Planning and Progress
Georgetown University Library Strategic Initiatives
2010-2015

Toward the Library’s vision of being “recognized as an ‘icon of transformation’ for Georgetown University, empowering its communities to surpass their own aspirations and to have a global impact,” the Library’s Leadership Council, in 2009, developed a five-year strategic plan that focuses on eight major initiatives: Copyright; Scholarly Communications; Research, Teaching, and Learning; Collections; Space; Campus, Community, and Global Engagement; Digital Infrastructure; and Staffing.

1. **Copyright**

In five years, the Library will:
- be among the leaders on campus and nationally for copyright, DRM, and rights management to ensure we take full advantage of our rights
  - We have created a new department, Copyright and Digital Rights Management, that will take the lead on copyright and rights management, developing an outreach and education program, and establishing a University-wide Center for copyright and DRM.

2. **Scholarly Communications**

In 5 years, the Library will:
- ensure the university community is aware of innovative opportunities, trends, and new models of scholarly output and communication
  - The Scholarly Communications Committee will continue to host two symposia a year to highlight emerging issues in scholarly communication of interest to the campus community. The symposia will be video-recorded and streamed to make them available to a wide audience.
  - We will also develop DigitalGeorgetown and related services to support the advancement of education and scholarship at Georgetown and provide collaborative opportunities with partners across campus and around the world.

3. **Research, Teaching & Learning**

In 5 years, the Library will:
- deliver research instruction with the most effective and efficient mix, approaches, and tools to meet the needs of our different audiences at all levels; discover the research needs and initiatives of faculty in order to enable a sharing of research opportunities (expertise management); and provide effective and efficient services to continue to meet the changing information needs of our community
  - We strive to meet the needs of our different constituencies at all levels. We will continue to expose collections to scholars as a foundational step to being part of the genesis of scholarship within the University as well as to insert the Library appropriately as key to faculty, graduate and undergraduate research. We will also provide the Georgetown community with the research and multimedia development skills needed to integrate technology into their scholarly activities and to enable their participation in a globally interconnected world.

4. **Collections**

In 5 years, the Library will:
- have access to all the resources necessary for research, teaching, and learning in the most effective and efficient manner; establish long-term access to scholarly resources using the most effective and efficient preservation approaches, tools, and collaborations; and establish effective and efficient approaches to maintain and enhance long-term access to the historical and cultural record of the
University
- Our goals for Collections include establishing, maintaining and enhancing long-term access to our scholarly resources. We will undertake a systematic assessment of our collections as well as increase our long term preservation efforts.

5. Space
In 5 years, the Library will:
- implement the space improvements within the existing structure as defined within the Lauinger Master Plan in an effort to alleviate pressing infrastructure needs (this will only partially meet the current, changing, and increasing demands of our users); and begin the process of expansion of the Library to fully meet the needs of our users
- Because we are in a 40-year-old building with maxed out electrical supply, an aging HVAC system and no room for collection growth, physical space is currently our biggest challenge. We have finalized a master plan for Lauinger Library with the goal of making improvements to the existing building’s infrastructure to better meet the needs of our users and staff in the short term as well as plan for a longer term solution of expanding the building to create more and better study, meeting, and collaborative work space for our faculty and students. The Blommer Science Library will also be renovated with the reinvention of Reiss.

6. Campus, Community, and Global Engagement
In 5 years, the Library will:
- enhance the stature, reach and scope of engagement of Lauinger Library to elevate the support for the library; and establish appropriate partnerships in support of the University's global initiatives
- Creating better relationships and partnerships with our Library Associates, Library Board, and Office of Advancement is a key objective. We’ll also develop a regular presence at campus events and raise awareness and engagement with the Library’s services, collections, and space. We will closely coordinate our exhibitions and events to highlight our unique and special collections.

7. Digital Infrastructure
In 5 years, the Library will:
- establish the most effective and efficient infrastructure to enable creative and scholarly innovations within the University and new forms of services within the library to meet the increasing, changing, and future needs of our community
- In addition to improving the building’s infrastructure, we will also be enhancing our technology infrastructure in an effort to provide robust digital services and next generation systems to support new modes of teaching and learning. Collaboration with internal and external partners will be important in this area.

8. Staffing
In 5 years, the Library will:
- develop an organization with the expertise, knowledge and agility to be effective in a constantly changing information and educational environment
  - We want to develop a diverse staff that is professionally active and engaged and interested in developing new skills to improve our services to faculty and students.
Combined Service Area Progress

The Combined Service Area (CSA) will include the services currently offered at the Circulation, Information Services, and the Special Formats & Maps service desks. The CSA will have a Library Services Desk that will be open 24/5 and a Research Consultation Desk that will be staffed by subject librarians approximately seven hours a day Monday-Friday.

The original goal of opening the CSA by fall semester 2010 has been postponed due to several factors: the absence of support from a campus architect from facilities for an extended time in spring 2010 due to priorities on other campus projects; Facilities recommending the postponement because of the noise / disruption of services caused by construction during fall and or spring semester; and the opportunity to apply for a grant to supplement our existing funding for the project. While the grant request was submitted in late July, we will most likely not know if we will receive funding until December. For these reasons, we have decided to hold off on construction until after spring semester 2011. During this time we will continue refining programmatic aspects of the project including training, staffing, referrals, visitor access policies, etc. We will also have more time for feedback from our users.

Background

The CSA Task Force began meeting in September 2009 and was initially comprised of Bruce Henson and Stella Richardson as Co-chairs and Bob Fox, Roland Garner, and Karen Glover as members. The group identified the need for a neutral facilitator and in October chose the newly hired User Experience Librarian Ameet Doshi to join the group. Bing Wang joined the group in April 2010 after assuming the responsibilities of Assistant Head of Research, Instruction & Outreach Services. Katharine Norris is our liaison with facilities and expert on the Library’s physical systems. A literature review of library combined service desks showed that many libraries implement a combined desk to consolidate service locations but services are usually not integrated at the shared desk. The Task Force agreed that to provide a successful one-stop-shop service point Circulation and Reference services needed to be integrated.

Ameet facilitated several information gathering sessions in October without the Task Force present, and the Task Force then met with staff in several follow-up meetings. From the information gathered the Task Force created a document with minimum levels of service expected at the CSA and two initial work groups were implemented, Operations/Service Model and Layout. The workgroup reports were submitted in early January 2010 and informed our initial discussions with the campus architect. Additional committees were formed in March 2010: Referral Process, Branding & Signage, Training, and Visitor Policy, the latter whose work is still ongoing. Please see appendix for workgroup goals, membership, and reports.

Progress

Reorganization of the Information Services Dept. in April 2010 – although not a direct result of planning for the CSA, the reorganization of the ISD into two departments - the Faculty Engagement Department and Research, Instruction & Outreach Services (RIOS), affected the CSA.
Stakeholder Involvement in Planning Process – In order to achieve buy-in from faculty and staff in the two departments we provided opportunities to participate in discussions and workgroups and give feedback and make recommendations.

