REPRESENTATIVE DOCUMENTS

Examples of Learning Spaces

BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL
Zone de Silence and group study room





BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL
Group computer carrel and small group room





NORTH CAROLINA STATE UNIVERSITY
Hunt Library Creativity Studio and Game Lab





NORTH CAROLINA STATE UNIVERSITY
Hunt Library writable walls and Teaching and Visualization Lab



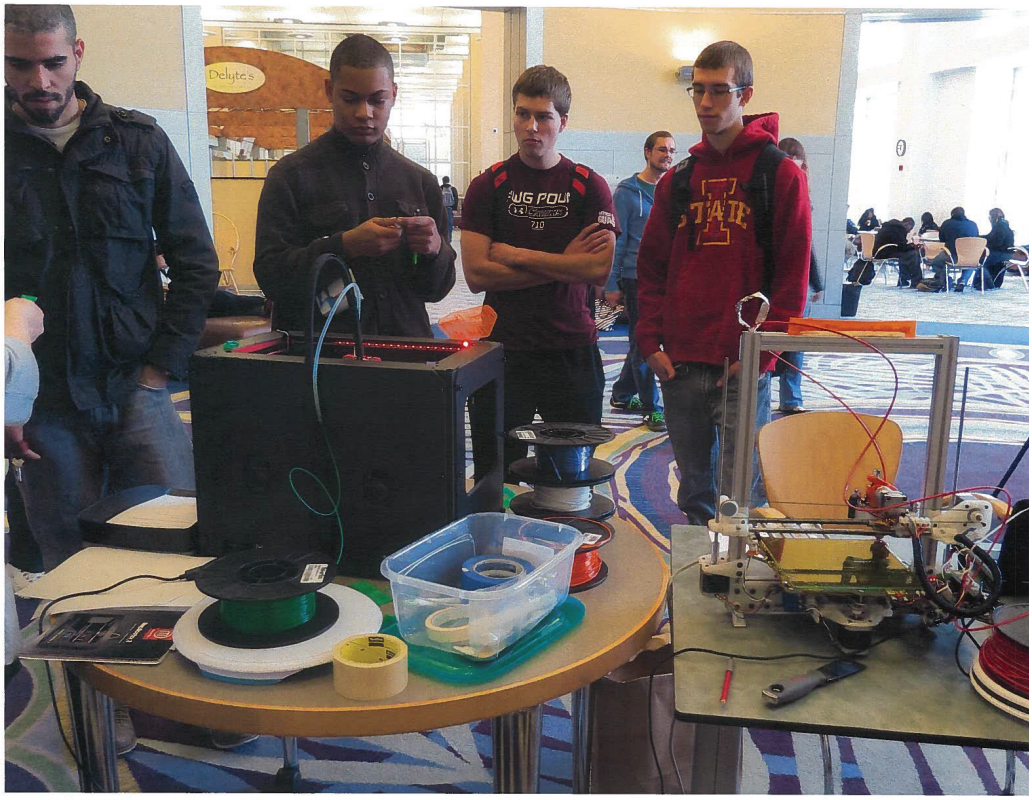


PENNSYLVANIA STATE UNIVERSITY LIBRARIES
Film studio and Learning Commons





SOUTHERN ILLINOIS UNIVERSITY CARBONDALE LIBRARY
makerspace and small group room

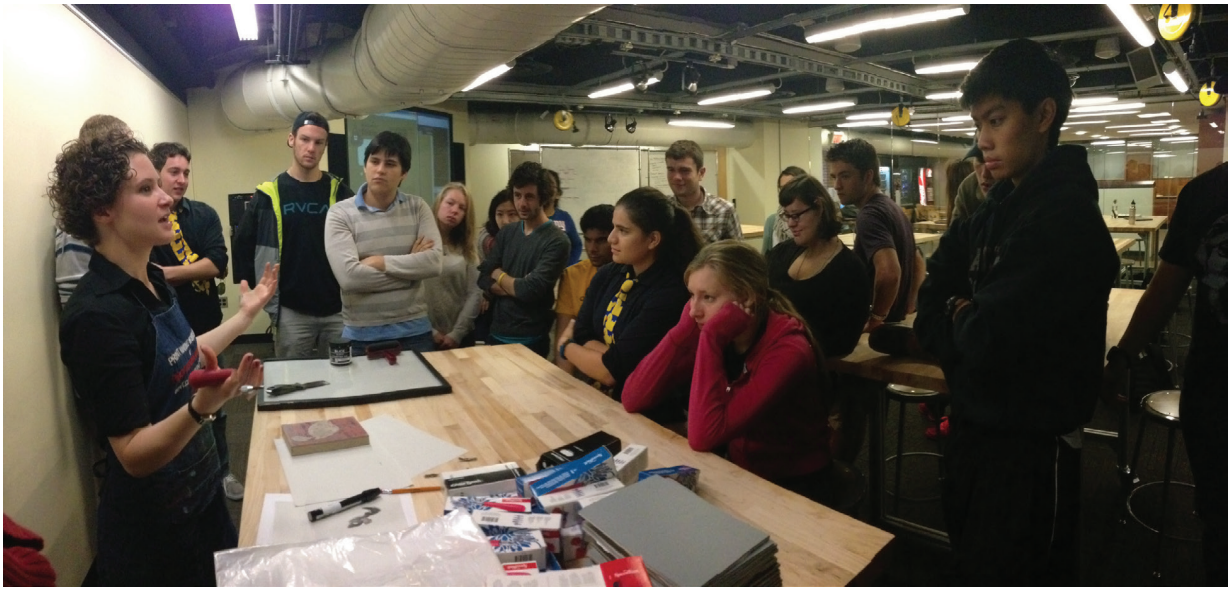




YORK UNIVERSITY LIBRARIES
Lorna Marsden Salon



Instruction Spaces





GEORGETOWN UNIVERSITY
Gelardin New Media Center
http://www.library.georgetown.edu/gelardin



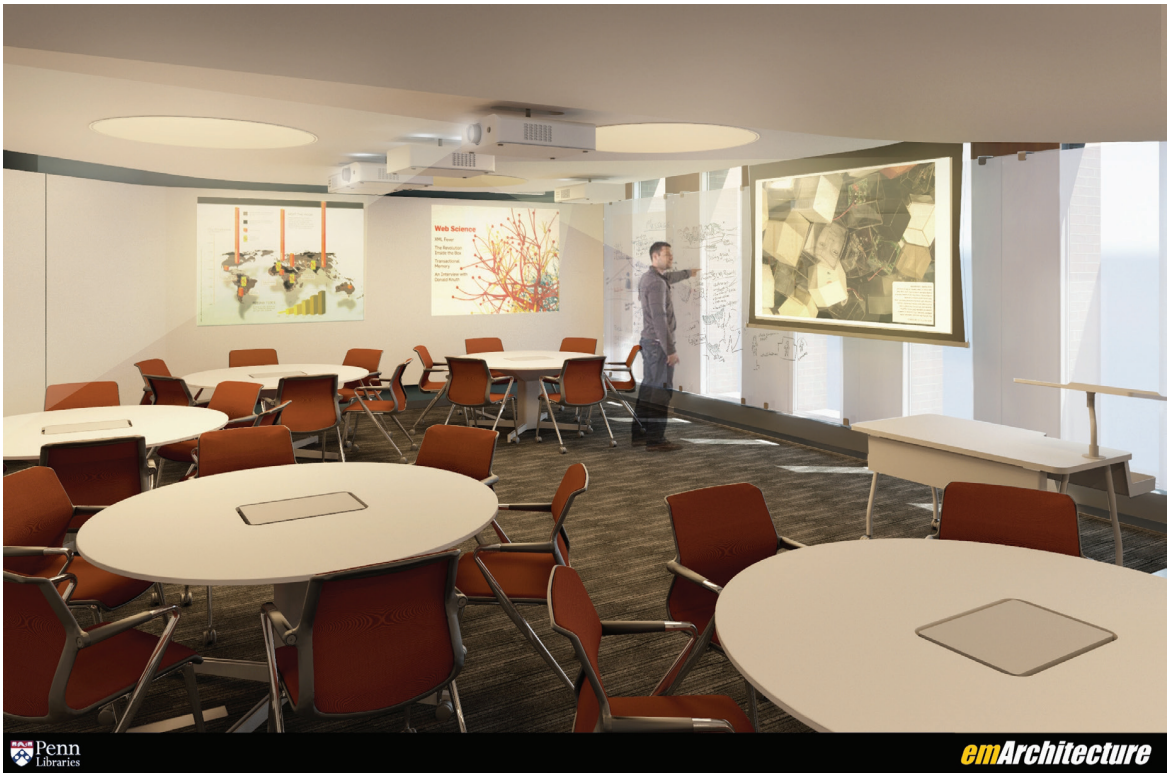
GEORGETOWN UNIVERSITY
Multimedia CoLaboratory and Picchi Multimedia Room





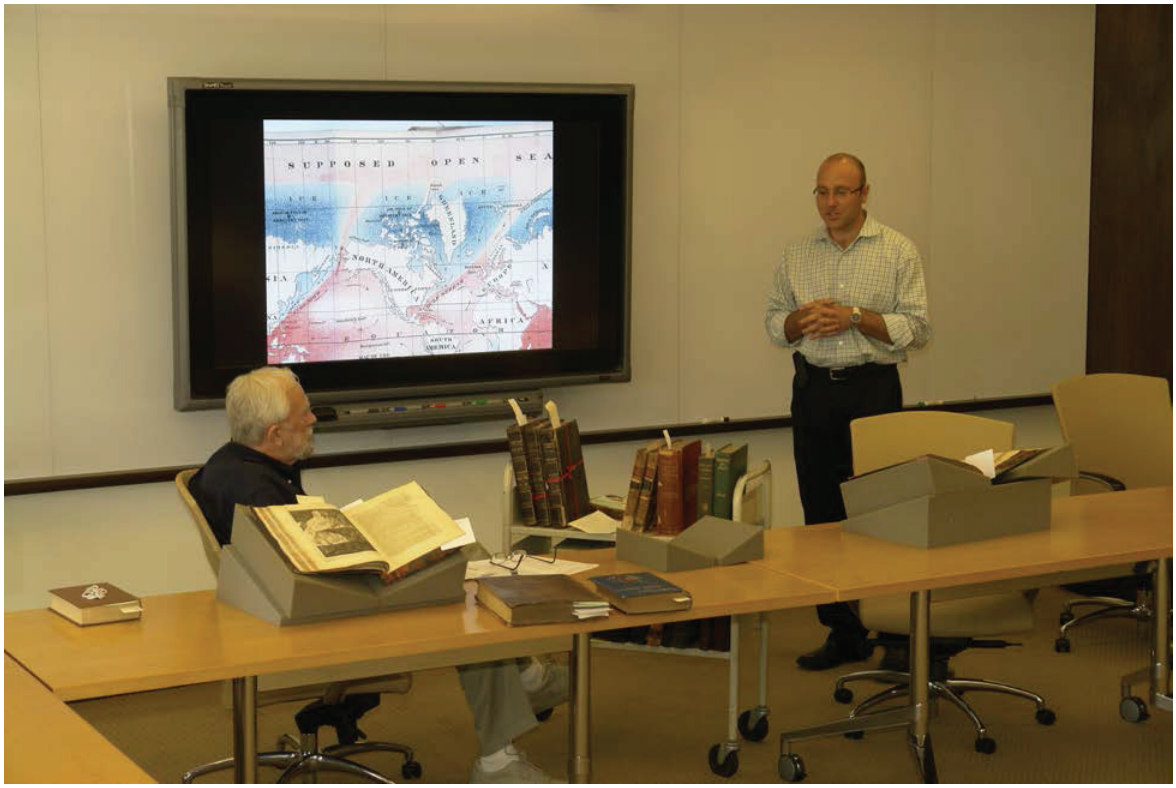
UNIVERSITY OF PENNSYLVANIA

Weigle Information Commons Classroom: architectural rendering and space in use
https://www.flickr.com/photos/pennwic/14281346468/





