faculty, staff and community stakeholders. The process has also assisted with the identification of potential costs, which is now informing possible fund-raising opportunities and achievable project scoping and timelines.

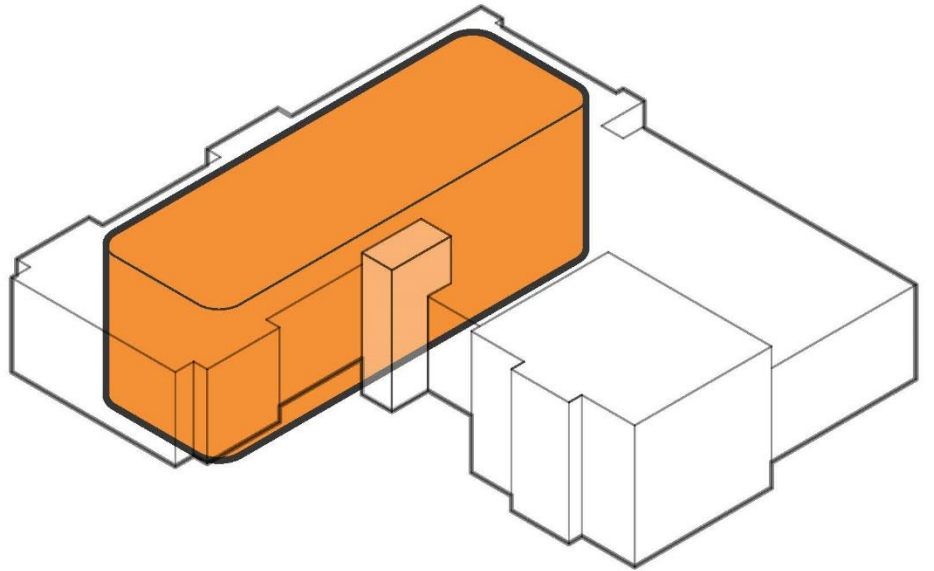
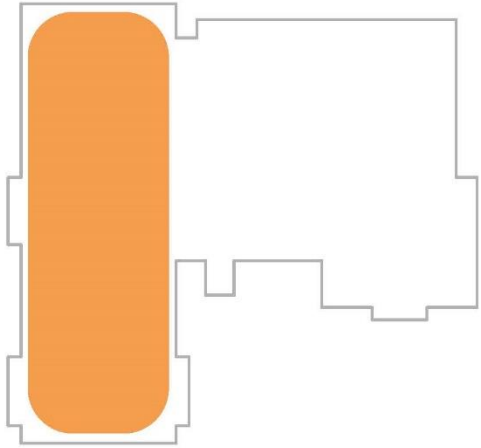
Project Scope and Recommendations

Our challenging times demand heightened ambitions for the William Knox Library facility. In response, campus vision from an interactive workshop (charrette) during Pre-Planning and Programming now informs shared aspirations for transformative space repurposing. No longer a mere repository, the Stockton Campus library will be enlivened by synergistic environments that enable discovery and access,

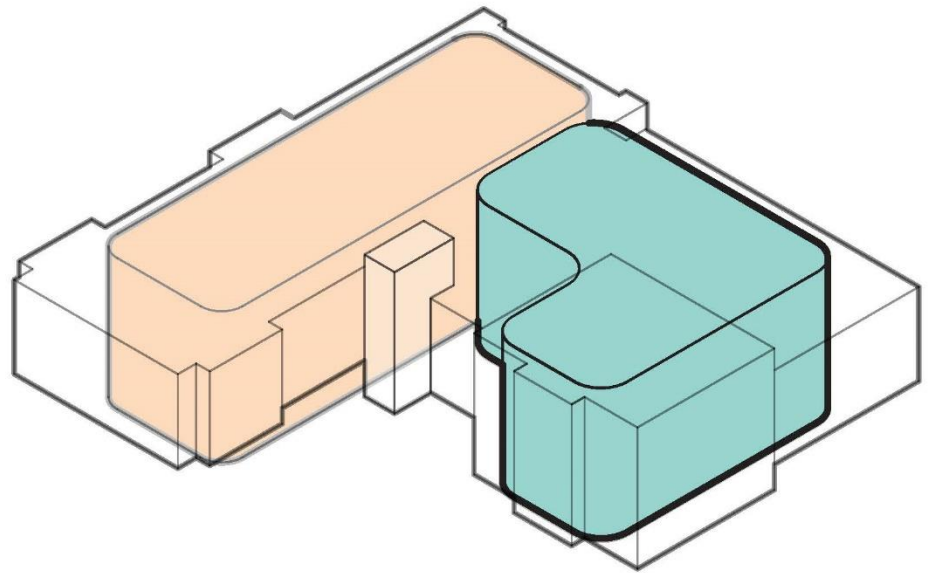
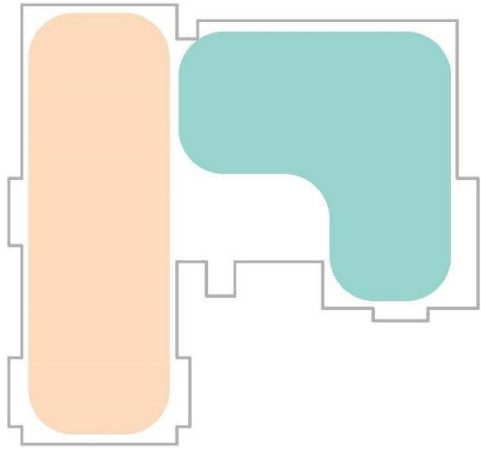