Working Together - We realized that most people in both departments had not previously worked together and did not understand the work of the other department. Participating collaboratively in the discussions and workgroups provided opportunities to know each other and to understand more about the other department’s work and culture before working together at the CSA.

Integrated Circulation and Reference Services on 3rd shift – "Beginning fall semester 2009 Circulation and Reference integrated services at the Circulation Desk during 3rd shift hours, from midnight to 7:30AM. This coincided with two of four 3rd shift staff members moving to days, leaving two 3rd shift staff members. After cross-training, Heidi Lowe and Andy Blakely have successfully offered combined Reference/Circulation/Technology during 3rd shift, an experiment that has informed the planning of the CSA.

Training - Based on the training work group's discoveries and recommendations, three training coordinators have been assigned: Karen Glover for circulation training, Cari Lovins for technology training and Bing Wang for reference training. Training structures have been developed and programs have been tested and optimized through the training of Charlie Bennett and Jerrold Mobley for reference functions and Eric Brower and Jerrold Mobley for circulation functions during summer 2010.

Reducing Librarian Hours at the Reference Desk by 33% – So that Reference Librarians can focus more on faculty outreach, their hours were reduced at the Reference Desk in fall 2009 from 6 hours/week to 5 and in fall 2010 from five hours/week to four. Likewise, evening librarian coverage was reduced in fall 2009 from ending at 8PM to 7PM, and in fall 2010 to ending at 6 PM. Weekend librarian coverage was reduced in fall 2009 to six hours per day from eight.

Staffing Recommendations – the Operations / Service Model Workgroup identified the need for four career staff on 2nd shift and three on 3rd shift for the Combined Desk. RIOS has since hired an Information Associate I position for the understaffed 3rd shift.

Staffing Changes – There have been several changes in staff assignments. Charlie Bennett, a Library Associate II joined RIOS after working in Circulation for many years, Library Assistant III Eric Brower has joined Circulation after working in RIOS for many years, and Copy Services Supervisor Richard Holland has moved from Circulation to RIOS, as their talents and work responsibilities are a better fit in their new departments. Two Library Assistant III positions in the former Special Formats & Maps Unit of ISD were eliminated due to a service desk consolidation in the ISD that eliminated the Special Formats & Maps Unit. Two new positions were created in RIOS to meet changing user expectations: an Information Associate I for the 3rd shift at the Combined Service Desk and a Multimedia Instruction Librarian.
Met with Emory Library – in May 2010 the CSA Task Force met with the Emory team charged with implementing a combined service desk to share our goals, project work and ideas.

Staff upgrades – Andy Blakely’s position has been upgraded to an Information Associate I recently to reflect his new responsibilities on the third shift.

Continuing Work

<table>
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<tr>
<th>Timeline</th>
<th>Task</th>
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<tr>
<td>Fall 2010</td>
<td>User Feedback - As noted, the revised construction date will allow for additional user feedback about the “look and feel” of the service desk, as well as an opportunity to gather user opinions about the nature of service they desire from staff. This feedback may be very useful to inform lighting and furnishing decisions that are both visually appealing and functional. An additional technique that would further involve our users and could potentially calibrate the training effort is the use of “design theaters.” These are scenario exercises whereby students are recruited to playact various roles by asking staff a variety of circulation and reference-related questions.</td>
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<tr>
<td>Fall 2010 - Spring 2011</td>
<td>Team Building – Ameet will offer some teambuilding workshops for Circulation and RIOS staff.</td>
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<td>Fall 2010</td>
<td>Training - Staff will begin shadowing at both the Information Services and Circulation desks.</td>
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<tr>
<td>Fall 2010 - Spring 2011</td>
<td>Policies - The Taskforce will complete visitor policies, further refine referral policies, and define the policies of the combined services desk.</td>
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<tr>
<td>Fall 2010</td>
<td>RIOS staff offices – finalize plans for locating on 2 east.</td>
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<tr>
<td>October 2010</td>
<td>Meet with Emory to discuss our shared plans.</td>
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<tr>
<td>December 2010</td>
<td>Hear from Gilbert Foundation about pending grant.</td>
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<tr>
<td>Spring 2011</td>
<td>Finalize Construction Plans – once the grant decision is reached the CSA Taskforce will finalize construction plans including desk design, furniture, flooring, lighting, signage and securing staff offices on 1 and 2 East. The delay and the possibility of additional funds from the grant allow time to consider redesigning the Library entrance, Security Desk, and security gates.</td>
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<tr>
<td>Spring 2011</td>
<td>ACRL Presentation - by GT and Emory Libraries, “Mashup or Crashup: Collaborating with intra and extra library partners to create a merged library service desk.”</td>
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<tr>
<td>Spring - Summer 2011</td>
<td>Training modules will be finalized and training offered.</td>
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<tr>
<td>Summer 2011</td>
<td>Construction</td>
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<td>August 2011</td>
<td>Combined Service Area Opens</td>
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<tr>
<td>Spring 2012</td>
<td>Staff Upgrades – as staff undertake new responsibilities at the combined desk positions will need to be reviewed six months after the desk opens.</td>
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Overview
For the most recent information on this project, please see: New Service Model Programs
Detailed Table of Contents
Message from the Provost
Statement on Library Services
Full Report

Library Services for the 21st Century
Final Report and Recommendations of the Budget Group Plus
April 21, 2008

New Service Models Overview

- Message from the Provost
- Statement on Library Services
- Early Agreement
  - Retrospective Reference Collection [Team Charged]
  - Digital Content Lifecycle Management [Team Charged]
  - Integrate CPLA Library into ACES Library [Team Charged]
  - Establish a Scholarly Commons Service Model [Team Charged]
  - Improve User Services in the Main Book Stacks [Team Charged]
- Strategic Directions
  - Enhance Support for E-Science, E-Scholarship, and Digital Humanities
  - Enhance Scholarly Communications Services
  - Explore New Approaches to Library Support for Multidisciplinary Fields and Research Centers
  - Enhance Library Assessment Activities
- Operational Improvement
  - Consolidate Acquisitions and Cataloging Functions [Team Charged]
  - Centralize Main Library Access Services
  - Establish Centralized Curatorial Control of Special Collections
- New Spaces
  - Classics Library
  - Illinois History & Lincoln Collections
  - Area and International Studies Library [Team Charged]
- New Models
  - Media and Information Studies Library [Team Charged]
  - Government Information Services [Team Charged]
  - Languages and Linguistics Library
  - Earth and Life Sciences Library

For comments on this page contact: NSM Coordinator
Last modified by: Joann Jacoby on 2/28/09
New Service Models
Report to the Provost
June 4, 2009
(Rev. July 6, 2009; Executive Summary and Table of Contents added September 4, 2009)

Executive Summary

The New Service Models (NSM) program was launched during the fall of 2007 to address strategic challenges and operational concerns facing the University Library at the University of Illinois at Urbana-Champaign. This report reviews the changes made to Library services during the Program’s first two years and provides an update on current program plans and initiatives.

