Planning and Assessment

Program Goals

Introduction

As a center of intense intellectual inquiry, the University of Chicago Library shares with the University the aspiration to be the most dynamic learning environment in the world. It continues to embrace change and align itself to thrive on diversity, to support professional growth and opportunity, and to reward flexibility and innovation.

Libraries today are more than repositories for books and quiet study. They are transforming into active community spaces that encourage interaction and collaborative learning, showcase the rise of new technologies, and adapt to the needs of their patrons. Sometimes, creating a library to embrace these changes requires constructing a new building or making major modifications to an existing facility.

The Regenstein Library has identified a part of Level 'A' as a potential location for a collaborative learning environment. Level 'A' covers about 83,200 GSF out of which about 20,000 GSF (18,000 NSF) has been allocated to this study.

Project Goals/ Vision

- Create an attractive and inviting 'destination' space for students, faculty, academic technologists, and library staff
- Encourage an open collaborative environment that becomes a destination to study and collaborate in a creative and scholarly environment
- Encourage and foster scholarly interaction, group work, and collaborative learning
- Facilitate scholarly engagement in groups and create zones for teaching and workshops
- Facilitate understanding of opportunities and research skills the Library offers
- Maintain visibility, access to natural light, and create a comfortable moderately quiet setting that both creates and sustains an environment supportive of scholarship
- Incorporate flexibility for a variety of uses for small to medium group sizes as well as individual study
- Allow for flexibility and adaptability to meet Library's future needs

Project Scope
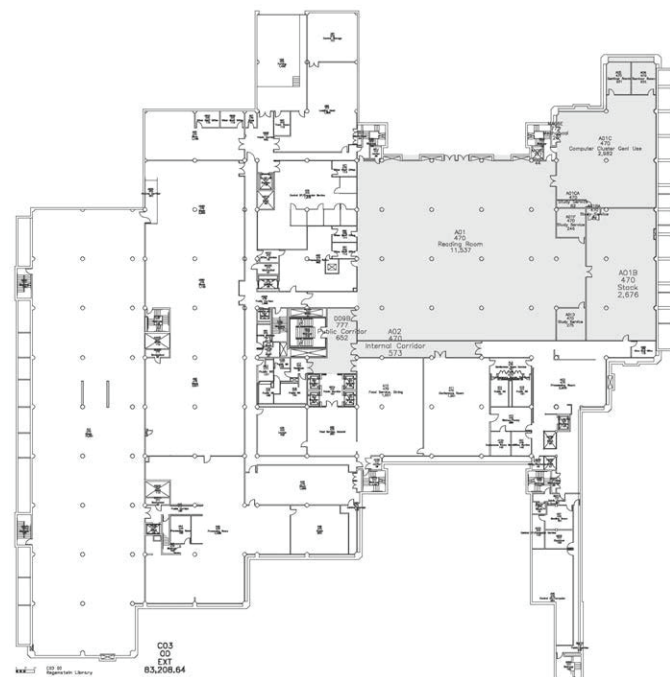
- Analysis of what space is occupied now and what will it take for its optimal conversion to a collaborative student learning space
- Opportunities to improve functionality of the space and aid in a suitable environment for active learning
- Important working adjacencies that either exist now or might be promulgated in the new space
- Technology, equipment, or special/non-standard furniture considerations including MEP or Voice/Data support requirements
- Incorporate studio space producing MOOCs, creating web tutorials, webinars, etc. and delivering online instruction
- Support functions such as administration, storage, waiting areas, etc.

Proposed collaborative active learning space

Level 'A' Floor Plan

REGENSTEIN LIBRARY 'A' LEVEL PROGRAMMING AND CONCEPTUAL DESIGN: EVALUATION OF INITIAL CONCEPT PRESENTATIONS - April 2014

3

Redesigning collaborative learning spaces:
How to get the information you need to get the transformation right the first time

Camille Andrews, Learning Technologies & Assessment Librarian & Sara E. Wright, Head of User Services, Albert R. Mann Library, Cornell University, Ithaca, NY

Objective

- Renovation of Bissett Collaborative Center & reading room
- What do users want, how do they work & what do they do in collaborative learning spaces?
- In-depth assessment process (2012-2014) modelled on the University of Rochester and Ethnographic Research in Illinois Libraries (ERIAL) projects.

Methodology
We did the following:

Interviews on group work (n=6)

Survey (n=29) on Agati furniture & Bretford whiteboards

Usability testing and survey (n=61) on Tidebreak's TeamSpot software

Photo diaries & interviews (n=7)

Ideal space design exercise (n=45)

Observations (manual & SUMA data collection tool)

Post-redesign surveys (Phase 1: n=approx. 100; Phase 2: n=46)

Usability tests & interviews on room reservation software (LibCal & Dibs) & processes (n=11 & 28)

Surveys on docking stations, furniture color, etc.

Environmental scan and visits to other collaborative facilities

Results

Analysis of the collected data for themes and patterns is ongoing and the findings are too detailed to represent in full here, but below are some preliminary common themes.