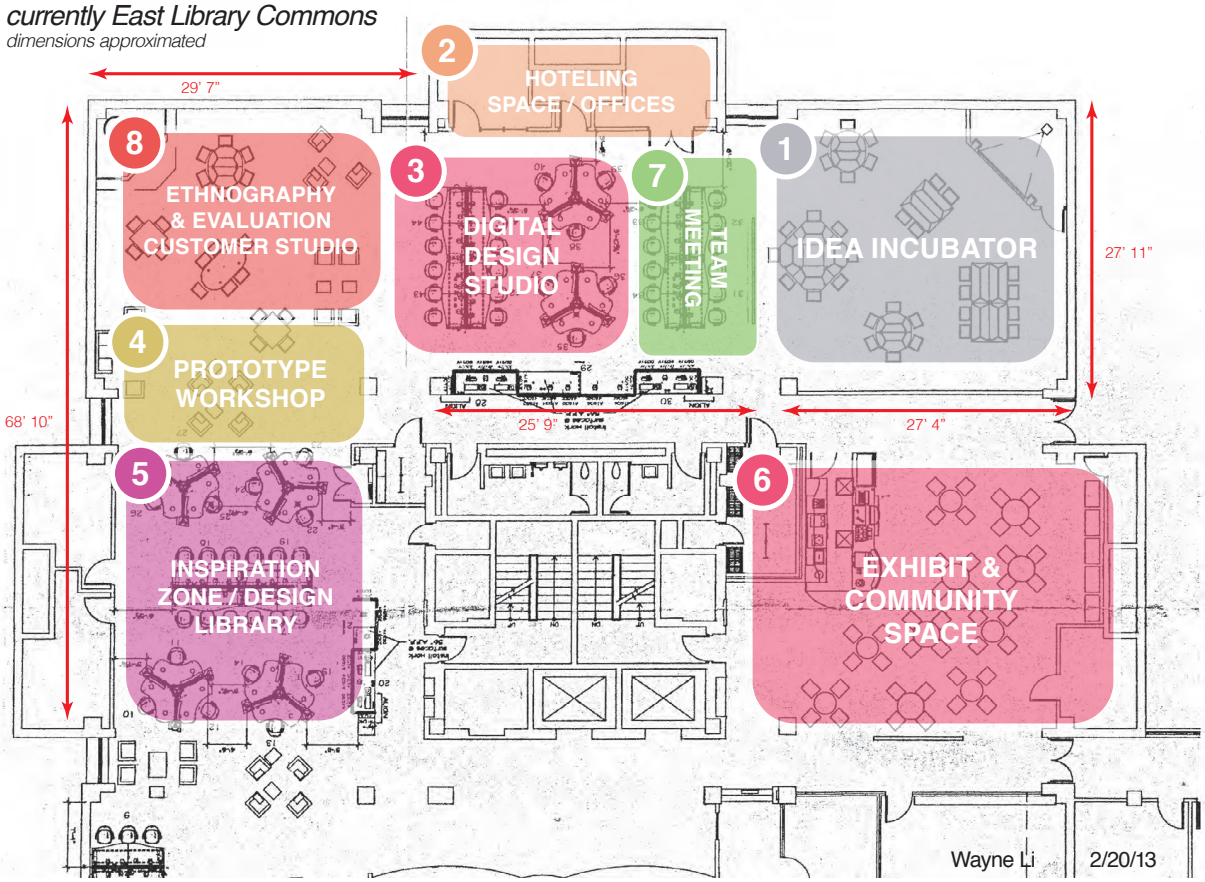
SYRACUSE UNIVERSITY
Lemke Seminar Room and Belfer Audio Archive Classroom





Floor Plans & Maps

Burdell (Oliver) Design Collaborative:
currently East Library Commons
dimensions approximated



NORTH CAROLINA STATE UNIVERSITY
Explore Hunt Library Spaces
http://www.lib.ncsu.edu/huntlibrary/explorespaces

NC STATE UNIVERSITY | CAMPUS DIRECTORY | LIBRARIES | MYPACK PORTAL | CAMPUS MAP | SEARCH NCSU.EDU

NCSU LIBRARIES

Search books, articles, journals, website

ASK US | MY ACCOUNT | HOURS | FAQ | LOG OUT | CHAT NOW

Hunt Library Home
About Hunt

USING
Get Books
Get Help
Explore Spaces
Explore Technology
Reserve a Room

VISITING
Hours
Directions and Parking
Tours
Photos and Videos

SUPPORT HUNT
Giving to the Libraries
Naming Opportunities
Powered By

CONTACT

Contact Us

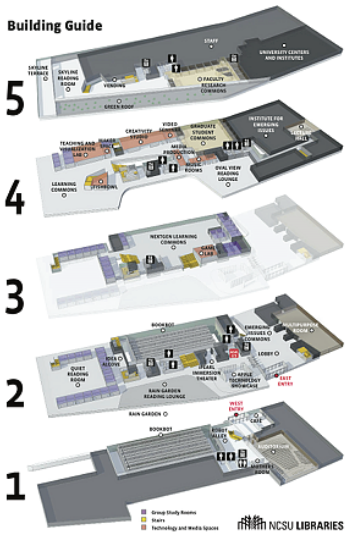
1070 Partners Way
Campus Box 7132
Raleigh, NC 27606

919-515-7110



Explore Hunt Library Spaces

First Floor



View Full-Sized Building Guide (PDF)

Hunt Library Detailed Map (PDF)

Common Grounds Café
A convenient spot to meet friends and colleagues for coffee, muffins, sandwiches, or ice cream.

bookBot
State-of-the-art automated book delivery system with capacity for 2 million volumes. With a click of a button in the library's online catalog, books are retrieved and ready for pickup in only five minutes.

Robot Alley
Watch the bookBot in action through a glass wall as four robots dart up and down enormous aisles to pinpoint and retrieve materials.

Auditorium
Featuring a raised stage and seating for 390, this auditorium serves as a university classroom and is a venue for lectures, film screenings, and special performances.

Mothers Room
Offers a clean, secure, and private space for nursing mothers. The Mothers Room is available during regular library hours on a first-come, first-served basis. For access, please Ask Us.

Second Floor

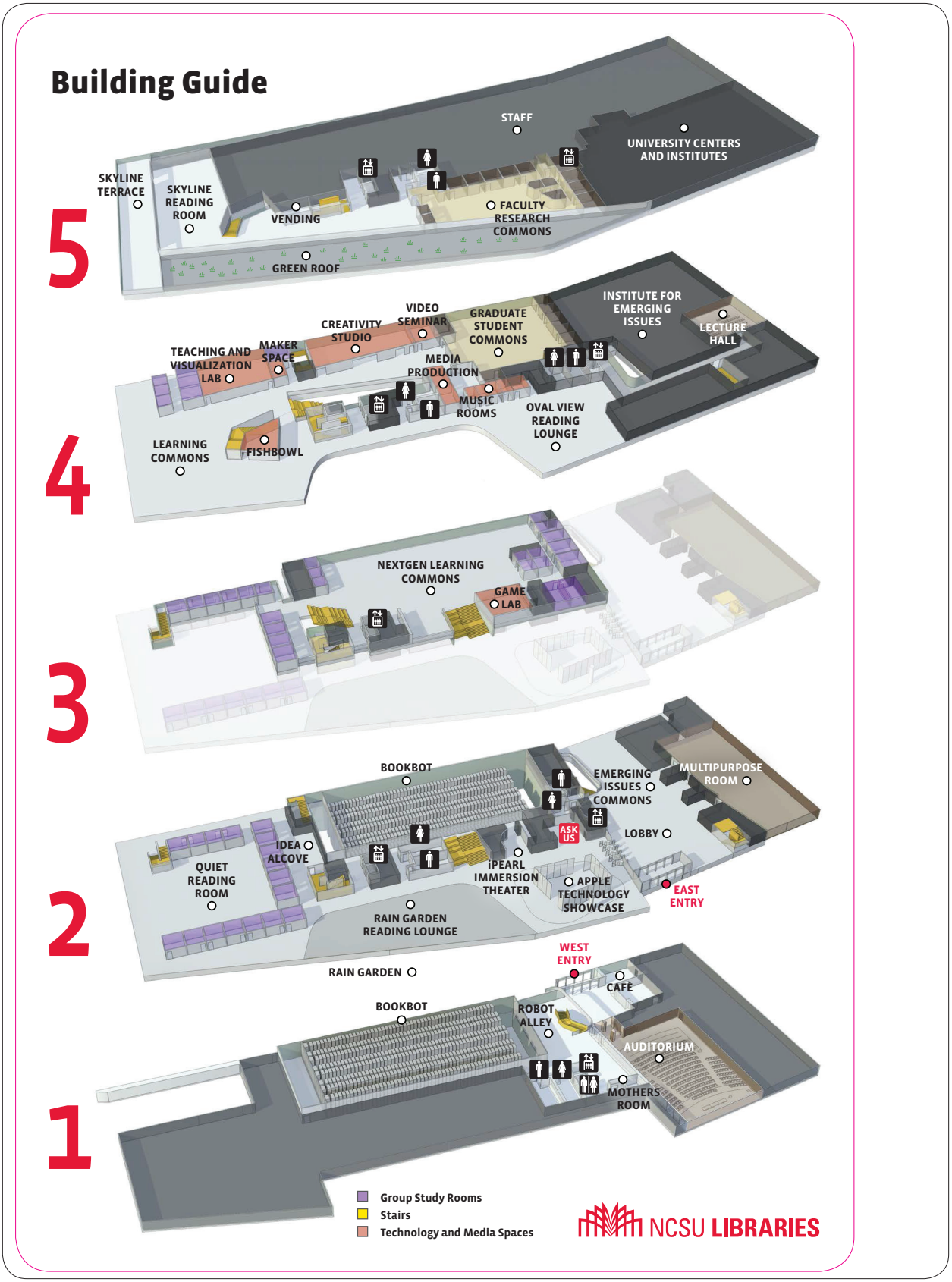
Emerging Issues Commons
Interactive exhibits created by the Institute for Emerging Issues, focusing on current challenges facing the economy, the natural and built environments, education, and health.

Multipurpose Room
Meeting and presentation space for the Institute for Emerging Issues.

Ask Us
The Hunt Library's one-stop service center, where staff are ready to answer questions, help with research, or lend materials, technology, and course reserves.