The NSM program was designed to address the question of how to sustain the Illinois tradition of excellence in Library services while navigating transformations in academic libraries and scholarly communication. Confronted by rapidly escalating economic challenges to our traditional model of departmental library service, as well as by sea changes in the way that scholarly information is created, disseminated, used, and stewarded for the future, the Library undertook a broad and inclusive approach to identifying opportunities for strategic investment in resources, collections, facilities, and information technology, as well as opportunities to engage its users in far-ranging discussions of the future of library services. This report includes a summary of the most significant of these challenges, but more detailed discussions are provided in earlier NSM program reports, available at <http://www.library.illinois.edu/nsm/>.

The NSM program has been carried out using a project-based approach that allows for emergent design of NSM initiatives, as well as for inclusion of Library users from across campus in the planning process. Teams designated to lead the planning and implementation of discrete NSM activities are composed of Library faculty and staff members, as well as faculty from campus programs with identified interests and concerns related to the specific project. NSM teams are charged with communicating and consulting with the broader groups represented by team members. Over the past two years, this approach has allowed not only for direct user involvement in the planning of NSM program activities, but also in an unprecedented number of meetings with faculty groups, library committees, campus academic leadership, and the campus community, at large. Although this report describes the broad approach taken to the design of NSM teams and their ongoing communication and consultation processes, detailed accounts of several of these meetings are available through the NSM program site, available at <http://www.library.illinois.edu/nsm/>.

Several significant changes have resulted thus far from the NSM program, including the transition of the Labor & Industrial Relations Library and the Library & Information Science Library to “embedded librarian” service models, and the integration of the Afro-Americana Library Unit, the City Planning & Landscape Architecture Library, and the Physics & Astronomy Library into complementary service units. Other outcomes include enhancing access to scholarly resources, print and digital, changes to the Library organization of services, and investments in collection management that have resulted in enhanced access to thousands of previously unprocessed materials. Finally, the NSM program has supported the design and development of innovative service programs outlined in the University Library’s Strategic Plan, including the establishment of the Scholarly Commons and a Library-wide approach to health information services. The report includes a description of each of these programs, as well as several others completed to date or planned for FY10.

The report concludes with three appendices: 1) a timeline of major NSM program activities planned for FY10; 2) an overview of tangible costs and benefits associated with discrete NSM program activities; and 3) a summary of changes to the June 4 draft based on review and discussion after its release.
NSM Decision-Making Process (July 2009)

1. **Charge for Planning Team drafted**
   - Drafted by the Team Leader, NSM Coordinator and/or Administrative Liaison, the charge establishes scope, timeline and deliverables (reports, recommendations, etc.).

2. **EC posts charge for comment & then reviews**
   - The Library Executive Committee (EC) posts charge on EC website at least one week prior to discussion with note to LIBNEWS-L requesting comment. EC reviews charge and may advise the University Librarian approve and/or request revisions.

3. **Planning Team convened to engage campus and Library stakeholders in discussion of substantive issues**
   - Teams post meeting notes and reports promptly to the NSM website. Team Leaders chair meetings, direct work of the Team and report on ideas under consideration at NSM stuff sessions and Library Faculty meetings. Administrative liaisons help navigate process, provide feedback regarding feasibility and are equal partners in decision making. All AULs & Team Leaders attend pre-launch meeting.

4. **Planning Team submits recommendations to the University Librarian (UL).**
   - UL forwards recommendations to EC.

5. **EC posts recommendations for comment & then reviews**
   - EC posts recommendations on EC website at least one week prior to discussion with note to LIBNEWS-L requesting comment.
   - EC may advise the University Librarian to approve all or some of the recommendations. Requests for revisions go back to Planning Team.

6. **Implementation Team convened**
   - Drawing some members from the Planning Team, the UL charges a Team to implement recommendations. Scope & timeline are set in consultation with the Associate University Librarians (AULs) and the NSM Coordinator.

7. **Implementation Team submits plan to the University Librarian.**
   - UL reviews plan & forwards to EC & AULs

8. **EC posts recommendations for comment & then reviews**
   - The Library Executive Committee (EC) posts plan on EC website at least one week prior to discussion with note to LIBNEWS-L requesting comment.

9. **UL & AULs review to ensure plan is feasible (e.g., can facilities work be accomplished within allotted time and budget?) in consultation with others in the Library, e.g., groups or individuals responsible for resource oversight: Budget Group (staff), EC (faculty/AP positions), Business Office, NSM Coordinator (NSM funding requests).**

10. **UL and AULs review plan & allocate resources**
    - Working with the AULs, Library Facilities, Team Leaders, unit heads and other staff, the NSM Coordinator coordinates implementation of the plan.
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VISION FOR THE UNIVERSITY OF KANSAS (KU)

The Learning Studio initiative at KU builds upon the success Anschutz Library already enjoys as the central hub of undergraduate research and learning on the University of Kansas Lawrence campus. The Learning Studio brings together content, technology and student services; librarians, IT professionals and Student Success staff to support students in their learning, writing, research, study skills and use of technology. In addition, the LS enables students to meet with faculty, staff and fellow students in comfortable, flexible spatial configurations for both individual and group study. Students will have the core services to enhance their learning experience in one central place. Nationally, libraries with similar facilities report sustained increases in user requests for assistance in research, writing and technology support.

The Learning Studio encourages engagement with a wide range of information resources and collections, strengthens the ability for collaborative inquiry, creates new opportunities for social and informal learning, and supports students as they adjust to and succeed at the University of Kansas.

The LS is primarily student-centered environment-- supported by pedagogical, technological, and social trends and research -- to fill a void on campus for study space and provide collaboration between students, faculty, librarians and professional staff in support of learning within and beyond the classroom.

Librarians and staff will work with faculty in designing workshops and other programs to enrich specific courses and/or disciplines. Partnerships may range from one-time class presentations to in-depth curriculum planning. Learning Studio specialists will be available to develop and present workshops, handouts and other materials tailored for courses or on any academic topic of benefit to students.

GUIDING PRINCIPLES:

- **Learning oriented**: Support academic engagement through informal learning spaces that are comfortable, open, flexible, and inviting.
- **Learner centered**: Focuses on student needs, preferences and work patterns that removes barriers to learning and facilitates student success.
  - Create zoned neighborhoods for different needs
    - Individual/quiet study spaces
    - Individual and group workstation spaces
    - Group study and presentation spaces
- **Flexible**: Responsive to the changing needs of learners for resources and support in an open, inviting, comfortable setting.
- **Collaborative**: Based on collaboration between or integration of different learning support areas in the university.
Community building: Provides a social gathering place for students, GTAs, faculty and staff and a common point for information, technology and student services.