Likes

- **Basics matter: variety** of spaces for different purposes & furniture styles and heights, **space** to spread out; **comfort; good lighting; outlets; acoustics**
- **Some privacy;** low traffic; few distractions
- **Aesthetics:** both modern & "library" feel, plants/nature, **color** & visual interest, openness & sight of others working
- **Technology:** Laptops, Google Docs, Dropbox, LCD screens & dual monitors popular but low tech (Whiteboards ds & markers) important

- **Proximity** to home, food, drink & resources & **familiarity**
- Both **reservable & open** spaces
- Average **groups of 2-4** people

TeamSpot Collaborative Software

- Yes: 22
- No: 39

TeamSpot Pros:
- Very useful features, esp. file sharing & wireless control
- Positive feedback & excitement, esp. from trained groups with longer term projects and large, complex format files

TeamSpot Cons:
- Learning curve (esp. for staff & compared to Google Docs for students)
- Some confusion on system messages & group dynamics over control of main screen; PC/Mac & mobile device compatibility issues
- Issues for Mann - network congestion; better and more instructions/signage needed

Agati workstations

- Yes: 3
- No: 26

Dislikes

- **Too noisy** or quiet
- Furniture **uncomfortable** (wrong height, too hard, small, etc.) or too comfortable (encourages sleep)
- Too open (**no privacy**) or enclosed, claustrophobic
- Too **crowded,** distracting; high traffic; social
- **Bad lighting,** lights on timer
- **No outlets**
- **Too close** to strangers
- Colors are **depressing and drab.** No pictures or plants. Too Gothic
- **Out of the way**
- Unsure if reserved, others taking up space for nonacademic use, **squatting**
- Strong smell from food, not clean

Redesign (Phases 1 & 2)

Phase 1 (Spring 2013) added:
- Agati collaborative workstations (2 on LibCal reservation system; 2 open)
- Ottomans, beanbags & more whiteboards
- 2 laptop docks (Mac & PC)-later removed
- Increased signage (digital and print)

Post-redesign survey: average satisfaction scores increased from 3.5 to 5 (with 5 being very satisfied).

Phase 2 (Spring 2014) added:
- Soft chairs & couches
- Small end & scratch pad tables
- Privacy screens & large lamps
- Laptop tables
- Counterheight & 3-4 person tables
- Mediascape collaborative presentation system
- Charging stations

SUMA: Rethinking Space & Service Design through Observational Data

Tobi Hines, User Services & Multimedia Librarian and Sara Wright, Head of User Services
Albert R. Mann Library, Cornell University, Ithaca, NY

What is SUMA?

SUMA is an open-source tablet and web-based assessment toolkit for collecting and analyzing observational data about the usage of physical spaces and services, developed at North Carolina State University Libraries. The tool streamlines existing data collection, enables fast, hassle-free mobile data collection, provides sophisticated data analysis and visualization capabilities for non-technical users, and promotes observational data analysis as an integral part of service and space design and day-to-day planning.

Data Analysis Capabilities

SUMA's data analysis tools allow users to explore their data through a web-based interface. Users can easily change settings to view data from different collecting programs, locations, activities, and time periods. SUMA currently provides an interactive time-series, the ability to splice data by time of day, views of proportional activities and location counts, and a calendar heat map.

Data Exports

- Charts and graphs
- Raw comma-separated data for use in spreadsheet applications
- Summary data such as counts and percentages by day/month/year for locations and activities

Collecting Program
Design multiple collection initiatives and define the different spaces and activities for each one.

Activities
Include as many activities as you like. Define and group your tags for analysis, specifying which are required and which can have multiple states.

Locations
Define the locations. Share your multi-tiered location "trees" across initiatives or create new ones as necessary.

Count Button
User testing showed the need for a large "Count" button that staff could use without looking or using their thumb.

Count

Improving Spaces & Services

SUMA adds value to gate count data and more traditional assessment methods, i.e. surveys, focus groups, ethnographic studies, by:

- Tracking observational data on how populated specific spaces are
- Tallies through customizable categories, what patrons are doing in specific spaces
- Collection over time will allow viewing of how space and service needs shift over the course of an academic year

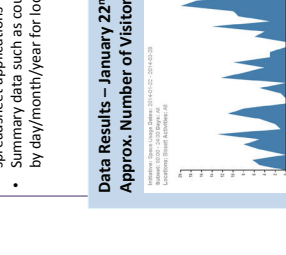## Usage and Implications for Mann Library

Members of the Mann Learning Technologies Committee and student employees are working together to do:

- Head Counts 6Xs a day
- Room Usage Counts 5Xs a day
- Space Usage Counts 3Xs a day

As we continue to collect data, we will have a better understanding of how students use the library, what type of studying they do, and which locations they prefer.

In our attempts to refresh spaces through new furniture purchases or rearrangement of existing pieces, we can ensure that we are creating spaces that students want to use.