Apple Technology Showcase
Surrounded by glass walls, this is the place to see and try out the constantly changing array of devices and technologies available for loan.

iPearl Immersion Theater
This open area is one of the main attractions on the second floor. A large, curved video display wall surrounds the viewer with imagery, showcasing current events, library and university initiatives, and


Building Guide
5
STAFF
UNIVERSITY CENTERS AND INSTITUTES
SKYLINE TERRACE
SKYLINE READING ROOM
VENDING
FACULTY RESEARCH COMMONS
GREEN ROOF
4
INSTITUTE FOR EMERGING ISSUES
LECTURE HALL
VIDEO SEMINAR
CREATIVITY STUDIO
GRADUATE STUDENT COMMONS
TEACHING AND VISUALIZATION LAB
MAKER SPACE
MEDIA PRODUCTION
MUSIC ROOMS
OVAL VIEW READING LOUNGE
LEARNING COMMONS
FISHBOWL
3
NEXTGEN LEARNING COMMONS
GAME LAB
2
BOOKBOT
EMERGING ISSUES COMMONS
MULTIPURPOSE ROOM
ASK US
LOBBY
IDEA ALCOVE
QUIET READING ROOM
iPEARL IMMERSION THEATER
APPLE TECHNOLOGY SHOWCASE
EAST ENTRY
RAIN GARDEN READING LOUNGE
WEST ENTRY
RAIN GARDEN
CAFÉ
1
BOOKBOT
ROBOT ALLEY
AUDITORIUM
MOTHERS ROOM
Group Study Rooms
Stairs
Technology and Media Spaces
NCSU LIBRARIES

UNIVERSITY OF PENNSYLVANIA
Van Pelt-Dietrich Library Center Interactive Floor Plans
http://www.library.upenn.edu/locations/wireless/

Penn Libraries

chat is online

Van Pelt-Dietrich Library Center - Floor Plans

- Ground floor
- 1st floor
- 2nd floor
- 3rd floor
- 4th floor
- 5th floor
- 6th floor
- Weigle Information Commons

Library Home • Choose a Library • Ask Us/Get Help • Site Guide • Penn

Penn Libraries: Floor Plans

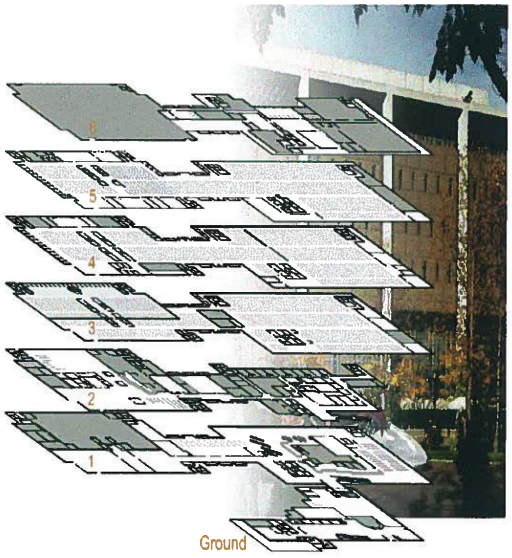
FindIt: Anywhere go

Van Pelt-Dietrich Library Center - Floor Plans

[See the VP-DLC floor plan for your call number and subject] GO

Individual floor plans show:
room names & numbers, stacks (with call number ranges), emergency phones, public & campus phones, look-up computers, PennCash value centers, restrooms, and photocopiers.

- Use the drop down box to select a call number range and subject, then click GO to see a plan of the corresponding floor.
- In the diagram at right, click on any floor to go to the corresponding floor plan.
- On floor plan pages, zoom in by clicking the plan.



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UNIVERSITY OF PENNSYLVANIA
Plan of the David B. Weigle Information Commons
http://www.library.upenn.edu/locations/wireless/vpinfocommons.html

Penn Libraries

Library Home • Choose a Library • Ask Us/Get Help • Site Guide • Penn

Penn Libraries: Floor Plans

FindIt: Anywhere go

chat is online

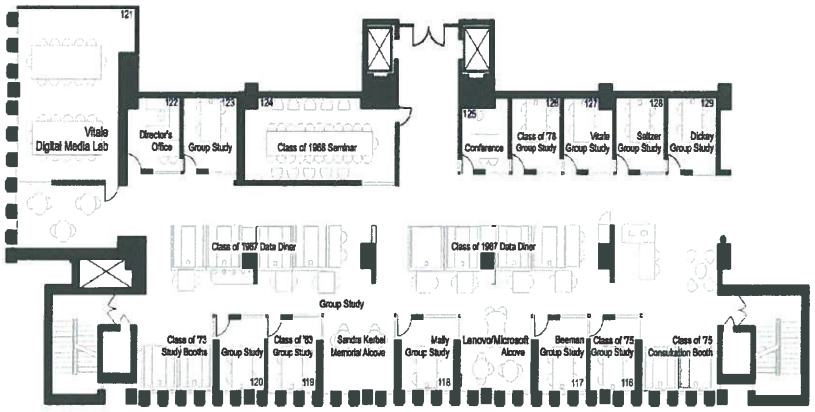
Van Pelt-Dietrich Library Center - Floor Plans

- Ground floor
- 1st floor
- 2nd floor
- 3rd floor
- 4th floor
- 5th floor
- 6th floor
- Weigle Information Commons

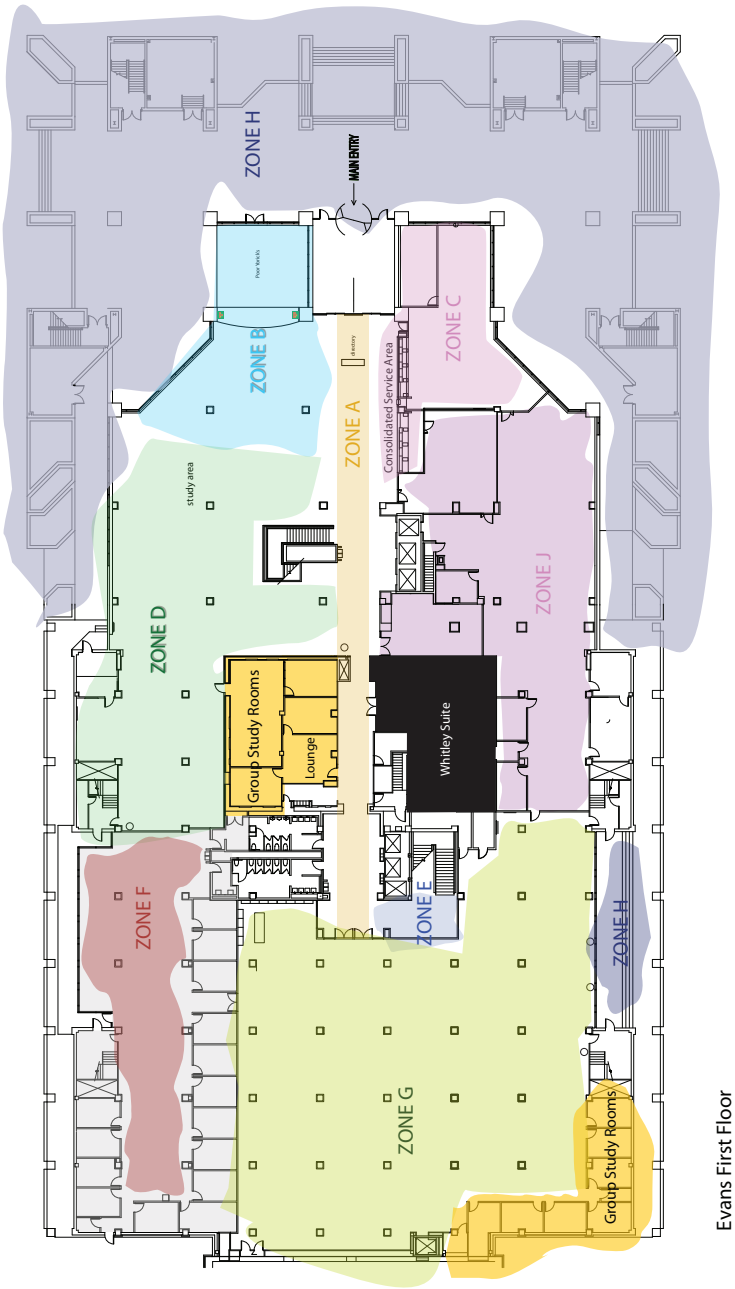
David B. Weigle Information Commons

[See the VP-DLC floor plan for your call number and subject] Go

Click to zoom in



Plan of the Weigle Information Commons



Evans First Floor

NOTE* — Please maximize electrical power access thoughout all zones and staff areas

ZONE A – Entry Space and Corridor to Back
- Long stretch that moves from front door down to back room

ZONE B – Yorick's Extension Zone
- Fluid, curvy zone
- Delineated floor space using floor and railing or half wall
- Drop ceiling
- Special lighting ("wow" lighting up front)
- Use windows
- Need to consider queue management
- Move furniture out of zone from hard to soft seating

ZONE C – Consolidated Service Area

ZONE D – Front Area Beyond Yorick's'
- Collaborative study space
- Booths with computers for group study
- Back wall from café, bar type seating and do higher end technology with booths vs. back room booths
- Area next to Yorick's
- Busy zone
- Plasma displays around stairwell for advertising services, etc.
- Use passive wall space to display reference collections according to subject areas (e.g., Literature, Biology, etc.)

ZONE E – Back Stairwell
- Can we put in window to add more light?
- Add some nature images make space more inviting

ZONE F – Quiet Study Zone
- Back staff office area
- Place for access to subject librarian help

ZONE G – Back Room-Quiet Study Room
- Where Reference is now
- More computers
- We need to break this out more into different zones probably

ZONE H - Outside of Building
- Outdoor Seating
- Welcoming transition into building

ZONE I - Media Lab Location to be determined
- Media Lab Space
- Sound booth

ZONE J- Staff Work Office Area

Group Study Rooms

UNIVERSITY OF WASHINGTON
Explore the Commons
http://commons.lib.washington.edu/resources/explore

UW HOME | DIRECTORIES | CALENDAR | LIBRARIES | MAPS | MY UW

UNIVERSITY LIBRARIES
UNIVERSITY of WASHINGTON
Research Commons

ask us!
email | chat | phone | text

Hours and Map
Reserve a Collaboration Space

HOME ABOUT RESOURCES GET HELP HERE NEWS & EVENTS SCHOLARS' STUDIO COLAB

Home / Resources

- Resources
- Reserve a Collaboration Space
- Today's Reservations
- Rooms
- Booths
- Collaboration Screen Spaces
- Whiteboard Spaces
- Help Desk
- Equipment

Explore the Commons

Map of resources in the Research Commons

Hover over outlined areas to see resource details.



Send this

UNIVERSITY of WASHINGTON | CONTACT US | PRIVACY | LIBRARIES HOME | SEATTLE, WASHINGTON

Marketing Learning Spaces

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Places to Study
http://libraries.ucsd.edu/services/places-to-study/

THE LIBRARY UC San Diego

Home | Libraries | Hours | Research Tools | Collections | Services | Reserves | Catalogs | My Library Account | Ask a Librarian | Help

Search This Site

HOME » SERVICES » PLACES TO STUDY

The Library UC SAN DIEGO

Services

- Academic Partnerships
- Annex Request Form
- Borrowing
- Child-Friendly Study Room
- Collaboration Spaces
- Services to the Community
- Computing
- Contact Us
- Research Data Curation Program
- Graduate Study Lounge
- Instruction
- Learning Commons
- Ask a Librarian
- Graduate Locker Request Form
- Graduate Student Lockers
- Multimedia Production
- Places to Study
  - Geisel Overnight Study Commons
  - Places to Study
  - Reserve a Group Study Room
- Campus Postings
- Presentation Practice Room
- Printing & Copying
- Reference & Information
- Requesting Books & Articles
- Persons with Disabilities
- Library Offers New Tool to Manage, Catalog & Share Faculty Collections
- Software
- TA / Instructor Consultations
- Tech Tutorials
- Tours
- Wireless / Wi-Fi

Places to Study

There are plenty of places to study in the Library. Expand the sections below to learn more about them.