Preliminary Service Plan

Teaching and Learning: Creating a Cycle of Support

Centrally located service desks and roving staff will support all stages of the learning process encouraging a vibrant environment where learners easily receive assistance as it is needed. Roving staff will include peer research mentors who can assist users/demonstrate how to get started with research and refer for in-depth assistance as needed.

The Service Desk will be the center of support where information, technology, learning support and research needs will be met by Student Success staff/students, library staff/students, and Information Technology personnel. Examples of interactions with students include:

- Quick information including research assistance, referrals, campus information and technology support.
  - Referral to other library units and campus partners for services not available within the Learning Studio.
  - In-depth consultation.
  - Checking out needed technology (laptops, digital cameras) or research materials.
- Impromptu work with small groups.
- Technical assistance to troubleshoot connectivity, printers, scanners, etc.

Possible programs and services include:

- Formal instruction classes for specific courses conducted by librarians with faculty or GTAs, peer research coaches, KU Writing Center instructors and consultants.
- Formal instruction classes organized by librarians to feature the stages of the research process and the tools for gathering resources on a topic.
- Impromptu classroom sessions for at-risk classes requiring focused help with a particular assignment.
- Impromptu teaching of clusters of students who arrive at the desk and have a common need or goal.
- Drop-in consultation with the KU Writing Center.
- Research peer coaches to provide peer support for learning library resources.
- Group study rooms to foster student collaborative learning.
- Individual instruction and help for students who require unique or specialized consultation and equipment to meet their research needs.
- Classes offered by Information Technology on key issues for students such as getting connected, virus protection, wireless security, and software support.
- Classes and interview consultation offered by the University Career Center.
- Drop-in advising and support (seasonal).
4/30/2010

- Small group tutoring with Academic Achievement and Access Center Tutoring Services.
- KU Info.

Furthermore, the Learning Studio provides a new model for encouraging collaboration between faculty, librarians and student success services. Examples of how this connection can enrich the student learning experience include:

- Course-integrated library instruction and writing skills linked to specific tasks is proven to be the best way to develop information literacy.
- Consultation on assignment design and availability of resources is necessary for large, at-risk introductory courses where hundreds of students compete for resources and services in a fixed time period.
- Workshops taught with teaching assistants provide effective ongoing support for students during their work throughout the year.
- Partnering with faculty to tailor programs for specific courses or disciplines,
- Developing workshops, handouts and other materials and support for in-depth curriculum planning.
- Student research teams offer another support mechanism for group work requiring in-depth investigation.
- Academic success workshops offered by the Academic Achievement and Access Center on study skills, time management, reading and listening, and studying for mid-terms and finals.
DESIGN BRIEF

The space to be re-purposed for the Learning Studio consists of approximately 13,500 square feet on the 3rd floor and 15,600 square feet on 4th floor of Anschutz Library.

The new Learning Studio will have bright, flexible, spaces with “functional neighborhoods” or “zones” organizing activities. To create this effect, the design should use varying floor patterns/materials, furniture layouts, graphics, lighting design, cabinetry, and vegetation to create “neighborhoods” within the larger spaces and subtly influence traffic flow. This will break up the space functionally while keeping it accessible to all.

<table>
<thead>
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<th>Cost (approximate)</th>
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<tr>
<td>Phase I</td>
<td>$505,000</td>
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<tr>
<td>Phase II (projected fundraising need)</td>
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<th>Development &amp; Construction</th>
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<tr>
<td>Phase I</td>
<td>June 2009 – August 2010</td>
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<tr>
<td>Phase II</td>
<td>Sept 2010 -</td>
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<table>
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<tr>
<th>Total useable space (approximate)</th>
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<tbody>
<tr>
<td>Phase I</td>
<td>13,500 sq ft</td>
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<tr>
<td>Phase II</td>
<td>17,500 sq ft</td>
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Information Technology Infrastructure

Even without the “learning Studio” project, substantial infrastructure updating is required for Anschutz Library. These enhancements to wiring and network capacity include upgrades and fiber risers, additional terminal work to support PCI compliance, replacement of old equipment to take advantage of new fiber and rewiring of old jacks. The connectivity between the needs of the Learning Studio project, general need for improvements to the existing facility, and the funding sources, have not been completely determined yet. The estimated cost for related upgrades to wireless availability is included in the Phase I Learning Studio proposal.

Space planning

The interior space must be developed according to the recognized principles and process of facility planning. Fixed construction will be limited as much as possible to provide for configurable staff space and public space. Options for blocking, stacking, and traffic flow are
required for discussion with user groups prior to detailed space planning. Program space allocations should work with the architectural characteristics and structural elements of the building to minimize circulation factors and un-assignable areas. Traffic routes in public areas must have good sight lines for personal safety, be easily understood, and lead users conveniently to the intended destination.

To support functional flexibility of interior space, the use of open office concept is encouraged unless justified by function, maximizing access and orientation to natural light. The heating, ventilation and cooling systems must not be adversely affected by interior separations. Consideration must be given to the height of partitions, the location of private offices and meeting rooms.

When possible, existing and recently purchased systems furniture will be re-used (dismantle, move and reassemble) for this project. The purchase of new furniture, storage units and some systems furniture will be necessary.

Detailed interior coordination in relation to design, finishes and colors of new and existing furniture with the renovated architecture and building finishes is required to achieve a harmonious work environment. Finishes must be sympathetic to the existing architecture and general ambiance of the building. Finishes and colors should be visually pleasing, comfortable, and appropriate for the function and image of a quality innovative facility, require low maintenance, durable and age well over time.

**Barrier-Free Accessibility**

Barrier-free accessibility including but not limited to motorized wheelchairs equipped with ventilating units shall be required for all space related to the project. Accessibility will be in accordance with the Kansas Building Code and KU’s Accessibility Guidelines. Exceptions must have compelling justification.

**Acoustics**

Appropriate acoustic consultation and design is required for all public areas.

**Building Maintenance**

The design and product specification should minimize the ongoing maintenance and operating costs to the University.

**Pervasive Access to power outlets and technology:**

Anschutz Library has raised flooring to allow for diverse option in providing power outlet availability. Additionally, furniture with USB and A/C outlet capabilities is an essential part of the Studio concept.
Central Service Desk (3rd Floor) A major goal of this project is the physical main service zone whose components provide a distinct service point, computers, information resources, and staff always in close proximity to the user. This service desk should be immediately visible to users entering the library and centrally located so that students can see the desk and access the support from any direction. The following services will be located in some form at this desk:

- Research and Instructional Services (Libraries)
- Technology help and support (IT)
- General referral, direction and informational requests (KU Info)

Preferred desk configuration would be oval or circular to maximize user access. A lower, accessible section will also be built into the desk reconfiguration in order to ensure that we can adequately serve all users. The desk should provide at minimum, seating for four simultaneous user interactions at four separate access points, each with dual screen workstations for working together. During peak hours – the desk will be staffed with 3-4 people: library research staff/students, technology students/staff and student success students/staff. During off peak hours, staffing will typically consist of 1-2 individuals. It is likely that during later evening hours, this desk will be closed, with user support coming from the circulation desk.