interpretation and analysis, creation and sharing, of knowledge. State-of-the-art production facilities will catalyze innovative co-creation of digital content, intentionally crossing disciplinary boundaries and forging multidisciplinary collaborations, viewable on a visually prominent digital wall. Special collections containing unique historical content will also be more visible and thereby accessible to researchers who seek to understand and interpret the past and prepare for the future.

A renovated library facility will ensure its persistent presence in students' lives and its strong impact on students' attainment.



GREAT ROOM



RESOURCES



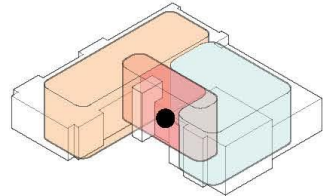


EXISTING ENTRY



MAIN STREET

VERTICAL VILLAGE



William Knox Library Remodel



Request for Approval to Advance Phase I Project to Construction Phase

Per the Board-approved Capital Project Decision Process, a major capital project must receive Finance and Facilities Committee approval to proceed with Pre-Planning and Programming Phase work on projects advanced by the President with Cabinet and vetted on campus. This approval is based upon review of a project justification statement. Pre-Planning and Programming approval was received at the July 2016 Finance and Facilities Committee Meeting. Furthermore, a major capital project must receive Finance and Facilities Committee approval to proceed from Pre-Planning and Programming Phase work into Schematic Design/Design Development Phase work. This approval is based upon review of Pre-Planning and Programming Phase work and recommendations. The policy further requires both Finance and Facilities Committee and full Board approvals to advance a project to Construction. This Project was advanced into Design following Finance and Facilities Committee approval at the January 2017 meeting. Following is a summary of the Project.

Project Location:

This Project is being completed within the existing structure known as the William Knox Library, which is comprised of four (4) primary component buildings. It is located on the Stockton Campus at the south edge of the central campus area along Brubeck Way.

Project Scope:

Design on this Project is being finalized at this time. Approval at this time will allow us to select a builder and begin construction within the next few months.

We are reinventing University of the Pacific Libraries as a learner-centered resource for 21st Century teaching and learning. We are evolving the nature of traditional library services away from static stacks and isolated services. Dynamic hubs for relationship building inform the ways that all members of the Pacific community understand, access, and engage resources and expertise, to produce information and create knowledge.

Within reimagined spaces, research librarians work with campus learning partners, offering tutoring and writing expertise, to ensure students' academic resiliency. In adjacent spaces, faculty developers and instructional designers advise university professors on active learning and technology integration strategies, to further discovery and deepen reflection. Space adjacencies foster boundary crossing relationships that catalyze student centered synergies within a novel higher education teaching and learning ecosystem.

Chapter Four

Campus Community Presentations

Council of Deans

Provost Leadership Team

Associated Students (student gov't)

Academic Council University Library Committee

Academic Council Executive Committee

Alumni Association Executive Committee

Community Fora (forums)

Library Group (all library organization members)

Library Planning Team (library organization unit heads)

LIB-CTL-UE leadership group (university library-center for teaching & learning-undergraduate education)

Emeriti Faculty Association [on Valentine's Day!]