Show All / Hide All

- ▶ Overnight Study
- ▶ Group Study Rooms
- ▶ General Study/Seating
- ▶ Collaborative Study
- ▶ Quiet Study/Seating
- ▶ Silent Study/Seating
- ▶ Computing
- ▶ Graduate Student Study
- ▶ Presentation Practice
- ▶ Media Viewing
- ▶ Media Production/Editing

Show All / Hide All





See Also

- Reserve a Group Study Room
- Cancel your Room Reservation
- Library Floor Plans
- Campus Study Locations
- Library Use & Conduct Policies
- Other Library Policies
- De-Stress Activities

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Child-Friendly Group Study Room
http://libraries.ucsd.edu/services/child-friendly/index.html

The Library UC SAN DIEGO

Services

- Academic Partnerships
- Annex Request Form
- Borrowing
- Child-Friendly Study Room
- Collaboration Spaces
- Services to the Community
- Computing
- Contact Us
- Research Data Curation Services
- Graduate Study Lounge
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- Ask a Librarian
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- Requesting Books & Articles
- Persons with Disabilities
- Library Offers New Tool to Manage, Catalog & Share Faculty Collections
- Software
- TA / Instructor Consultations
- Tech Tutorials
- Tours
- Wireless / Wi-Fi

Child-Friendly Group Study Room

Use

In partnership with the Student-Parent Group of UCSD Health, Recreation and Well-Being, the library offers a study room specifically intended for use by student parents accompanied by young children. Children may not be left alone in the room for any reason or length of time. Children must remain with a parent at all times, and parents are responsible for their children and children's behavior while in the library.

The room is available for open use when not reserved by others. All room users, **including student parents** with young children, **must** **reserve the room** or risk having to leave when asked by a group with a reservation.

The Student-Parent Group also requests that student parents who use the room sign in on the sheet on the door to help ensure continued support for this specialized space.

Offerings

The room contains a large table, computer, and whiteboard for student use. It also offers child-sized furniture, manipulatives, and a collection of works by Dr. Seuss (compliments of the Audrey Geisel University Librarian and Dr. Seuss Enterprises).

Coloring pages and crayons are available by request at the nearby service desk. Whiteboard supplies are available for checkout at the Front Desk.

Additional outlet covers are available at the nearby service desk, if needed. Parents are responsible for requesting these, as desired.



Comments or Questions?

See Also

- Group Study Rooms
- Places to Study
- Use & Conduct Policies
- Food & Drink Policy

UNIVERSITY OF IOWA
Learning Commons
http://www.lib.uiowa.edu/commons/



NC STATE UNIVERSITY | 125 YEARS

WELCOME TO THE

HUNT LIBRARY

Discover

The face of NC State University in the 21st century • A space that expands the frontiers of learning and research



Visualize

Your work displayed on a giant video wall • Your books delivered by a robot • Your next great idea taking shape in a simulated environment

Connect

With peers and colleagues across disciplines • With tools that erase distances • With world-class research collections





Create

The next video game that changes the industry • A 3D model or prototype • A professionally mixed film or score • New solutions from "big data"... or anything you can imagine

Find out more:
www.lib.ncsu.edu/huntlibrary

UNIVERSITY OF PENNSYLVANIA
David B. Weigle Information Commons brochure
http://wic.library.upenn.edu/multimedia/docs/wiccard_regularsize.pdf

University of Pennsylvania Libraries



David B. Weigle Information Commons

wic.library.upenn.edu 215-746-2660 wic1@pobox.upenn.edu

The Weigle Information Commons is a high-tech collaborative learning space that provides a variety of facilities, equipment and training in support of teaching and research.

Program Partners and Services

The Weingarten Learning Resources Center
Helps with project planning, writing, study strategies and time management.

The Writing Center
Guides students on writing for different audiences and purposes.

CWiC [Communication Within the Curriculum]
Assists students with presentations and provides workshops on communication.

Penn Libraries Research & Training Services
Works with students on effective research skills, supports digital media production and offers training in the use of various information technologies.



Facilities and Technology

- Twelve Data Diner Booths with laptops, desktops and flexible displays for groups of up to six.
- Ten group meeting rooms with laptops, desktops and flexible displays for groups of up to eight. Three rooms also provide self-service video recording.
- Two alcoves with flexible furniture, whiteboards and large displays for groups of up to fifteen.
- Technology-infused teaching space in the Class of 1968 Seminar Room, which includes:
  - Multimedia projector
  - Wall-sized whiteboard
  - 20 PC and 20 Mac laptops
  - 35 Personal Response "clickers"
  - Videoconferencing
  - Audio and video recording
- Vitale Digital Media Lab
- Self-service printing and scanning
- Wide range of software–multimedia, audio, video, animation, image-editing, web authoring, statistics, Geographic Information Systems and scientific–available on all computers.

Penn Libraries

UNIVERSITY OF PENNSYLVANIA
David B. Weigle Information Commons brochure
http://wic.library.upenn.edu/multimedia/docs/wiccard_regularsize.pdf

The Weigle Information Commons, a joint undertaking of the Penn Libraries, the College of Arts and Sciences and the Office of the Provost, supports collaborative learning using the latest technologies.



wic.library.upenn.edu 215-746-2660 wic1@pobox.upenn.edu

Vitale Digital Media Lab

The lab is a unique, fully-staffed facility open to Penn students, faculty and staff. It includes:

- Eleven video-editing stations
- Poster printing
- Flatbed, slide, film and large format scanners
- Video and audio conversion and capture
- Experienced lab consultants who provide one-on-one and small group assistance

Popular Uses of the Media Lab

- Convert VHS and mini-DV to digital format
- Digitize vinyl records and audio cassettes
- Edit, combine and mashup video clips
- Digitize 35mm slides
- Scan a page into a PDF document
- Create a website with sound and video
- Record an audio narrative to a PowerPoint presentation



WICshops

The Commons holds several hundred workshops each year. Topics include:

- Video and Audio editing
- Microsoft Office
- Digital Image Enhancement
- Study and Research skills
- New technology trends

Contact Information





Director
Anu Vedantham

Lab Coordinator
David Toccafondi

WIC Service Desk: 215-746-2660
Vitale Digital Media Lab: 215-746-2661
Director: 215-746-2659
wic1@pobox.upenn.edu
http://wic.library.upenn.edu

Visit the WIC website to find walk-in service hours, reserve a room or Data Diner booth, borrow equipment, or register for a workshop.

David B. Weigle Information Commons
Van Pelt-Dietrich Library Center
3420 Walnut Street
Philadelphia, PA 19104-6206

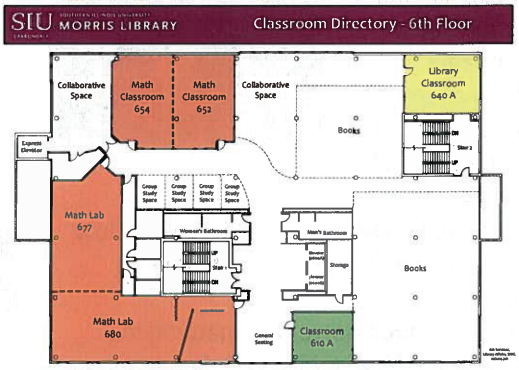
SIU CARBONDALE
SOUTHERN ILLINOIS UNIVERSITY
MORRIS LIBRARY

NEW FOR SPRING 2014!

FLOORS 6 & 7 OPEN!

6th Floor Opens January 13

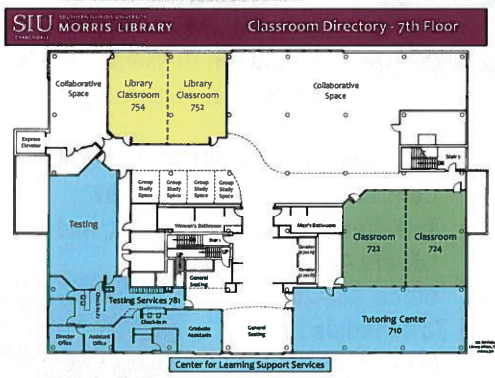
- Math Central (West side of 6th Floor) is your single stop for ALL instructor-led math classes, labs, tutoring, and support.
- Math classes in Rooms 652 and 654. Labs in Room 677 and 680.











7th Floor Opens January 27

- Visit the Tutoring Center in Room 710, your key to the services of the Center for Learning Support Services (CLSS). It offers group study sessions, academic coaching, learning consultants, Saluki peer mentors, and math tutors *for free.*
- Testing Services (Room 781) provides proctoring of the following types of exams: distance education courses, nationally-standardized, professional certification, and make-up.

with New Academic Support Services, Flexible Classrooms, and Drop-in Collaborative Areas!

MORRIS LIBRARY FLOORS 6 & 7

Special Features for Students:

6TH FLOOR:



- 2 Math Labs each with 7 round tables housing 6 laptops each with a seating capacity of 84
- 4 classrooms (610A=24 seats, 640A=24 seats with computers, 652=38 seats, 654=30 seats)
- 6 mediascape collaborative tables that allow personal devices to connect to flat panel displays
- 4 study tables with power and networking
- 4 high-backed, "biz" tables with flat panel displays
- 39 casual seats on wheels
- 6,600 square feet of shelving for books

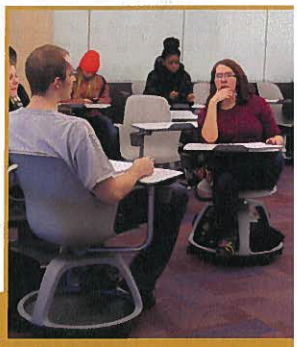


7TH FLOOR:

- Tutoring Center, Testing Services, and Center for Learning Support Services' offices
- 4 classrooms (722=43 seats, 724=45 seats, 752=24 seats, 754=24 seats)

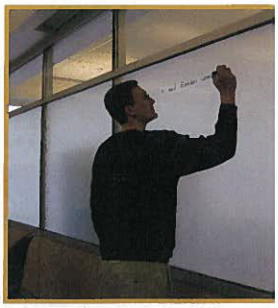


- 15 mediascape collaborative tables that allow personal devices to connect to flat panel displays
- 7 study tables with power and networking
- 7 high-backed, "biz" tables with flat panel displays
- 45 casual seats on wheels