It is anticipated that during peak hours, this desk will handle anywhere from 15-40 questions per hour in person or by phone. There is a great deal of variance in need. In addition, IM support will most likely occur at this desk as well (although this can be handled from other office locations as well).

Quick consultation spaces should be closely adjacent to the central service desk for staff use. During evening or weekend use these may be opened up for public use as well.

- **Consultation/Semi-Private Table Configurations (4):** Faculty, staff and trained students will require access to consultation space in which they can meet with individuals and small groups to provide more specialized assistance with research projects and teaching assignments. These consultation enclosures accommodate 2-4 people with table, chairs, PC, dry erase boards.

- **Private Consultation room (1):**

Research and Instructional Services

Research (Reference) Services is part of the Research and Instructional Services Department. It supports research by assisting with the use of Library resources, licensed electronic databases, and research materials from other sources. Highly trained subject specialists, general reference librarians, and other staff assist with in-person, phone, email, and virtual inquiries.

These services are primarily offered at the central service desk during hours between 9am – 9pm. During peak hours – two research experts (one faculty librarian and one staff member) will be seated at the desk. In-depth consultations off-desk are available by appointment with
4/30/2010

all subject specialist librarians. These consultations typically take place in office space across all library locations.

Librarian and Library Staff office and Work Areas (4th Floor?):

- Individual office space for 8 librarians and Unclassified Professionals (4th floor?)
- Student work space (2-4) (4th floor?)

Circulation Desk (3rd Floor): The circulation desk should be situated near the front entrance to the building, near the security gates for ease of visibility. A lower, accessible section should be included into the desk reconfiguration in order to ensure that we can adequately serve all users. This desk is responsible for circulating a variety of materials including those on reserve, sent over from other campus libraries, ILL materials, laptops, calculators, digital cameras, and those available on Levels 1 and 2 of the building.

Substantial space is required behind the desk – including holding shelves for ILL and reserves, multiple book sorting trucks for returns and 4-5 access services staff/students on during peak times (serving the public and processing materials)

Over the course of several years, it is anticipated that 2-3 self-checkout stations will also be added and located adjacent to the circulation desk, to provide quick assistance as needed.

In addition to the space directly behind the desk, separate “behind the scenes” staff processing space connected to the loading dock area is required. This includes individual cubicle space for 5 FTE and student/staff work room for storage, document creation/scanning, and collaboration and a staff room/kitchen area.

Lockers (3rd Floor): Close to circulation/checkout a bank of self-service lockers with electronic locks should be located within close proximity to the circulation desk.

Writing Center (4th Floor)
The writing center is a support lab that helps students with writing skills, developing papers, organizing projects, etc. Writers need feedback, sounding boards, and other people to coach and guide them while they compose. The KU Writing Center uses trained peer consultants to help brainstorm, draft or edit writing. Most help is in small groups or one-on-one tutorials.

- Staff: 5 or 6 individual offices (USS and 0.5 UPS could share a space)
- Multiple use open space for project layout, readings and conferencing
- 5-6 consultant/student workspaces with either workstations or docking stations for laptops located along the exterior of the space for one-on-one instruction and consultations
Academic Achievement and Access Center Tutoring Services (4th Floor)
The Academic Achievement and Access Center offers tutoring. Small group tutoring is available on campus for specific courses. The tutors are KU students who have met grade requirements and received recommendations from faculty members. All groups meet two days per week (one-and-one-half hours per session). Students may request a tutor group prior to and during the first 10 weeks of a semester. These groups will provide a learning environment that may be less intimidating for many students than getting assistance in a large lecture setting. Tutor groups function like structured study groups, with the tutor as a peer expert -- a student who can empathize with others’ classroom experience. This is a highly interactive learning experience. Tutees will be encouraged to problem-solve and to become self-directed learners.

Many of these tutoring groups meet in various locations and buildings across campus during a variety of times (from early morning to late night). In the Learning Studio, the central office for the program and a small percentage of the tutoring group activities (during peak hours) will occur. Additionally, the potential exists for the development of a new “drop-in” tutoring program during prime times of the semester when students are preparing for mid-terms or final exams.

- Office areas: 2 individual offices for 1 UPS and 1 USS
- Work room with cubicles & workstations for 3-4 PT student program assistants
- Public Areas (adjacent to office space):
  - 12 flexible group table configurations with privacy features - able to accommodate tutor groups (2-5 people per group) with white board divider surfaces and docking stations (Reserved M-Th until 8 pm and open for public use after business hours)
  - 4 small semi-private, low wall rooms each able to accommodate a tutor group (2-5 people) with white boards, docking stations, and overhead projectors or larger, wall mounted LCD (Reserved M-Th until 8 pm - open for public use after business hours above)

Conference Room (4th Floor) (20 people) (open to the public after hours) Shared space between Student Success and the Libraries. High definition video conferencing is available for scheduling, providing visual collaboration across the globe.

Open Group Computing (3rd Floor): provide furniture configurations where students can collaborate on group projects, or practice presentation material. Teams can work together both in open group workstations and additional seating to accommodate a team.
Open Group Study (3rd and 4th Floor): offer flexible work areas to redesign the room on the fly to meet the current user’s needs. In groupings of two or four with easy access to power in various configuration. This can include tablet chairs w/wheels for both individual use and creation of dynamic group environments. The level of flexibility is critical as the potential for providing some elements of privacy.

- Diner style Booths
- Moveable Tables/chairs
  - Both hard and soft surface options

Group Rooms (4th Floor): These group spaces, with partial class enclosures seat 4-6 in a variety of configurations with LCD projection. Innovative software like teamspot is an application that will allow students to bring their laptops and collaborate real-time on a shared space on the LCD panels or dual screens. They can work together on a word document, share websites they have found in their research, and save drawings from a whiteboard they jointly work on.