Data Results – January 22nd–March 22nd
Approx. Number of Visitors: 114, 965

Space Usage, January – March 2014

Space Usage, Locations and Activities

Room Usage, January – March 2014

Room Usage, Locations

Space Requirements for Mann Library:
A blueprint for the next decade

August 2013

Prepared by:
Sara Wright, Head of User Services
Camille Andrews, Learning Technologies & Assessment Librarian
Howard Raskin, Head of Operations and Program Outreach

Mann Library seeks to strengthen its role as an essential partner in creating a space that encourages learning and scholarly communication, showcases student and faculty research, invites collaboration, all of which is continually reviewed and refreshed to meet the changing and growing needs of our students and faculty. Working with other campus organizations and departments, the library will provide innovative services that foster research collaborations among faculty, students, and researchers within CALS and CHE, improving the student learning experience. By re-imagining our space, we hope to enable more effective library staff interaction with the community and academic departments. Utilizing data from recent student surveys and studies, Mann library will improve library spaces for study, especially those spaces that invite interactive, cross-disciplinary collaboration.
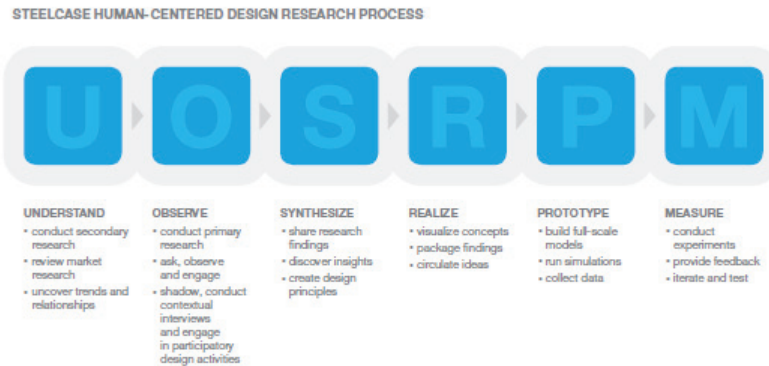
To fulfill our vision, the library will focus on the following strategic directions:

1. Continuous communication – understand, evaluate, and continually assess the library user's experience and use that information to shape collections, spaces, and services

2. Collaborative learning community – provide spaces equipped with furniture and technology that meet the collaborative working needs of students and faculty and seek to partner with appropriate campus groups to provide better support for research and data assistance

3. Inspire students with great learning spaces and services – design a space that is beautiful, functional, and flexible for library users

4. Visibility of student and faculty research – ensure that the library's physical and virtual spaces establish the library as a forum for showcasing and engaging with research

	Vision & Direction	Guiding Principles	Space Planning Principles
1.	Continuous Communication	- Explore ways to enhance our engagement with our user community to gain valuable feedback - Cultivate a climate of assessment to measure our success, adjusting our course with our findings	- Give priority to needs of the Cornell community, particularly those affiliated with CALS & CHE in making design changes - Work in close conjunction with COMM, DEA and other departments to develop a flowing partnership between the library and its spaces - Integrate and consolidate service points within the library to make conversation with users easier
2.	Collaborative learning community	- Develop partnerships and collaborate with library and non-library departments to create a space that supports the changing needs of users and staff - Use current student data and future assessment to develop spaces in the library that meet the collaborative study needs of students	- Provide users with more one-stop-shop access to information and technical support - Invite departmental and Cornell outposts within the library to provide all types of learning support (including those not typically sought in a library such as registration and academic advising assistance) - Establish physical or virtual space for faculty and student feedback on current research - Develop clear zones for collaboration and develop online presence to foster this

Space Requirements for Mann Library (excerpts)

3.	Inspire students with great learning spaces & services	• Integrate technology into study spaces and classrooms that make collaboration easier and more effective • Work to create complementary physical and online learning environments/experiences • Re-imagine collections and information services to support our users' evolving information needs • Build and mold a nimble, creative, sustainable, & efficient staff that supports continuing transformative change	• Create spaces that allow for thought provoking discussions between faculty and students and peers • Configure spaces within the building for specific needs of students such as individual and group study areas, open informal work areas, online learning, quiet study, etc. • Maximize the flexibility of these spaces to accommodate various functions, needs, and group sizes • Spaces need to be comfortable, make it easy to collaborate, flexible for a variety of learning environments, and inspiring • Establish facilities that enable users to incorporate media segments into assignments, e-portfolios, and research projects • *Lab*rary space idea from Harvard and others where spaces in the library can be devoted to testing out new furniture, layouts, and software • Provide spaces that accommodate new patterns of learning i.e., scale-up classrooms
4.	Visibility of student and faculty research	• Develop partnerships with faculty to allow the library to be a showcase for faculty and student work • Library as a neutral zone for feedback and expression on research • Develop avenues for research explored and expounded on by students in a virtual environment	• Provide new spaces for informal instruction and interaction • Interaction zones where users have access to both low and high technology computing/visualization tools • Encourage student and faculty "ownership" of the library by establishing spaces within the library for creation and display of their work • Establish areas for display of research and figure out a way for this to be self-service mode

STEELCASE HUMAN-CENTERED DESIGN RESEARCH PROCESS

U O S R P M

UNDERSTAND	OBSERVE	SYNTHESIZE	REALIZE	PROTOTYPE	MEASURE
• conduct secondary research	• conduct primary research	• share research findings	• visualize concepts	• build full-scale models	• conduct experiments
• review market research	• ask, observe and engage	• discover insights	• package findings	• run simulations	• provide feedback
• uncover trends and relationships	• shadow, conduct contextual interviews and engage in participatory design activities	• create design principles	• circulate ideas	• collect data	• iterate and test

-from Steelcase Education Solutions. (2011) Active Learning Spaces.
http://www.steelcase.com/en/products/category/educational/documents/ses_active_learning_spaces_interactive.final.pdf

Beginning with collaborative work and study spaces like the second floor Bissett Collaborative Center, the Mann Learning Technologies Committee conducted a series of studies, including:

- Observations of the Bissett Collaborative Center (on varying days and at various times during the day) and research on library spaces by DEA students
- In depth interviews with students about their group work experiences, probing to find what was most useful and most challenging in a collaborative environment, i.e. lighting, furniture, software, other technology, as well as what technology/software/space etc. they currently use and why
- Testing of and survey (n=29) on Agati collaborative furniture and Bretford whiteboards
- Usability testing of and survey (n=61) on TeamSpot collaborative software (which allows multiple users to control a single large screen wirelessly and to share files and links easily amongst a group)
- Photo diary exercise combined with in-depth student interviews in which we required seven interviewees to bring in photos of campus spaces and tools they use for individual and group work
- Ideal space design exercise with a random sample of students as well as the CALS student advisory committee (approximately 38 total), in which we asked students to draw their ideal collaborative space and did short debrief interviews on their designs
- Post-renovation survey of Bissett Collaborative Center (ongoing)

This past year of intensive user studies comes in addition to a long tradition of using students and class projects to help shape Mann Library (for example, DEA 1500's involvement in the creation and post-occupancy evaluation of the original Bissett Collaborative Center). As we look forward, we hope to have even more student involvement in the creation of Mann's spaces. In the spirit of experiential, authentic learning, Mann Library can serve not only as a study space but also as a living lab where students in DEA, COMM, Landscape Architecture, and other departments can implement and test what they have researched, get feedback, and share their results with faculty and peers.

Environmental Scan

In addition to the studies that we have conducted at Mann, library staff has also investigated innovations in library spaces around the country. Two members of the Mann Learning Technologies Committee visited several institutions--Duke, North Carolina State, Georgia Tech, University of Massachusetts at Amherst, Emory, University of North Carolina at Chapel Hill, and the showroom at Steelcase -- this spring to examine learning spaces in or attached to libraries, interview staff at these facilities, and gain ideas about furniture and design. Staff members have also reviewed literature on library learning spaces to help frame our ideas about the renovation.

Results from user studies and environmental scan

Analysis of the collected data for themes and patterns is ongoing and the findings are too detailed to represent in full here (see Appendix A for more information}, but below are some preliminary common themes.

In general for study spaces, our investigation uncovered the following patterns on students' likes and dislikes:

Likes	Dislikes
- Different kinds of spaces needed for different purposes - Variety of comfortable furniture styles and heights - Well lit especially with natural light; windows - Plenty of outlets - Zoning for noise and quiet, differing levels of privacy - Quiet but can make noise without distracting others - Low traffic area; few distractions - Aesthetics: new/modern feel, color and visual interest, openness, "library" feel - Views and integration of nature/plants - Has people being productive and necessary resources - Has computers and software - Work tables with room to spread out - Whiteboards - Proximity to food and drink - Available and not too far away from home	- Too noisy or too quiet (which varies by person and activity) - Uncomfortable furniture (wrong height for typing, too little space between people, wooden/hard, dividers) or furniture is too comfortable and encourages sleep rather than studying - No tables of appropriate height or surface to work on - Too open; feels like people are staring at you - Too full of people - Too distracting; high traffic; too social - Bad lighting, dark, lights on timer - No outlets - Too enclosed, claustrophobic - Has to sit face to face with strangers - Out of the way - Unsure if reserved - Don't like to study in other people's space or rooms - Depressing sitting in a row with limited space - Colors are depressing and drab. No color, pictures or plants

In terms of group work: • Familiarity and proximity-everyone knows where it is • Always open and don't need a reservation; conversely, ability to book for several hours • Spaces for groups of 2 or 3 • Display of student work • Places for both quick small group meeting and also extended group work	• Too "serious" – nobody talks. • Too Gothic • Smell from food is too strong, not clean; crowded, high traffic area.

Specific space needs vary depending on activity. Each type of spaces serves different kinds of activities and requires different affordances, as shown by the zoning model below developed from research done by Steelcase.

COLLABORATIVE ZONE

1. Design this zone to support active learning, with tools for sharing analog and digital content.

2. Support cocreation of content on computer screens, in print materials, on whiteboards and in other analog material.

3. Provide tools to capture and distribute analog and digital notes, information, and ideas.

4. Support the librarian's expanded role.

SOCIAL ZONE

1. Accommodate group work and the expansion of teams over time.

2. Build welcoming reception areas, visual displays and clear paths to library services to help students understand and use the library.

3. Provide tools to share both digital and analog resources.

4. Provide appropriate worksurfaces for lounge settings.

FOCUSED ZONE

1. Provide for individual comfort, concentration and security.

2. Provide ample worksurface space with easy access to power.

3. Consider visual and acoustical privacy for individual work.

4. Provide for temporary ownership of space.

-from Steelcase Education Solutions. (2011) Active Learning Spaces.

http://www.steelcase.com/en/products/category/educational/documents/ses_active_learning_spaces_interactive.final.pdf

By looking at our user studies research and fitting our students' responses to a taxonomy of space types, we can design a variety of different spaces that will provide the zones that students need. We have preliminarily identified the following needs and potential space types that we need to consider in the forthcoming renovation and for future changes.