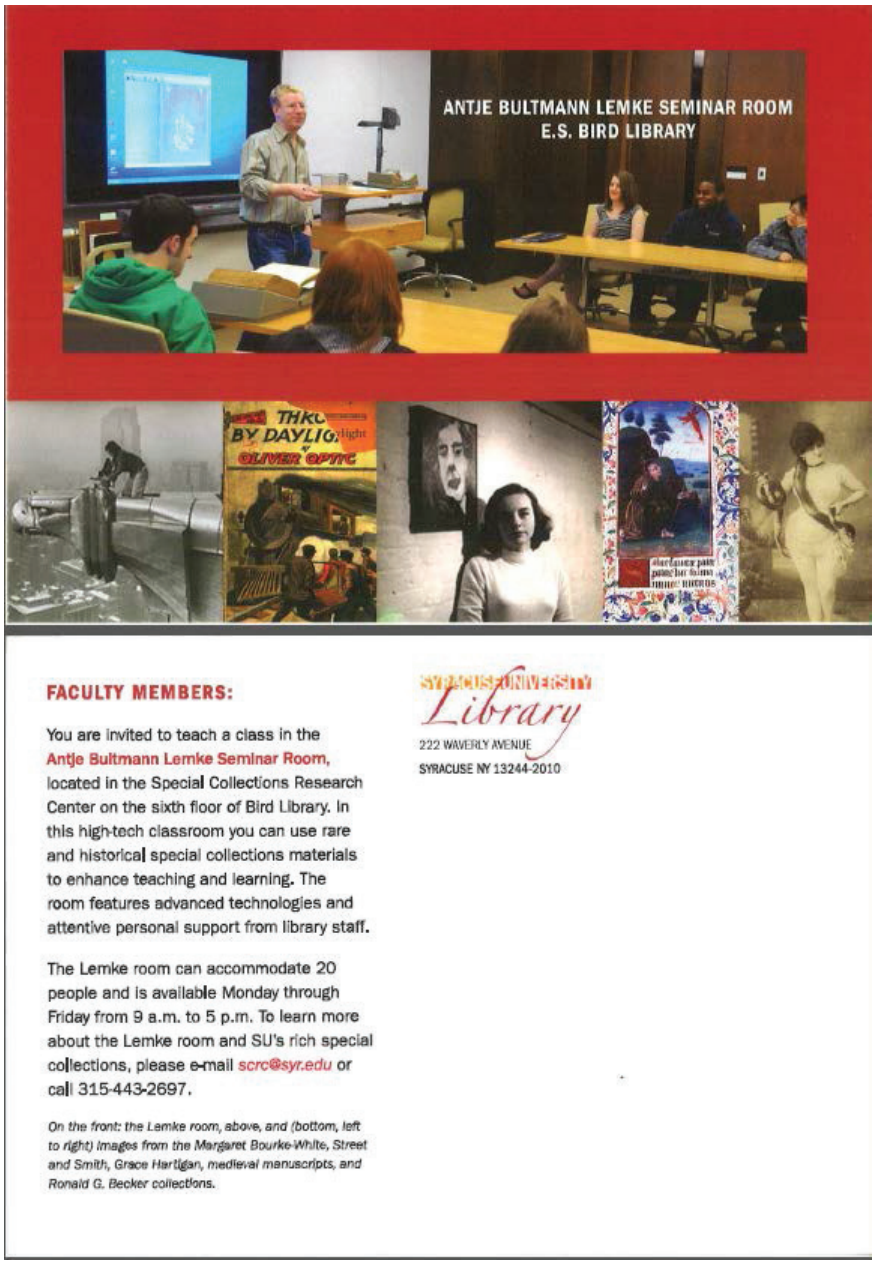
FOR YOUR INFORMATION:

- Wireless-intensive floors with writeable glass walls.
- Check out adaptors to connect your personal devices to mediascapes from the Circulation Desk on the 1st floor.
- For computer support for mediascapes and biz and study tables call Systems, 453-help (M-Th 8 a.m.-9 p.m. and F 8 a.m.-4:30 p.m.) or the Information Desk 453-2818 (F 4:30 p.m. - 9 p.m., Sat 11 a.m.-7 p.m., Sun 1 p.m.-midnight).
- To schedule Rooms 610A, 722, and 724, call Central Scheduling at 453-2997.
- To schedule Rooms 640A, 752, and 754, call the Library Administration office, 453-2681.



- To schedule Rooms 640A, 752, and 754, call the Library Administration office, 453-2681.

SYRACUSE UNIVERSITY
Lemke Seminar Room postcard



Publicity postcard

Marketing Programming & Instruction

THE UNIVERSITY OF CHICAGO Library
REGENSTEIN



Developing Assignments that Use the Library

DATE
Friday, Jan. 18

TIME
2:30 - 4:00 P.M.

LOCATION
Regenstein, Rm 207

Librarians will highlight ways you can integrate library research instruction into your courses to promote the acquisition of the skills necessary to complete research assignments. We'll demonstrate ready-to-go online tools that can be integrated into Chalk, and discuss the different types of in-class instruction the Library can provide.

For faculty, instructors, TAs, or graduate students interested in teaching.

THE UNIVERSITY OF CHICAGO lib.uchicago.edu

THE UNIVERSITY OF CHICAGO Library
REGENSTEIN

ITServices
TECHB@R
Joseph Regenstein Library

Essential Skills Graduate Workshop Series

Graduate students! Are you on campus during Spring Break? Use the break in classes to gain essential skills for academic and professional success. All programs will be held in Regenstein Library.

There is no fee for training, but space is limited and registration is required.

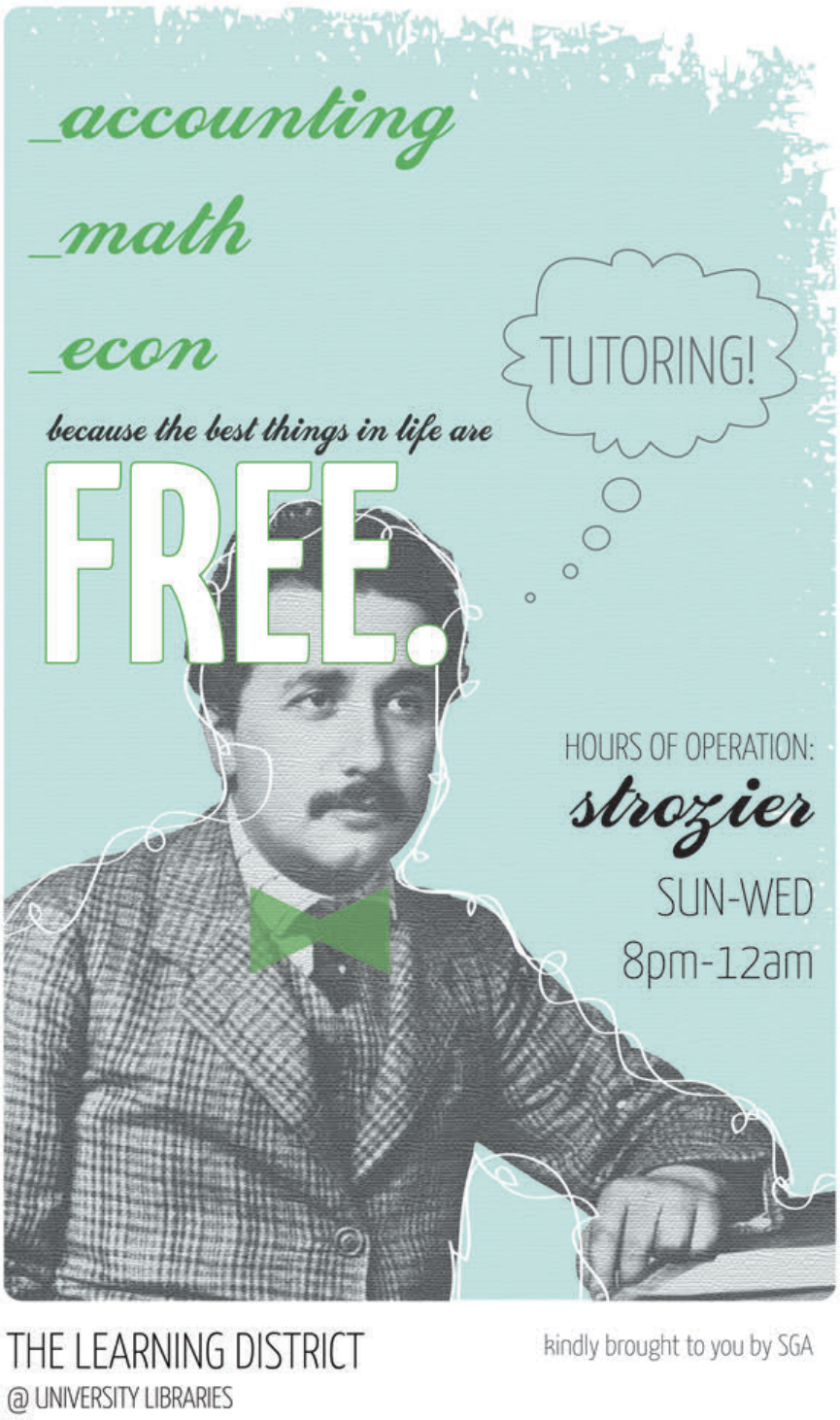
Register at **news.lib.uchicago.edu** & click **Essential Skills Graduate Workshop Series.**

March 24 Monday	**March 25** Tuesday	**March 26** Wednesday	**March 27** Thursday	**March 28** Friday
Following the Citation Trail 10:30 - 11:30 AM	Using the UChicago Wiki 10:00 - 11:00 AM	Introduction to Endnote Web 1:00 - 2:00 PM	All About Endnote 11:00 AM - 12:00 N	I Want My NYT! Full-Text News Databases 10:00 - 10:30 AM
Getting Started with STATA 12:30 - 2:00 PM	Introduction to Zotero 11:30 AM - 12:30 PM	Search Alerts and RSS 3:00 - 4:00 PM	Following the Citation Trail 1:00 - 2:00 PM	Excel 2010: Skills for the Workplace 1:00 - 2:30 PM
EndNote or Zotero? Selecting the Best Citation Manager 3:00 - 4:00 PM	Getting Started with STATA 1:00 - 2:30 PM		Browzine 2:30 - 3:30 PM	Excel 2010: Tools to Organize Data 3:00 - 4:30 PM
	Introduction to Using Special Collections 3:00 - 4:00 PM			