Individual Workstations (3rd and 4th Floor):
The open computer areas on 3rd and 4th floors will house approximately 100 workstations set up in a variety of configurations. The intent is to provide numerous arrangements that support the needs of the students. Computer Arrangements could include:

- individual stations for pods of two, four, and possibly six station settings.
- Primarily PC workstations with productivity software
- 8 Macintosh workstations with productivity software
- 4 scanning workstations (adobe design premium/Office 2007)
  - Assistive technology and accessible furniture
- 8 express/quick access standup stations (no productivity software)
  - Limited software availability with use of Office readers rather than full software suite
  - Powered tables for Internet access

Individual/Quiet Study (4th Floor): A variety of study seating elements, arranged in individual, some in groupings of two or four with easy access to power in various configuration. This can include tablet chairs w/wheels for both individual use and creation of dynamic group environments. The level of flexibility is critical as the potential for providing some elements of privacy. Glass partitioned area

Laptop/Device Charging Area (3rd Floor): Charging area for laptop and handheld technologies (A/C and USB) batteries – “bar style”
4/30/2010

Lounge Study Areas (3rd and 4th Floor)

Café with seating (3rd floor)
Bars, tables and lounge (powered)

Collaborative Learning Center
Seats 50 – arranged in group configurations (possible “cloverleaf” designs) with multiple projects/display options, whiteboard surfaces and moveable instructor/presenter station. Technology might be laptops (stored when not in use) or fixed PC (available to public) – not one per seat (1 per 3 seats??) Created via the use of moveable walls with the ability to open up for general public use. Available for student use when not booked and after hours/weekends.
<table>
<thead>
<tr>
<th>Space</th>
<th>Quantity</th>
<th>SF Total</th>
<th>Seat Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open Commons</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diner Booth</td>
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<td>1090</td>
<td>54</td>
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<tr>
<td>Lounge study</td>
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<tr>
<td>Quiet Study Lounge</td>
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<td>29</td>
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<tr>
<td>Computers in clusters (individual)</td>
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<td>100</td>
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<td>Email standup terminals</td>
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<td>170</td>
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<tr>
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<tr>
<td>Scanning workstation</td>
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<td>4</td>
</tr>
<tr>
<td>Open tables - large</td>
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<td>1970</td>
<td>96</td>
</tr>
<tr>
<td>Open tables - small</td>
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<td><strong>Group/Shared Space</strong></td>
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<td>Group workstations (seats 4-6)</td>
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<td>E-Classroom</td>
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<tr>
<td><strong>AAAC - Tutoring</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>semi-private, groups of 2-5, adj to AAAC Office</td>
<td>12</td>
<td>1440</td>
<td>60</td>
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<tr>
<td>Director - Tutoring Services (text book storage)</td>
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<td>0</td>
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<tr>
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<td><strong>Total</strong></td>
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<tr>
<td>Consultation area</td>
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<tr>
<td>Shared Office</td>
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<tr>
<td>open student work area</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
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<tr>
<td>Private consultation</td>
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<td><strong>Total</strong></td>
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<td><strong>Circulation</strong></td>
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<td>Circ desk</td>
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<td>self checkout</td>
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## Back office processing space

<table>
<thead>
<tr>
<th>Service</th>
<th>Quantity</th>
<th>Square Feet</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>mail, recycling, storage</td>
<td>1</td>
<td>570</td>
<td>0</td>
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<tr>
<td>processing and ILL, document delivery</td>
<td>1</td>
<td>480</td>
<td>0</td>
</tr>
<tr>
<td>head of access services</td>
<td>1</td>
<td>120</td>
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</tr>
<tr>
<td>access services</td>
<td>1</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>access services</td>
<td>1</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>processing hot desk</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1394</strong></td>
<td>0</td>
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</table>

## Offices & Conference

<table>
<thead>
<tr>
<th>Location</th>
<th>Quantity</th>
<th>Square Feet</th>
<th>Seats</th>
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<tbody>
<tr>
<td>Library Staff Offices</td>
<td>8</td>
<td>960</td>
<td>0</td>
</tr>
<tr>
<td>Cube Office</td>
<td>1</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Administrative office</td>
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<td>150</td>
<td>0</td>
</tr>
<tr>
<td>Conference room</td>
<td>1</td>
<td>615</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1805</strong></td>
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</table>

## Shared & Student workspace

<table>
<thead>
<tr>
<th>Space</th>
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<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>open office (shared)</td>
<td>1</td>
<td>640</td>
<td>0</td>
</tr>
<tr>
<td>shared work room &amp; kitchenette</td>
<td>1</td>
<td>340</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>980</strong></td>
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## Café and Seating

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
<th>Square Feet</th>
<th>Seats</th>
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</thead>
<tbody>
<tr>
<td>café</td>
<td>1</td>
<td>290</td>
<td>0</td>
</tr>
<tr>
<td>café seating</td>
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<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>640</strong></td>
<td>16</td>
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</table>

## Public Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity</th>
<th>Square Feet</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy/ Print/ Scan</td>
<td>2</td>
<td>410</td>
<td>0</td>
</tr>
<tr>
<td>Free standing scanner</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Printing stations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vending machines</td>
<td>1</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Mobile phone booths</td>
<td>2</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>Quick Search</td>
<td>2</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Lockers</td>
<td>1</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>650</strong></td>
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</table>

## Public Space

<table>
<thead>
<tr>
<th>Location</th>
<th>Quantity</th>
<th>Square Feet</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobby/ Exhibit</td>
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<td>1000</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
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</tr>
</tbody>
</table>

| **Total**          |          | **30513 SF**| **729 seats** |
4/30/2010

FACILITIES PREPARATION

- Move appropriate portion of collections and periodicals from 3rd floor and 4th floor Anschutz to 1st Floor Anschutz
  - Dismantle steel shelves and store off-site
- Move approximately 50% of the reference collection from 3rd floor Anschutz into the regular collection
- Relocate the microforms cabinets to 1st floor Anschutz
- Relocate large wooden study tables from 3rd to 4th
- Repair leaks and roof – including damage to the walls
- Window replacement

PILOT PHASE (FALL 2009 – SPRING 2010)

The focus of the first stage is the to provide the space for delivery of the new service models and create a sampling of the various “zones” or space options to be incorporated throughout the learning studio. It serves as a sampler of the principle space/service ideas that are guiding overall development. From this work and subsequent assessment – the scope and structure of the rest of the Studio environment will be determined more completely.

- Working with the Assessment Group and using the initial work from Step 1 with the consultant, begin a process of “design workshops” with students and faculty that will allow of input into the final layout and structure of the project
  - This involvement with our stakeholders will be an ongoing part of the design and implementation process
  - Based on the initial work of the consultant and stakeholder input (on-going) – the Executive Planning Team and program sponsors with proceed with first staging option.