- Design for flexibility (post and beam construction, mobility, track systems, dropped ceilings, wire hangers)

- Though each space should have a coherent story or vision for its purpose, let students dictate what a space will be in the end. Don't try to set the vision for the space on your own

- Don't be afraid to pick the wrong thing and be willing to let things evolve

- The character of spaces changes based on time of day and the changes in the spaces around it

Conclusion

Given the rapidly shifting technological and scholarly communication landscape, the changes in teaching and learning toward more student-centered, active and collaborative models, and the new ways students, faculty and staff work, the old paradigm of renovating library spaces is no longer sufficient. As libraries continue to move from storage spaces for physical materials to centers for learning, creation, access, preservation, and collaboration around information in all formats, the way we envision library space needs to be more responsive and flexible to meet the needs of today's users and those to come. No longer can we simply calculate estimated square footage for physical materials and seating, budget one-time expenditures for sturdy furniture and standard replacement cycles for computers, and expect our assumptions to hold for years to come. To meet needs that we couldn't envision even a short time ago, we must now look at library spaces as being flexible, iterative, and co-created by our users. We must engage our users directly, not only by asking for feedback and assessing their use of library spaces, but also by involving them in their formation in an ongoing process. We must also take our cues from cutting edge research and implementation being done at Cornell, other peer institutions, innovative workplaces, and architectural and design firms. In this manner, we can implement a design process that will make Mann Library a campus hub and leader now and in the future.

Appendix A: Further Results from User Studies

- **Variety of comfortable furniture** - In addition to the Agati booths we tested (which have been extremely popular), students also mentioned wanting couches, armchairs, beanbags, ottomans, booths like those in the new Hotel study space, individual study tables, group study tables, small end tables, tables for 2 (or 4) for quiet study in proximity, (low) partitions for individual study tables, and tables with different shapes (circular or round edged, triangular, square) and heights like computer booths and counter-height bars. Mobility, ergonomics, placement with good views and some semblance of space and privacy, as well as ways to comfortably manage work paraphernalia were also desirable.

- **Windows and natural light** — Windows and natural light (including skylights) showed up in a lot of the responses, with students wanting to make the most of the view (and not wanting anything they considered unnecessary using it up, like printers or offices/staff rooms as one student said).

- **Views/themes of nature, plants, and water features** - Plants were popular (including the idea to use potted plants as privacy screens/dividers or centerpieces) and a surprising number of participants mentioned wanting a fountain (or pond or waterfall) as a centerpiece or focal point (and noise dampener). Additionally, most members of the CALS student advisory committee mentioned this and asked us to consider something "cool" like trees, a floor aquarium or a waterwall in the main area to draw in more people and make them want to be there. A few people mentioned posters, nature scenes and art.

- **Noise, privacy and zoning** - Unsurprisingly, participants wanted well-defined zones for quiet and talking, and soundproofing in areas of the library. The problem of acceptable noise levels and privacy (e.g. bleed over of noise from group rooms, too much noise in Bissett Collaborative Center, not wanting to hear or disturb others or be overheard, wanting to see others but not be seen, competing needs for social face time versus privacy) comes up repeatedly. Interestingly, some participants drew distinct zones in their ideal space plans (quiet areas and fun areas, individual and group spaces, etc.) or mentioned rooms with themes or colors (nature themes, blue and green colors and some colors that pop). Informal zones or places for study breaks (with couches, a bed, or fireplace) showed up in a few drawings. Students want privacy (partitions, alcoves like the ones in Duffield, group study rooms with windows (and in one case, curtains) as well as open space. In terms of partitions, a few people mentioned mobile or retractable walls/partitions that could convert larger group spaces into smaller ones in a flexible manner.

- **General ambience and aesthetics (newness, openness, color)** came up a lot. Several students mentioned liking the newness of Mann and other places on campus compared to the spaces available at Olin/Kroch/Uris libraries like the Uris cocktail lounge. One student liked the open feeling of the Bissett Collaborative Center and others asked for plants/nature, art, and more curves and angles, such as rounded corners for the rooms. Blue and green were the most often mentioned colors, and in the peer institutions we studied, color was often used as a technique for wayfinding and to define particular zones in the library. In terms of a **traditional library aesthetic**, students drew floor plans including quiet areas with stacks so it felt like a library as well as the 4

person "classic" library study tables. A couple of students specifically mentioned liking the library stacks as a resource and also ambience. A student mentioned the new Hotel center in Statler and commented that it was not really a library. When the CALS student advisory committee was asked what they thought of when they thought of a library, they responded that they thought about lots of desks, stacks, and books and said Statler felt like a cafeteria although students did like the booths. Interestingly a couple of participants explicitly remarked upon the pull of familiarity and the feel of being surrounded by books and feeling that they are in a library as main draws. One participant specifically said that seeing other people being productive motivated her.

- **Technology -** As for technology and computers, **intensive technology is not always necessary** – the main things students mentioned were **power outlets, whiteboards** (whether rolling, whiteboard walls or whiteboard paint) **and other lower tech solutions.** These are very much in demand and may be all some students need. However, as the CALS student advisory committee pointed out, it's better to have more available technology rather than less and those who don't need it won't use it.