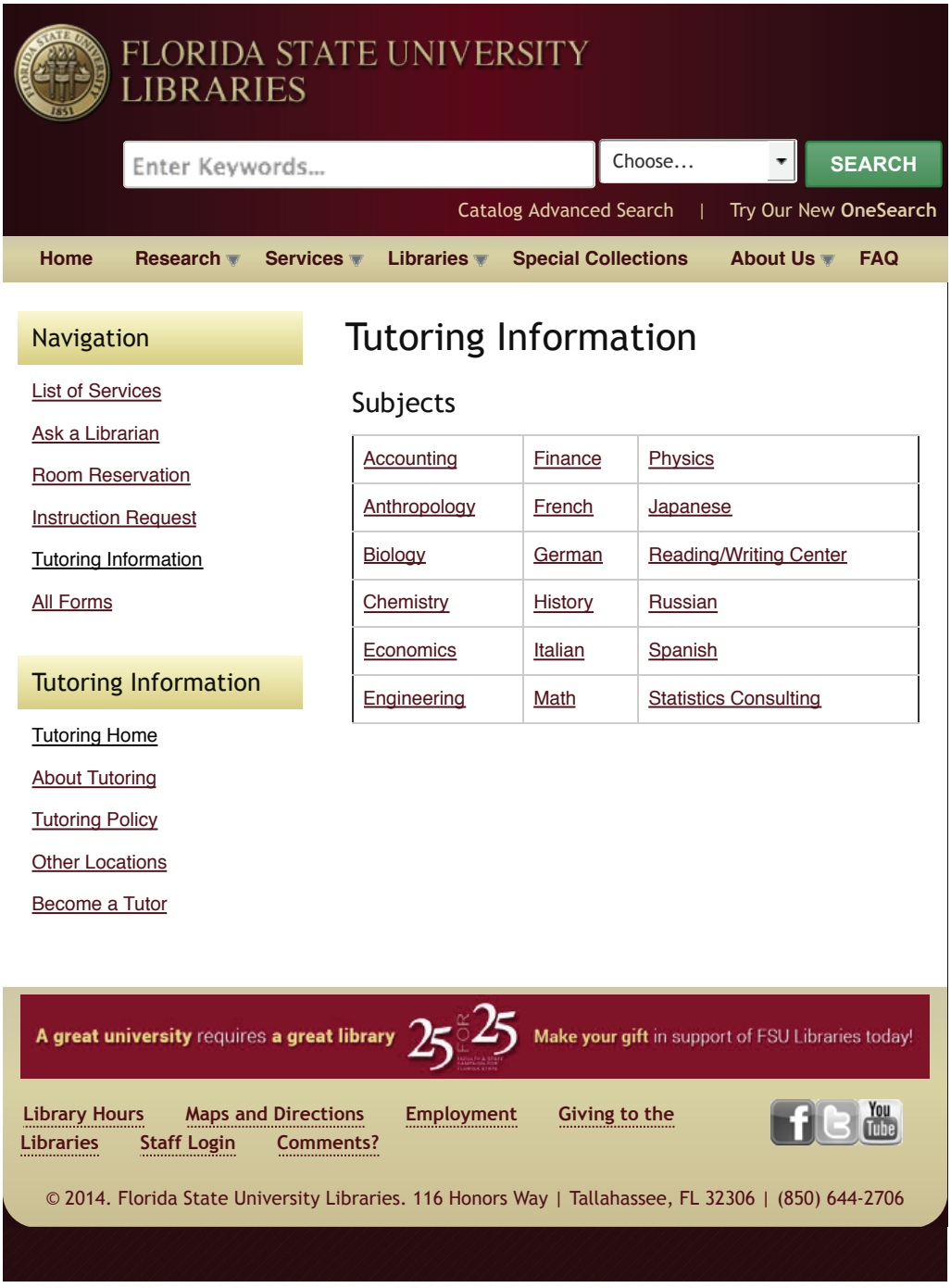
THE UNIVERSITY OF CHICAGO

lib.uchicago.edu

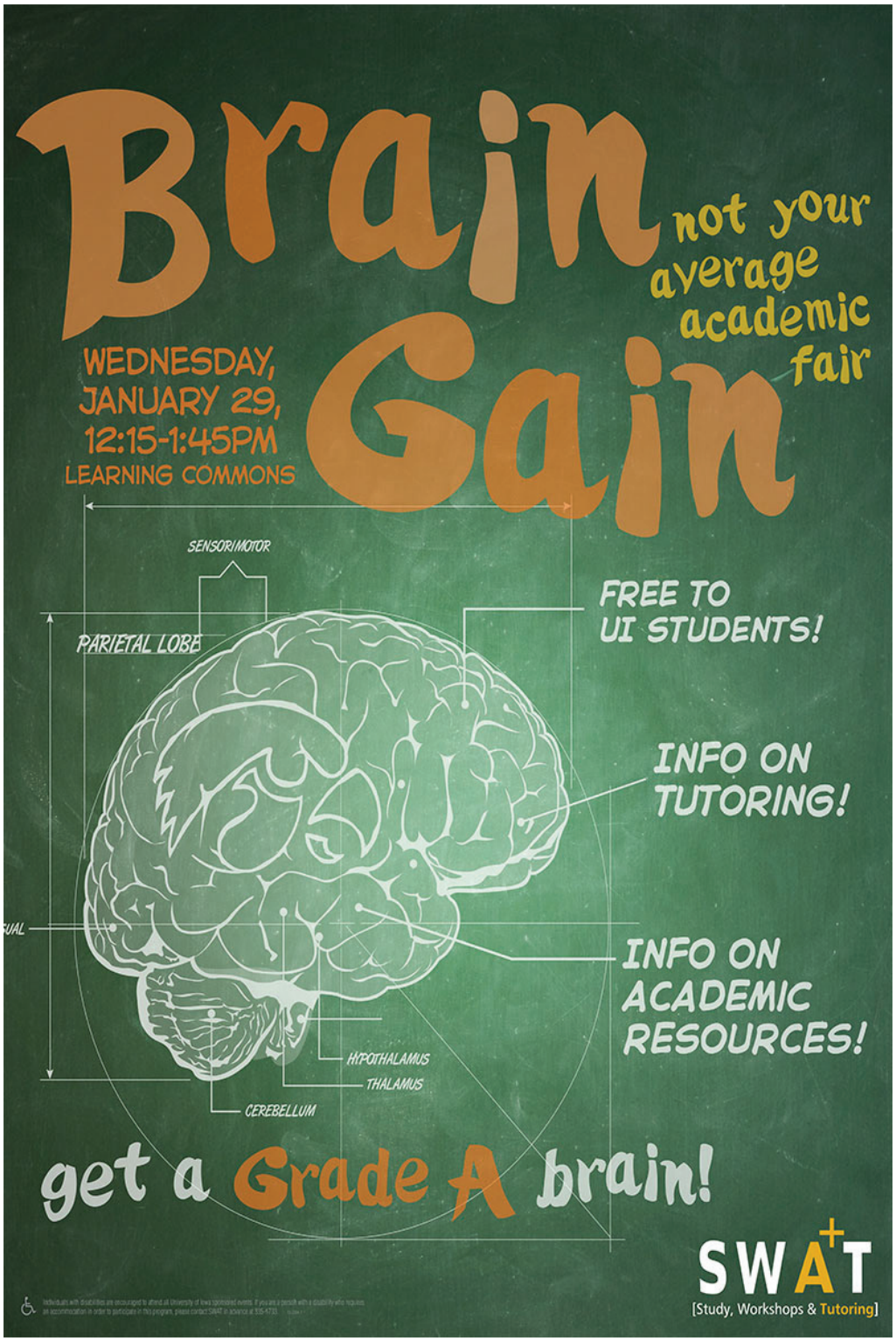
FLORIDA STATE UNIVERSITY
The Learning District @ University Libraries tutoring flyer



FLORIDA STATE UNIVERSITY
Tutoring Information
http://www.lib.fsu.edu/tutoring-information



UNIVERSITY OF IOWA
Brain Gain Academic Fair flyer

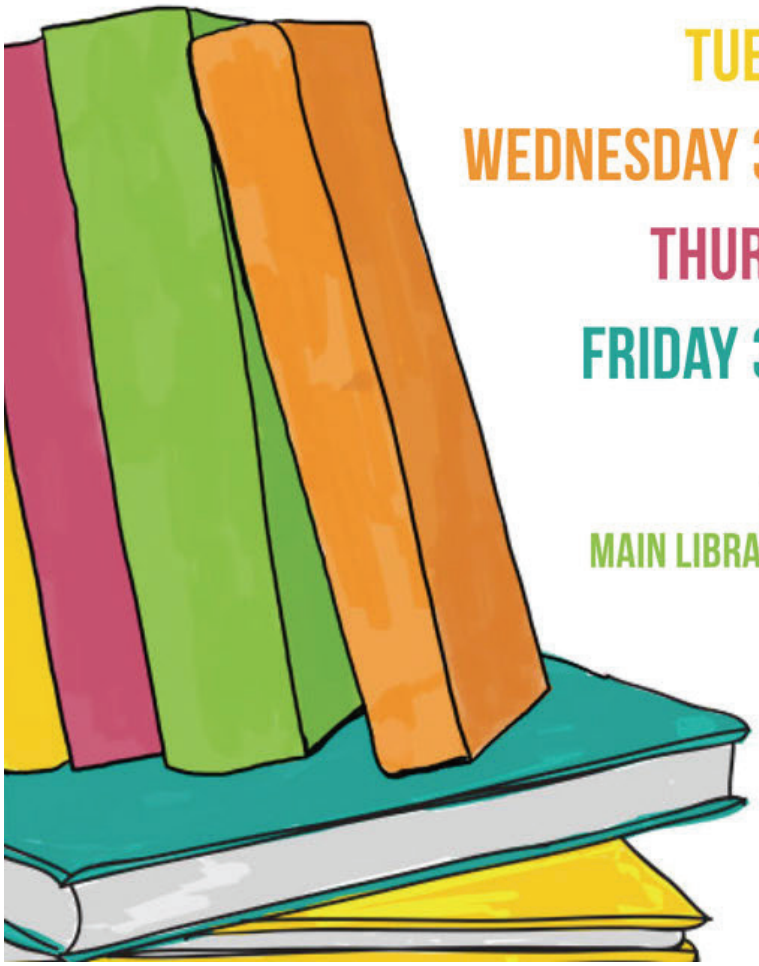


UNIVERSITY OF IOWA
Intermedia Collective and Learning Commons Video Show flyer



UNIVERSITY OF IOWA
Statistics Tutoring Lab flyer

STATISTICS TUTORING LAB TODAY



TUESDAY 9AM-5PM

WEDNESDAY 3:30PM-5:30PM

THURSDAY 9AM-5PM

FRIDAY 3:30PM-5:30PM

GROUP ROOM 1113 RED,
MAIN LIBRARY LEARNING COMMONS

Please see service desk for directions

UNIVERSITY OF IOWA
Social Media Bootcamp flyer

SOCIAL MEDIA BOOTCAMP

USE SOCIAL MEDIA LIKE A PROFESSIONAL!

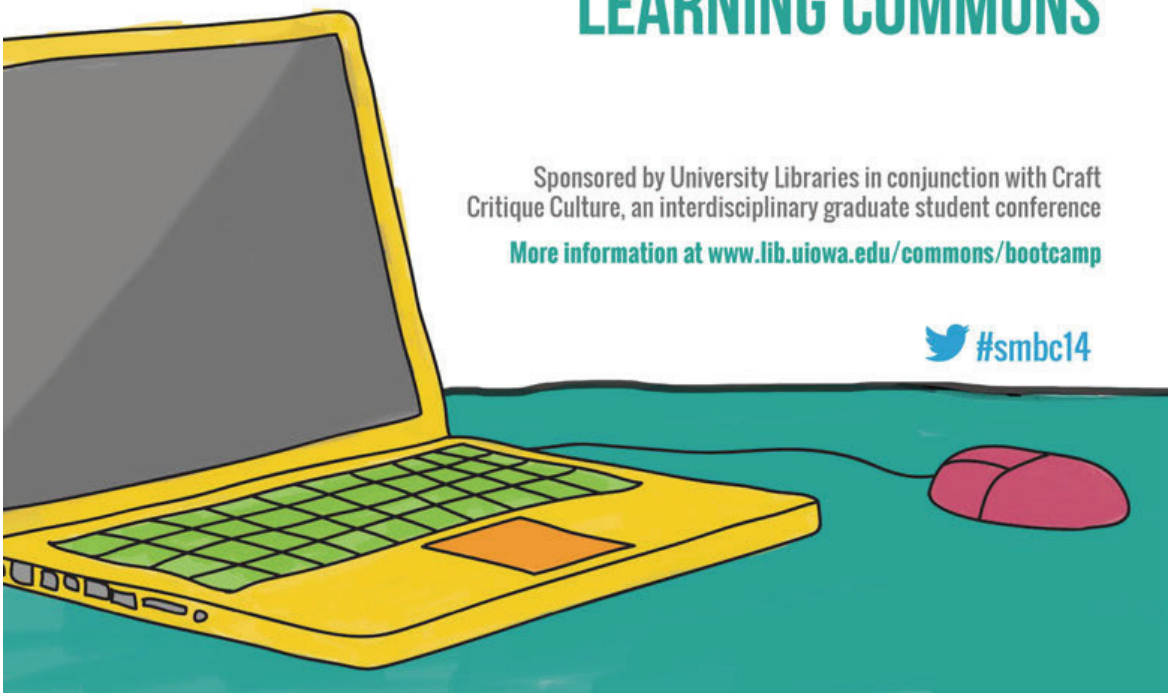
MARCH 31ST - APRIL 5TH

LOCATED IN OPEN AREA D IN THE MAIN LIBRARY LEARNING COMMONS

Sponsored by University Libraries in conjunction with Craft Critique Culture, an interdisciplinary graduate student conference

More information at www.lib.uiowa.edu/commons/bootcamp

#smbc14



SCIENCE CAFE at OSU

sciencecafeosu.okstate.edu

presents



November cosponsors include Native American Student Association, Native American Faculty/Staff Association, Center for American Indian Studies, American Indian Science & Engineering Society and A&S Student Council.