POTENTIAL ELEMENTS FOR INCLUSION IN PILOT PHASE:

- Relocate technology training and library instructional services staff to 3rd floor staff area (after scholar services move to Watson)
- Expand existing food service/café elements
- Removal of current dividing wall between public spaces on 3rd floor
- Begin pull and activation of power and necessary network through raised flooring on 3rd and 4th floor to allow increased access to power and network for study tables, lounge furniture and workstation
- Flooring on 3rd floor Anschutz – carpet replacement (consider more "green" flooring options)
- Initial increase to wireless access (may require substantial re-wiring of building to occur in phase II)
4/30/2010

- Relocate a portion of current individual workstations from 3rd to 4th floor in order to allow space for group rooms on 3rd (repurpose existing furniture from Watson?)
- Dismantle current reference/circulation desk
  - Build new dynamic service desk(s) configuration to provide for a diverse range of services including:
    - Quick reference and directional
    - Circulation of technology and library materials
    - Technology support services
    - Seasonal drop-in advising
    - Tutoring referral (possible drop-in tutoring)
    - Writing and research consultations (quick and in-depth)
  - Semi-private consultation spaces near desk for in-depth assistance (dividers, etc. not fixed construction)
  - ½ height shelving for reference collection
- Two small group study rooms that seat 4-6 (dividers not fixed construction) - 4th floor Anschutz
- Two large group study rooms – 4th Floor
- Two group use workstation configurations – 4th floor Anschutz
- Four tutoring spaces – 4th Floor Anschutz
- First phase of relocating Writing Center Staff - might initially consist of using existing spaces and facilities – to be renovated in Phase II.
  - KU Writing Center (use existing 4th floor office space)
    - 5 or 6 individual offices (USS and 0.5 UPS could share a space)
    - 5-6 consultant/student workspaces with either workstations or docking stations for the laptops (current location of Instruction/tech training services)

**Phase II**

- Proceed with staging plan outlined by consultant as approved by the Executive Team/Project Sponsors
- Use Stage 1 implementation as a model for capital campaign and donor opportunities
Recommendations of the Information Commons Task Force

Dennis Clark, co-chair
Susie Goodwin, co-chair
Bill Chollett
Dorothy Fos
Christina Hoffman Gola
Tina Messinger
Pixey Mosley
Jim Smith
Jeremy Tarpley
Gary Wan
Lan Yang

February 11, 2008
Summary

The Information Commons Task Force gathered data, talked to individual students, student groups and other stakeholders, convened focus groups and asked for written comments. Based on student input, and our own survey of current Information Commons implementations throughout research libraries, we recommend the following improvements to the Evans and Annex first floors.

- **Re-configure the 1st Floor of Evans Library** by creating a quiet study area in the current reference room. Designate the front reading room as a noise and technology-friendly collaborative space, with a new Help Desk replacing the current reference and LPS desks. Add soft furnishings, paint and lighting designed for comfort and appeal.
- **Establish formal and informal group study spaces in Evans** by converting offices into study rooms, adding booths and alcoves where appropriate and by introducing whiteboards and technology to group spaces. A room dedicated to the practice of presentations is essential.
- **Create a Media Studio** in the space of the former patent library. Hire one FTE to serve as media studio coordinator. Add at least 6 iMacs and 3 PCs, outfitted with appropriate software, and an enclosed podcasting booth.
- **Design a permanent Instructional Classroom for 40-50 students** in the space behind the Annex circulation desk currently occupied by Systems.
- **Expand Poor Yorick’s** in partnership with Dining Services.
Recommendation 1
Reconfigure Evans 1st Floor

A major theme that emerged from student input was the request for more and better-defined quiet space on the first floor of Evans. Although quiet space exists on all floors of the library, many students want quiet space amid the hustle and bustle of the first floor. Students also expressed an interest in better-defined collaborative (non-quiet) space on the first floor.

Currently, the first floor of Evans is divided in two large public areas. The front entrance area is typically regarded as a reading room. Toward the rear of the building is the reference room, with a few dozen computers, photocopiers, and the printer for the first floor public computers as well as the reference collection and reference desk. Most of the offices for staff and librarians are located adjacent to the reference room.

To respond to these needs and allow for both quiet and non-quiet areas the Information Commons Task Force strongly recommends the following:

- **Designate the back area of Evans (current reference room) as quiet study space.** Remove the reference desk and close the doors, in a configuration similar to the quiet study areas of the West Campus Library.

- **Designate the front area of Evans as non-quiet/collaborative study space.** Create a “help” desk in the front section of the first floor, roughly where the public “stand-up” computers are, that combines the current functions of the LPS and reference desk. Current reference staff will take over the “welcome desk” function from Access Services. Tier 1 questions will be handled at this desk and librarians will meet patrons there when referred.
• Move much of the public computing function on the first floor toward the front, away from the reference room, and purchase workstation furniture that encourages collaboration between students.

• Invest in far more soft and comfortable seating to be used in all areas of the 1st floor of Evans and the Annex.
Recommendation 2
Enhance group and collaborative study spaces

Students want more group study options. The current group study rooms are at capacity much of the time. The Information Commons Task Force strongly recommends the development of several group study environments:

- **Study Booths**: As a way to increase group study areas without building more walls, we recommend restaurant-style study booths. This type of design will allow for the creation of small group areas as needed. Booths will include dry erase boards, plugs for laptops, and lamps. Possible areas for implementation include Annex first floor and the front area of Evans.

- **Small Study Alcoves**: Study alcoves for small gatherings will be created using existing wall structures, new movable furniture, more comfortable lounge type furniture, greenery, mid-height shelving, mid-height tables, and other furniture items. Possible areas for implementation include Annex first floor and the front area of Evans.

- **Enclosed Group Study Rooms**: The seven offices at the rear of current reference room will be converted to group-study rooms. This is a low cost way to add group study rooms without construction costs. Librarians will be reassigned to remaining private offices and staff will be reassigned to cubicles that will be constructed in the Evans reference office suite.
Recommendation 3
Create a Presentation Practice Room

Today’s students are often required to do individual and group presentations. However, there are currently no spaces on campus for students to practice these presentations. The Task Force recommends that the current “lecturer office” in CRCP be converted into a presentation practice room. This room, which is 24x12, will be an ideal location and size for students to rehearse presentations, with an option to record their performances. It will also serve as an additional group study room when appropriate.

• Equipment will include a computer, projector, digital document reader, DVD player, Interactive White Board, camera, microphones (portable and desktop) and accompanying presentation software.

• Furniture will include a conference table and chairs so that groups and individuals can gather to practice presentations, speeches, or finalize projects.
Recommendation 4
Create a Media Studio

The Task Force recommends the creation of a Media Studio – a controlled access environment in which students, regardless of major or department, can use creative technology such as video and audio software to create projects, web sites or interactive assignments.

- Convert the former patent library space by installing 6 iMacs and 3 Windows PCs.
- Fund a FTE as media lab coordinator to accomplish the following: 1) offer direct training in using media computers and software, 2) give workshops for the university community in using hardware and software and emerging technologies, 3) facilitate the integration of emerging technologies and their applications with existing library roles.
- Purchase and lend “gadgets” such as digital cameras, video cameras and field recorders for students to use on projects, regardless of major or departmental affiliation.