  - Most of the participants have and carry around their own laptops and phones (and iPods, Nooks and the like) but they also used **campus library and department computers and labs** a great deal.
  - **GoogleDocs – for file sharing & storage—is highly used, and in some cases, DropBox – mostly used for sharing large files.** Note: one student said that email attachments were for formal, finalized things like resumes and for older/authority figures and GoogleDocs was for other students, brainstorming and informal collaboration. This emphasized the idea that GoogleDocs was something that the younger generation understood and used easily, but when she had to deal with older professors she always defaulted to Microsoft Office applications (Word, PowerPoint). Only a few students interviewed so far actually used DropBox, mainly those who had to share files that were particularly large (and in some cases it was unclear if the speaker was referring to the Cornell version of DropBox or the freely available version, which have different functionalities).
  - **Dual monitors** on computers (preliminary results from our photo diary study indicate these are good for design programs like AutoCAD and Photoshop as well as reading and writing side-by-side) and a large screen (and projector and desktop) for group work.
  - **LCD screens** are crucial for some kinds of group work & essential for practicing presentations.
  - **Presentation practice space with projectors** is needed (to practice using PowerPoint) in the group study spaces.
  - **Laptop docking stations** for Mac and PC.
  - **TVs and higher end technology** like smartboards, embedded tablets in tables that can wirelessly project to monitors, multi-touch wall surface, media players, and an iPad library-only a few participants asked for these.
  - **Printing and copying** came up in requests for more copiers and printers on all floors (and free printing! A participant in our photo diary study indicated that the free printing at the Latino Center was something that she wished she'd known about earlier) and a couple of requests to move printing (to enclosed area or one that didn't block the view out of the windows).

- **Wifi** - Interestingly, when asked where they would like to use computers, a couple of participants mentioned wanting to be able to use their laptops outdoors more easily in addition to indoor locations.
- **AV and multimedia** - For one of our students, Mann's AV production room for projects and video has been a fantastic space and would like at least one more to be available just in case one is in use. She also noted that having two stations in the AV room could be an issue. Sometimes she doesn't want people to hear and see her project so maybe partition or more privacy would be nice.
- **Other tools used for individual and group assignments:** whiteboards, tackboards, GoogleDocs, Gmail/Cmail, Microsoft OneNote, WordPad, StickyNote; Dropbox; Blackboard, Doodle, paper notes, and basic Office (Word/Excel) were all mentioned. For keeping track of assignments and schedules, paper planners (especially the Cornell planner) seemed to be as important as phone calendars and reminders still.

- **Collaborative spaces:** Frequency & type of group projects/study depend on major & college, e.g. those who are in field/lab/other spaces might not have traditional group projects but have other collaborative needs (compiling lit reviews, PowerPoint presentations). There are different needs for different types of group work and collaboration (just meeting to assemble pieces of project; working on projects or brainstorming; deciding direction; studying and doing problem sets or other work in proximity to others working on similar things, etc.). **Timing and scheduling of group meetings and proximity to and availability of space** is an important issue. There was a recurring need for a variety of sizes of group study spaces, some of them reservable, also represented in the Mann Facility Space Planning Report. **Proximity** is an important factor in deciding where to meet for groups (indicating our main customers are probably people near us). **Since scheduling - finding a time when everyone can get together - and availability of group space at time of need is an issue for those working in groups, a reservation system for some rooms is needed. There especially seems to be a need for reservable space for small groups** (especially two to five people, as 2-4 person group size is common according to our observations and it is infrequent that a group consists of 6 or more students). However, as group space is at a premium, some students prefer that some spaces remain non-reservable and first-come, first serve so they can just come in instead of someone reserving in advance for the whole day and maybe not being there. A student recommended having some system to monitor whether or not a space was being used for group or individual use—whether reserved or just people studying in there-- so there would be no abuse of space. Another indicated that sometimes they were not sure what was available.

- **Service points** - Moving the information desk to the side came up a couple of times (too exposed, intimidating in current location) and removing the tables came up. Someone also wanted a circulation desk just for equipment and an "IT professional desk." Also a student mentioned that sometimes he has a question during the day and Mann's front info desk is always very far away from where he's doing work and he would like a more accessible help desk with a librarian who can help with research.

- **Food and drink**- Manndible received very positive reviews; a majority of students mentioned the important role of having quality food and drink accessible in the lobby. However, a few students indicated they wanted more self-serve options like vending machines (including a vending

machine for supplies as well), self-serve coffee and the ability to microwave and get napkins in the lobby.

- **Interesting "blue sky" ideas** - Students have asked for glass or "writeable" walls, chalkboards, a king size bed near a waterfall, wood floors, large rugs, lecture spaces, central classrooms and/or a classroom with auditorium style seating, a gaming lab, a 3rd floor reading room, fireplace, or a fish tank wall. From a quick preliminary analysis of the drawings and interview notes, we got a dizzying variety of excellent suggestions (e.g. huge group room with moveable dividers/partitions, glass-walled teleconference rooms with projectors/LCD screens, open collaborative spaces with an iPad library and tables with inset tablet computers).

Science Café- Evaluation

1. Is this your first Science Café in this Library? (circle one)   yes   no

2. How did you hear about this event? (circle all that apply)

Professor or faculty member	Friend	Family Member
Email	Webpage	Twitter
Facebook	Flyer/poster	Radio
Large outdoor sign	Previous Science Café	Community newspaper
Campus newspaper	Other: (please list) _____	

3. Rate how engaging you found the program, with 5 being the most engaging. (circle one)

    1- definitely not engaging   2- not engaging   3- undecided   4- engaging   5- definitely engaging

4. Rate how likely you would be to recommend Science Café to a friend, with 5 being the most likely to recommend. (circle one)

    1- definitely not recommend   2- not recommend   3- undecided   4- yes, recommend   5- yes, definitely recommend

5. Suggestions for improvement:

6. Suggestions for future speakers and/or topics:

7. Tell us about yourself: (circle one)
    Freshman   Sophomore   Junior   Senior   Grad Student   Faculty   Staff   Other (please list): _____

8. What is your major? _____

**Proposal to Establish Media Commons Services
in the Knowledge Commons at the University Libraries**

Summary

This document summarizes our understanding about the Media Commons and
Macintosh instruction space located within the Knowledge Commons in West Pattee.