Science Café at OSU is a monthly event that highlights interesting, relevant and current science-related research. The events are an opportunity to participate in lively and engaging conversations about science. Science Café features a brief presentation followed by discussion and questions. This event is free and open to the public. No science background is assumed or required. Information: 405.744.2376

Library

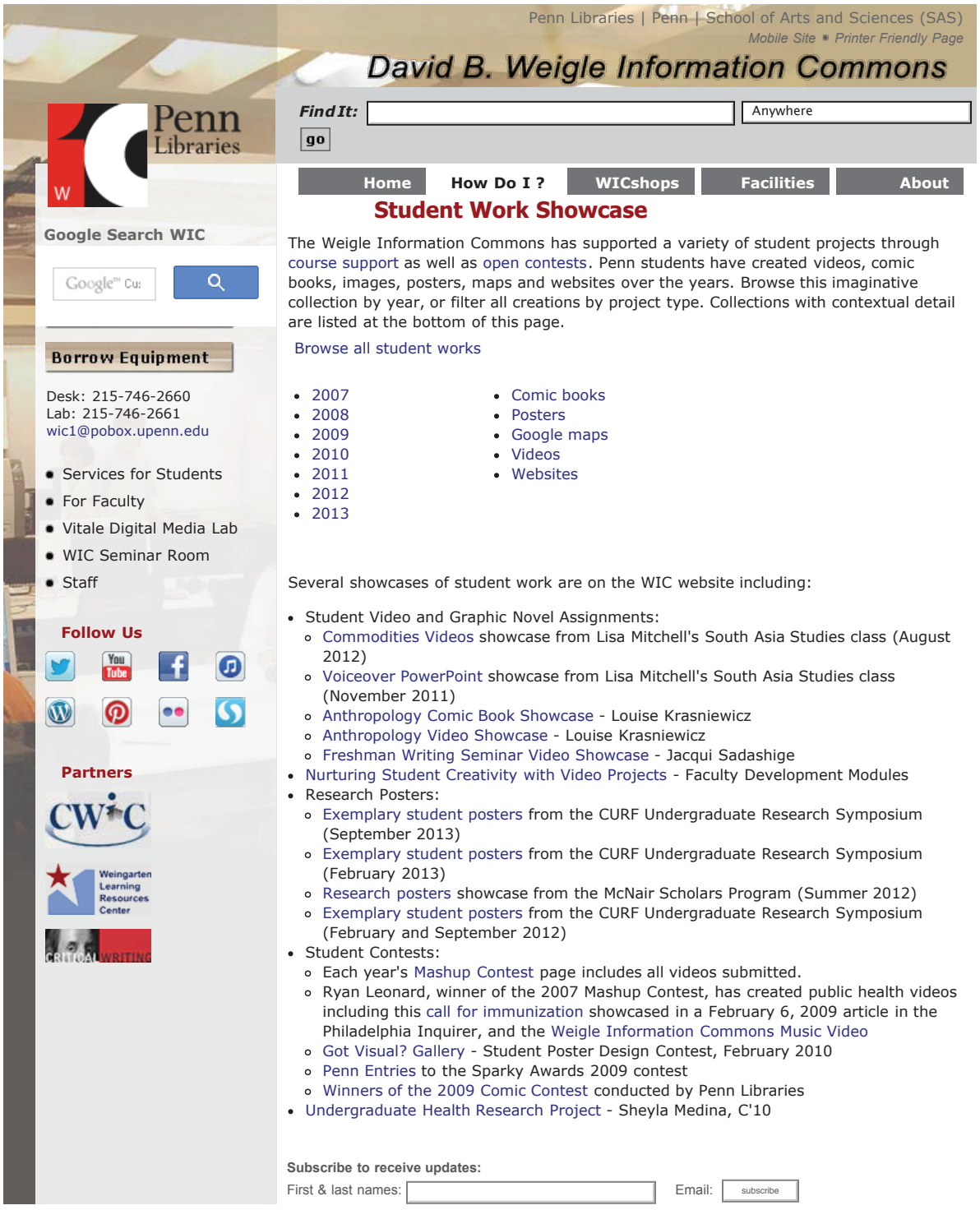
NOVA scienceNOW

Science Café

Sigma Xi

Research

UNIVERSITY OF PENNSYLVANIA
Weigle Information Commons Student Work Showcase
http://wic.library.upenn.edu/wicideas/studentwork.html



Penn Libraries | Penn | School of Arts and Sciences (SAS)
Mobile Site ▪ Printer Friendly Page

David B. Weigle Information Commons

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Penn Libraries

Google Search WIC

Borrow Equipment

Desk: 215-746-2660
Lab: 215-746-2661
wic1@pobox.upenn.edu

- Services for Students
- For Faculty
- Vitale Digital Media Lab
- WIC Seminar Room
- Staff

Follow Us

Partners

Weingarten Learning Resources Center

Student Work Showcase

The Weigle Information Commons has supported a variety of student projects through course support as well as open contests. Penn students have created videos, comic books, images, posters, maps and websites over the years. Browse this imaginative collection by year, or filter all creations by project type. Collections with contextual detail are listed at the bottom of this page.

Browse all student works

- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013

- Comic books
- Posters
- Google maps
- Videos
- Websites

Several showcases of student work are on the WIC website including:

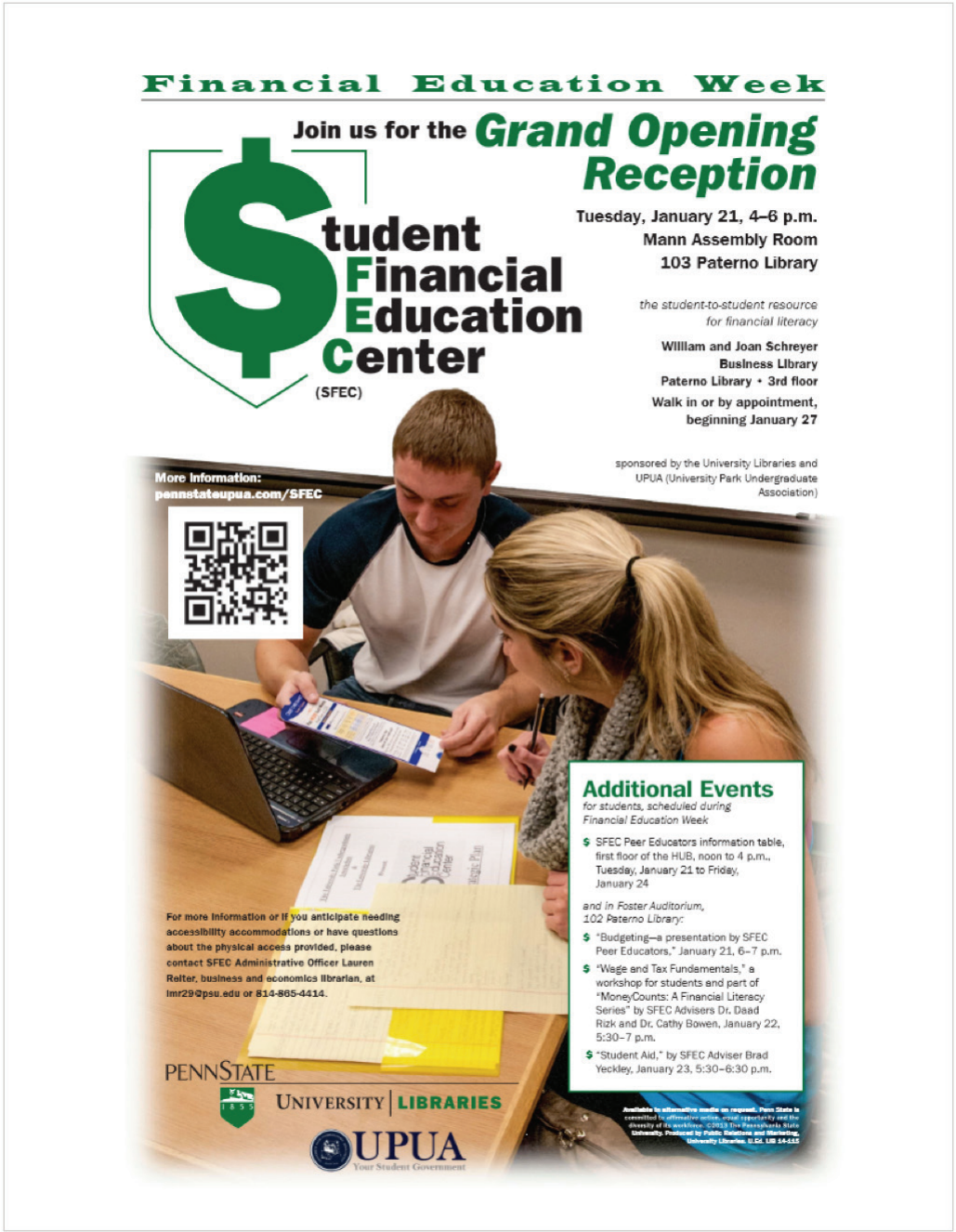
- Student Video and Graphic Novel Assignments:
  - Commodities Videos showcase from Lisa Mitchell's South Asia Studies class (August 2012)
  - Voiceover PowerPoint showcase from Lisa Mitchell's South Asia Studies class (November 2011)
  - Anthropology Comic Book Showcase - Louise Krasniewicz
  - Anthropology Video Showcase - Louise Krasniewicz
  - Freshman Writing Seminar Video Showcase - Jacqui Sadashige
- Nurturing Student Creativity with Video Projects - Faculty Development Modules
- Research Posters:
  - Exemplary student posters from the CURF Undergraduate Research Symposium (September 2013)
  - Exemplary student posters from the CURF Undergraduate Research Symposium (February 2013)
  - Research posters showcase from the McNair Scholars Program (Summer 2012)
  - Exemplary student posters from the CURF Undergraduate Research Symposium (February and September 2012)
- Student Contests:
  - Each year's Mashup Contest page includes all videos submitted.
  - Ryan Leonard, winner of the 2007 Mashup Contest, has created public health videos including this call for immunization showcased in a February 6, 2009 article in the Philadelphia Inquirer, and the Weigle Information Commons Music Video
  - Got Visual? Gallery - Student Poster Design Contest, February 2010
  - Penn Entries to the Sparky Awards 2009 contest
  - Winners of the 2009 Comic Contest conducted by Penn Libraries
- Undergraduate Health Research Project - Sheyla Medina, C'10