- Include an enclosed podcast booth as part of the studio.
Recommendation 5
Expand Poor Yorick’s

It is well-established that the coffee shop is of vital importance to student life. Students overwhelmingly requested an expansion of Poor Yorick’s. Given this strong response, several members of the Information Commons Task Force met with Nadeem Siddiqu, Andy Cronk and two associate directors of Dining Services to discuss the role of Poor Yorick’s in the library. As is no surprise, Poor Yorick’s remains one of their top priorities. Dining Services has several different concepts concerning Poor Yorick’s and has asked permission to submit some of these to the library. These submissions, including CAD drawings, are expected very soon.

The Information Commons Task Force recommends the following:

• The libraries and Dining Services should work closely together to expand the coffeehouse-at-the-library concept and develop a practical model of collaboration that works for all stakeholders and constituencies.

• We further recommend that Poor Yorick’s be expanded with either an entrance or a counter with service inside the library.
Recommendation 6
Create a large, flexible Instruction Classroom

Classroom feedback forms indicate that the demand for hands-on library instruction is at an all-time high. As the library continues to purchase electronic resources, it becomes even more critical that we have a facility to teach large groups. Computer classroom availability across campus is highly competitive. Rooms often need to be reserved weeks in advance.

The Task Force recommends the creation of a 40-50 person classroom in Annex 116. This will enable librarians to conduct larger classes with full electronic resources and A/V capability. The availability of this space is the result of the planned relocation of the Digital Initiatives staff.

- Equipment will include a presentation podium with computer, desktop computers, projector, Smart Board Sympodium, video camera, audio system, clickers, and classroom management software.

Instruction Classroom, Undergrad Lib, UNC-CH
Additional Considerations

There are many improvements that can be made quickly based on our findings. Movable white boards should be purchased immediately and dispersed throughout the library.

Many students voiced a need for more electrical outlets. Students indicated that they require more places to plug-in their laptops so they can work longer hours in the library. Any redesign must find a way to provide more power for the devices our students need.

Attached to these recommendations are additional space planning solutions brought forward by task force member Pixey Mosley, who also serves on the space planning committee for the libraries. See Addendum.

Although not central to our service concept, plasma-type e-boards, such as those used at NSCU libraries, would be a creative way to emphasize library information and services.

Reference staff must become more proficient with technology. Georgia Tech has managed to increase their proficiency with reference staff in the last few years as they created their information commons, and we could look to them as a model for how to manage this concern during a period of transition.

Depending on the future ownership of library public computers, we envision a role for CIS support staff within the library, preferably based out of the 1st floor Help Desk.
Partners on Campus

The task force recommends collaborating with various partners on campus to provide educational programming for both student and faculty populations. Identified partners include the University Writing Center, Center for Teaching Excellence, Career Center, International Programs Office, English Language Institute, Office of Undergraduate Research and targeted student groups.
Space Planning Team Addendum

**Additional Group Study Rooms (Annex):** Add 8 small and 1 large group study room in the Annex 5th floor office suite that will follow the same check out/scheduling policies as the other Annex group study rooms. The rooms would be furnished in the same way as the other study rooms.

Resource Requirements: The availability of this space is a result of the planned relocation of the Digital Initiatives staff to the 6th floor of the Annex. Each of the small offices would need to have a table and 4-6 chairs and a computer. There may need to be a partial wall or moveable partitions to help define the current open workspace (3.501A) as a useable “room.” Also, the back door that opens into the stacks space would need to be walled over so that the stacks area could still be closed at midnight to support patron safety/security but to allow 24/5 access to the study rooms. For easier monitoring (again safety and security), the door form the main corridor into the suite of rooms should be removed from its hinges. (This is also consistent with the recent decisions to leave the hallway corridors on the Annex 5th and 6th floors unlocked).

**Additional Large Group Study Rooms (Evans):** Create 1 or 2 additional large study room in Evans 4th floor utilizing room 410. The rooms will follow the current checkout policies used for 422/424.

Resource Requirements: The availability of this space is a result of the planned relocation of the Digital Initiatives staff. The current square footage of 410 is 370 sq ft. The room could be configured as a single study room for large groups (slightly larger than Annex 403/404) or by adding a wall in the middle and a second door, used as two medium sized study rooms consistent with Evans 422/424. The current solid door would need to be replaced with a windowed one that allowed easier monitoring of the users of the room.

The room/rooms would need to be furnished with tables, chairs, and chalkboards (consistent with 422/424).

**Presentation Practice Room (Evans):** Create a presentation/interview practice room in Evans 310. This floor is not a group study floor (actually is considered a quiet study area). Establishing a regular group study room on this floor would be inviting noise management problems. However, the walls to 310 are thick and well insulated so an individual speaking should not present a significant problem. The room is spacious (370 sq ft) to set up different style vignette areas for different types of presentation activities. The room could be equipped with a chair and desk configuration, as well as a podium/panel discussion/ debate/small audience configuration. It would need to offer projection equipment such as a flat screen TV hooked up to a computer (since the
students could not be relied upon to turn off projection equipment (such as in 204A). We get periodic requests for space to conduct interviews.

Resource Requirements: The availability of this space is a result of the planned relocation of the Digital Initiatives staff. The furniture and A/V equipment requirements are outlined in the proposal. It should probably also include the ability to video record the presentation/interview, for students to be able to review their performance and see where they can improve their communication styles.

**Study Booths (Annex):** Create some additional non-room/small group (2-4 people) study spaces through the use of restaurant style booths in the Annex corridors (along the side that faces the garage).

Action Plan: Implement in Phases...
Phase One... 1st Floor Evans

1) Simplify Services
   - Consolidated Service points

2) Redesign Study Spaces
   - Front area...
   - Theme: Cool space for collaborative experiences!
   - Enhanced technological experiences, for example OALs
   - Flexible furnishings for group and individual study
   - Sound level—moderate to noisy
2) Redesign Study Spaces (cont’d)

- Back area...
- Theme: Inspirational space for innovative thinking!
- The campus reading room for the 21st century
- Sound level - quiet study
- Group Study (overall)
- More group study where possible (formal and informal)
- Study booths, study alcoves, enclosed group study

Phase One...1st Floor Evans
3) More Poor Yorick's

4) Additional Guiding Principles

- More places to plug-in, recharge, and get connected
- Maximize public spaces throughout the 1st floor
Phase Two...Beyond Evans 1st

1) Large Flexible Instruction Lab
   - Probably on 2nd floor of Evans

2) EdMS Expansion
   - Media lab!
   - Presentation room/s
   - Relocation?
Phase Three...

We're still thinking of possibilities!

re-imagine with us as we move along!
Movement and Space

Timeline for other moves... Theses & Dissertations—move to one archival copy, digitize the rest, relocate and consolidate archival copies

Government Docs (Y1s & Y4s)

Reference Collection—condensed and relocated

Remote Storage Facilities
What’s In It for Us?

An opportunity to re-imagine user experiences!

- We are all on-stage when we enter the library!
- Each of us has a role in improving user experiences
- Each of us has a unique perspective on user experiences based on our own personal interactions with patrons – let’s share ideas!