Media Commons is an ITS (Information Technology Services) initiative to install and
provide ongoing technical and pedagogical support for multimedia production facilities
across the Commonwealth and University Park. Media Commons currently supports 25
such facilities, including 5 at University Park, one of which will be currently located on
the first floor of Pattee.

The *Macintosh instruction space* is a space designed to support traditional and new
forms of teaching practice primarily for University librarians.

The *Knowledge Commons* is a federation of services and repurposed physical spaces
that will facilitate information discovery, collaborative learning, and knowledge building
with a focus on undergraduates. It will blend digital and multimedia technologies with
the best of online and traditional library services. Expert help will be readily available to
help students use the information and technology resources to foster learning and
research.

Both the proposed Media Commons and the Macintosh instruction space within the
Knowledge Commons will be a joint venture between the University Libraries and
Information Technology Services (ITS) to provide students and faculty with the ability
to get training on popular multimedia software and studio equipment, capture and edit
video and audio, publish projects online, investigate new forms of teaching practice, and
facilitate effective integration of multimedia into coursework.

For the Media Commons, support options would include one-on-one consultations and
group workshops with dedicated ITS staff, phone support, and access to self-paced
online instruction.

The Macinstosh instruction space will be supported in a slightly different fashion. ITS
staff will provide technical support for the computers in the space and will provide
50%of the ongoing financial support for managing life cycle within the space.

Media Commons Facilities

The new Media Commons facilities in the Knowledge Commons will consist of 2
Presentation Practice/Video Studios, 3 group audio recording rooms, 1 large post-
production room, 2 small post-production rooms, 2 sound booths, and 1 staff office.
The designs of these spaces are based on approximately two years of testing in our

existing Pattee spaces, and the evolution Media Commons facilities in 24 other locations. Each space is designed to be multi-purpose, and can function as group study rooms when not being used for media authoring.

This facility will be staffed from 9am-5pm, Monday through Friday, by a full-time Media Commons consultant. Phone support will also be available 9am-9pm Monday-Thursday, and 9am-5pm on Friday. Usage data from the first year of operation will be evaluated to determine if additional staffing is required.

The Media Commons spaces are also located adjacent to a large Multimedia instruction space that will be dedicated to Libraries and Media Commons instruction.

The existing Media Commons facility in W213 Pattee will be closed and dismantled when the Knowledge Commons opens.

Project Roles

Infrastructure

- University Libraries: Provide physical spaces (studios, groups study rooms, staff office, etc.)
- Media Commons/ITS: Provide computers and other technology in MC spaces
- Digital Library Technologies: Manage network
- Media and Technology Support Services: supplies laptops, digital cameras, camcorders, etc. for use

Personnel and their Responsibilities

- ETS/Manager of Advanced Learning Projects:
  - Overall management of MC services, coordination with Libraries; assessment of services
- Media Commons UP Coordinator:
  - Manage support staff, coordinate day-to-day activities
- Media Commons Consultants:
  - 40 hours/wk for workshops and consulting
  - 9:00 a.m. to 9:00 p.m. M-F phone support
- Libraries faculty/staff:
  - Support of joint MC/KC projects to further ITS/University Libraries partnership, including combined Media Commons/Library instruction.
- Service desk staff
  - Direct appropriate faculty and students to Media Commons spaces
- Libraries' sponsor: Sr. Associate Dean for Undergraduate and Learning Services
- Head of the Knowledge Commons: Coordinate, foster, and assess services in the Knowledge Commons in partnership with other managers
- Libraries liaison to Media Commons: Head of the Knowledge Commons

Promotion and Marketing

- the Libraries and ITS will collaborate on publicity and marketing

<u>Equipment</u>

The following will be provided by ITS*:

- o (14) Multimedia Workstations (standard MC configuration) distributed throughout MC spaces w/ access to Media Commons UP shared storage
  - (5) 27" iMacs (post-production)
  - (2) 21" iMacs (sound booths)
  - (2) Mac Minis (1-button video)
  - (5) 24" iMacs (audio recording, and 1-button video) – *re-used from existing Pattee Media Commons*
- o 2 complete "1-Button Video Studio" configurations (computers, camera, microphones, projector, studio lighting, automation systems)
- o 3 "1-Button Audio Recording" configurations for audio recording rooms(computer, microphone, automation system)
- o 2 audio recording systems for sound booths
- o Staff office computer and other equipment

* All technology will be on a 4-year lifecycle

The Libraries will provide:

- All furniture including: chairs, tables, podiums, A/V carts, and other miscellaneous furnishings
- Physical spaces (8 collaborative rooms, two sound booths, manager's office)
- Equipment mounting fixtures for projectors, green screens, and other wall or ceiling-mounted equipment.
- Links to the Crestron Room Reservation system
- Power and data for all equipment.