RESEARCH & LEARN

Classrooms, Learning Spaces,
Workshops, Studios, Tutoring, Research
Center, Information Commons

DISPLAY & DISCOVER

Exhibitions, Galleries, Presentations,
Stacks, Special Collections

REST & REFLECT

Napping, Reading, Drawing, Hammocks,
Beanbags, Lounging, Yoga

FOCUS & WORK

Study Commons, Computer-Work,
Reading Rooms, Offices, Meeting
Rooms, Study Carrels

CREATE & SHARE

Makerspaces, A/V Studios, Digital
Commons, Fablab, Collaboration Spaces

GATHER & PLAY

Eating, Socializing, Events,
Collaborating, Student Activities

				
	<p>intelligence, +7 to focus, +33% to success rate -Frank half-circle nook study thing helps me drown out outside distractions and is comfy</p>	<p>can fall asleep</p>	<p>↑ I agree :(too stiff</p>	<p>↑ agree</p>
				<p>more tables!!! More chairs!!!!</p>
	<p>I like the circle <u>cubicles</u> the most, the other chairs can be uncomfortable. More cubicles, please :)</p>			<p>↑ esp 2nd floor! Desks shouldn't be too small... My lap shouldn't be bigger than the desk.</p>
	<p>↑ YAS</p>			<p>↑ yup</p>
				<p>The chairs need to be more comfy.</p>
				<p>We need more cubicles!</p>
				<p>↑ I agree Cubicles are key, but make them charger compatible</p>

HELP US fill our

THURSDAY, JANUARY 25

11AM - 1PM

Classroom 1



RSVP to join

Yimhof@pacific.edu

open space
at a...

FURNITURE
workshop







COOL Man w
ch, ④

This would be a work of art!
can try with
positioning as
have a word!

Forget!
★

The
"Green
Lantern"

n nest
Write!

make a bro
or a rap
would be great
the better.



“You feel a library as soon as you walk in the door. Maybe a little serious, a little intense. It’s impressive, really, that just walking in the door you feel it. ... I really like libraries.”

2nd semester first year student
University of the Pacific, 2018

Participatory Design Questions

University Library Committee, March 2018

What do our Pacific students need to be able to do?

How can we facilitate that through facilities design?

What kind of learning should be possible here?***

What learning activities do we want to enable here?

What learning behaviors do we want to encourage here?

What learning experiences do we want to create here?

What learning partnerships do we want to create here?

*** that won't necessarily be fostered in other spaces?

Afterword

LOOKING AHEAD

“Many... who use academic libraries feel that it is not enough to design the space solely for efficiency; **when we go to the library, we may need to read and write and be productive, but we also need to think, dream, imagine, and connect to communal beliefs and aspirations.** Here is where the community’s mores and ideals should also guide the work of architects.”

Designing a New Academic Library from Scratch,

Nancy Fried Foster, 2014

Great institutions have great libraries!



RESOURCES

Alison Head. (2016). *Planning and Designing Academic Library Learning Spaces: Expert Perspectives of Architects, Librarians, and Library Consultants*. A Project Information Literacy Research Report: The Practitioner Series.

http://www.projectinfolit.org/uploads/2/7/5/4/27541717/pil_libspace_report_12_6_16.pdf

Scott Bennett. (2015). Putting learning into library planning. *Portal: Libraries and the Academy*, 15(2), pp. 215-232.

https://www.press.jhu.edu/journals/portal_libraries_and_the_academy/portal_pre_print/articles/15.2bennett.pdf

Nancy Fried Foster. (2014). *Designing a New Academic Library from Scratch*. Ithaca S+R.

www.sr.ithaka.org/publications/designing-a-new-academic-library-from-scratch/

Hilary Hughes. (2017). Charette as context and process for academic discourse in contemporary higher education. In T. Miranda & J. Herr (Eds.). *The value of academic discourse: conversations that matter*. Lanham, Md.: Rowman and Littlefield.

Howard, Z., & Somerville, M. M. (2014). A comparative study of two design charrettes: Implications for codesign and Participatory Action Research. *Co-Design: International Journal of CoCreation in Design and the Arts*, 10(1), 46-62. (Special issue on 'Codesigning through Making') doi:

10.1080/15710882.2014.881883