Macintosh Instruction Space Facility

The Macintosh instruction space has been designed to support both traditional and emerging classroom practices. Additionally, the instruction space will support enhanced media functionality, managed by MTSS. ITS' role in the space will be to provide 50% of the funding for the initial 40 iMac Computers, including the software image, and 50% of the ongoing life cycle funding required.

Space Utilization

The University Libraries will maintain the master schedule for this instruction space and will be primarily dedicated to UL classes and special functions. The Media Commons will be provided with second level priority scheduling. Media Commons and

TLT staff can schedule to space for training workshops that are targeted specifically at rich media creation and integration. When not scheduled, the instruction space will be an open lab space on a 24 by 5 basis. The UL will allow ITS to list the space as an open lab on the ITS listing of lab spaces at University Park.

Project Roles

Infrastructure

- University Libraries will provide the physical space
- ITS will create specifications for equipment in consultation with UL and will manage ordering of 40 iMacs
- ITS will provide the software and central management of all machines
- Digital Library Technologies will manage the network
- Media and Technology Support Services will provide additional AV equipment, including, but limited to projectors, screens, switching, and sound systems.

Cost Sharing

The UL and ITS agree to share at 50% the initial costs for the 40 computers and the ongoing life cycle costs in the instruction space.

Personnel and their Responsibilities

- ITS will provide overall management of computers
- UL will manage the space and maintain the master schedule for the space
- Public information staff for the UL and ITS will collaborate on publicity

Equipment

The following will be installed in the Macintosh instruction space:

- 40 Multimedia Workstations (standard MC configuration) distributed throughout MC spaces w/ access to Media Commons UP shared storage
  - (40) 21" iMacs*
  - Common software build to include MC software
* All technology will be on a 4-year lifecycle

The Libraries will provide:

- All furniture including: chairs, tables, podiums, A/V, and other miscellaneous furnishings
- Equipment mounting fixtures for projectors and other wall or ceiling-mounted equipment.
- Projectors and screens (via MTSS)
- Storage space (AV closet)

Library Instructors

Instruction - New Item

Edit

Save | Close | Paste | Copy | Cut

Commit | Clipboard

| Initial Request | Session | Librarian | Post-session |

Help

Library Instructors

Retrieve Staff List

Lead Instructor:
Department
Phone:
Email:

Second :
Department
Phone
Instructor/Rover

Third:
Department
Phone
Instructor/Rover

If there are/were more than three Instructor/Rovers for this session, please email the names and amount of prep time for each to Paul (Phbern@syr.edu) AFTER the session has been completed.

Post-Session

Instruction -

Edit

Save | Close | Paste | Copy | Cut | Delete Item

Commit | Clipboard | Actions

Please enter the actual number of students who attended: 14

Please indicate, in hours, how much time each person spent preparing for this session:

Verheyen, Peter   2

Was this session a follow-up to a previous session? ○ Yes ● No
Was the session held in the most suitable/preferred space? ● Yes ○ No
Was the room adequate for the session? ● Yes ○ No

Did you and the professor plan the session together? ○ Yes ● No
Was the professor present during the session? ○ Yes ● No

Was a new research guide created specifically for this session? If so, please enter the URL here:

Click here to insert a hyperlink

Was an online tutorial created for this session? ○ Yes ● No
If yes, please enter the URL here:

Click here to insert a hyperlink

Could one be created in the future? ○ Yes ● No
Was this session on the course syllabus? ● Yes ○ No ○ Not Applicable ○ Don't Know
Will this session be on the course evaluation? ○ Yes ○ No ○ Not Applicable ● Don't Know

Please enter any comments about the session:

Odegaard Undergraduate Library Building Vision Steering Group

Report to the University of Washington Office of the Provost

March 2010

APPENDIX C
QUESTIONS FOR THE NEEDS ASSESSMENT

Odegaard Undergraduate Library Building Vision Steering Group

January and February 2010 Needs Assessment

Focusing on the student experience to guide our process, what enhancements and changes to the building would
optimize the space as a learning environment and resource for students?

Structured Conversation with Identified Groups

1. Group or Program Interviewed:_____
2. Composition of Group:_____
3. Students: What years in school?_____
4. Students: What college or majors?_____

Script:

*I am part of a group that has been charged with creating a programmatic and integrated vision of the Odegaard
Undergraduate Library building, including the By George area on the ground floor and the three floors of the library
above. We are looking at ways that we can enhance the space to optimize the student experience, for learning,
research, writing, and creative production. We would like to ask you a few questions about how you go about
accomplishing your academic work:*

1. *Where do you think that you do your best work? Why?*

2. *What spaces do you currently prefer and why?*

3. *Have you been in Odegaard during the past year? If so, how often and when did you come into the
    building? If not, why not?*

4. *What aspects about the current facilities at Odegaard do you find most helpful?*

5. *What aspects are most frustrating?*

6. *Could you describe a recent class or project that you have had that required the use of one of the
    libraries or the MGH Computing Resource Center?*

7. *What resources or applications did you need to use?*

8. *What resources or applications would you have liked to have used if they had been available?*

9. *Where do you go to create your multimedia projects? Why?*

10. *What should Odegaard do to make it your preferred place for study, practice, production, or research?*

11. *Is there anything else that you would like to say to the vision steering group about
    OUGL building?*