Subscribe to receive updates:
First & last names: Email: subscribe

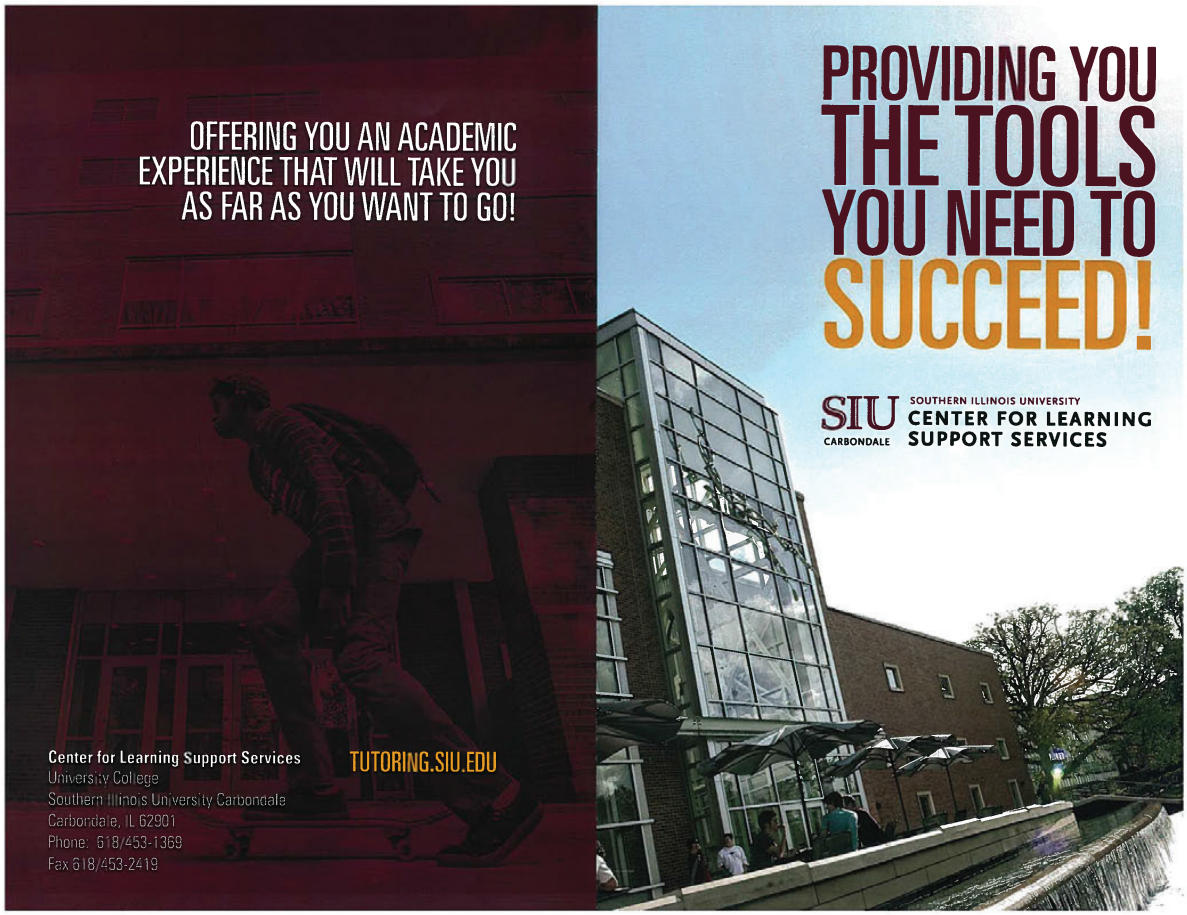
UNIVERSITY OF PENNSYLVANIA
WIC Program Partners and Services
http://wic.library.upenn.edu/wicabout/partners.html



PENNSYLVANIA STATE UNIVERSITY
Financial Education Week flyer



SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
Center for Learning Support Services brochure



SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
Center for Learning Support Services brochure



OUR MISSION: HELPING STUDENTS THINK, LEARN, CHANGE

Our Center for Learning Support Services is here to assist all Southern Illinois University Carbondale students. Regardless of your abilities, background, culture or other factors, we can help you enhance your self-management and interdependent learning skills in various ways that will aid you in reaching your educational and career goals.

WE CAN HELP YOU:

- Determine how to plan your work, organize your resources and projects, and make wise choices in the use of your time, money and energy to your best advantage.
- Develop your learning skills so you can fully participate and maximize your learning in classrooms, study groups, living communities and work environments.

Our Learning Support Services team personifies what SIU is – the brains of a nationally ranked research university with the heart of a small college. Do you prefer learning in a group setting? Or is individual study more your style? No matter what your learning preferences are, our highly trained staff can show you how to:

- Fully understand and think about the course content
- Learn how to study more effectively
- Improve the result from your study efforts

ONE-ON-ONE SERVICES AVAILABLE

We offer individualized, content-based tutoring for most 100- and 200- level courses. Tutoring services are free of charge and available by appointment only.

We also provide academic coaching. Our trained learning consultants work with students who can benefit from a more generalized approach to improve their study skills in multiple courses.

WE PROVIDE FREE GROUP STUDY SESSIONS

Our group study leaders conduct very effective and productive group study sessions for designated courses twice weekly all semester long. The sessions are completely free of charge!

WE ARE LOOKING FOR QUALITY TUTORS!

We hire tutors who exemplify the best tutoring traits: mastery of the course material, excellent interpersonal skills, and the ability to help students "think, learn and change."

To qualify as a tutor for our program student tutor candidates must:

- Have a cumulative GPA of 3.0 or above
- Have completed at least one, on-campus semester at SIU Carbondale
- Earn an "A" in the course they wish to tutor
- Submit a completed application form and unofficial SIU transcripts, along with their current semester course schedule, to the CLSS office.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
Center for Teaching Excellence Symposium flyer



UNIVERSITY OF WASHINGTON
Active Learning Classrooms
http://www.lib.washington.edu/ougl/learning-spaces/active-learning-classrooms



YORK UNIVERSITY
Hackfest
http://www.library.yorku.ca/steaciehackfest/

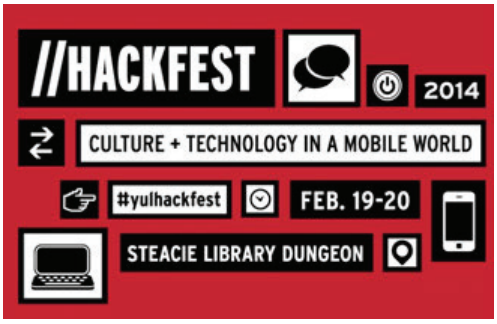
Steacie Library Dungeon Hackfest

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Our Sponsors:

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Do you have a brilliant app idea but you are not sure how to code it? Or do you have a smartphone and you're frustrated about finding York information? Are you the next Mark Zuckerburg?

If you answered "Yes" to any of these questions, we want you to join the Second Steacie Library Dungeon Hackfest! We need people like you to help plan. And if you don't have time to plan, then make sure to participate.

Last year, the Steacie Library hosted its first annual Hackfest. What is a Hackfest? If you haven't been to one, it is about spending the day collaborating on a particular software project, and bringing the project to reality. Teams are usually comprised of people from different disciplines such as Computer Science and Engineering, Fine Arts, Business, Digital Media, Health, Marketing and more.

This year's theme is ***Culture and Technology in a Mobile World***. The theme is about creating an app that can be about anything, health, accessibility, gaming, organizing, chatting or create an app for York. Or use the space to work on your own Hackfest idea.

If you have an idea, or if you want to gain experience in app development, or just want to participate in a fun collaborative environment mark your calendar for the Annual Steacie Library Dungeon Hackfest on **February 19-20th, 2014.**
Breakfast, lunch, and caffeine provided!

When

Wednesday, February 19, 9:00-17:00
Thursday, February 20, 9:00-19:00
Possible lead-up event and wrap-up party.

Where

Steacie Science & Engineering Library, York University

Why

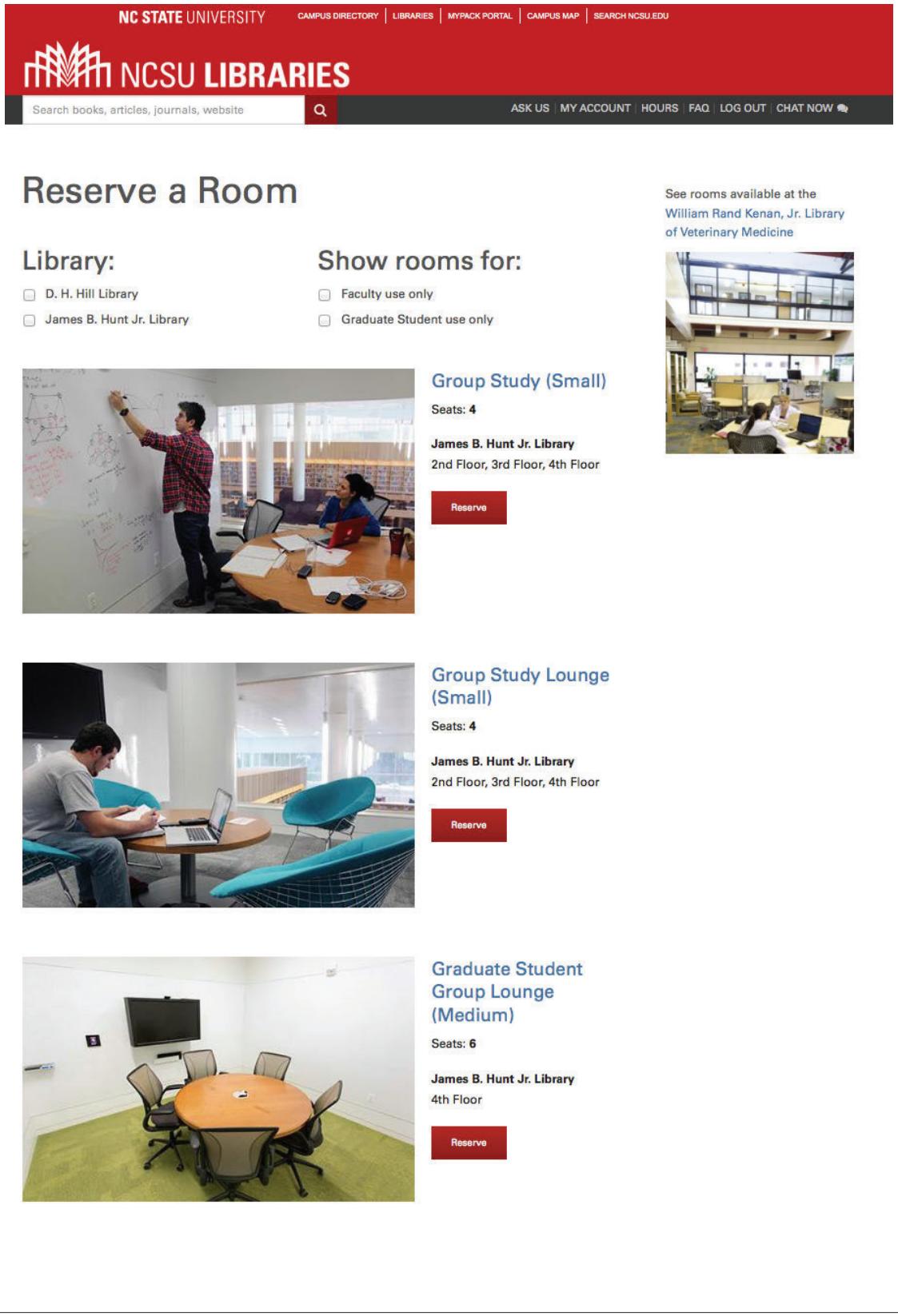
Prizes & exposure!
Mentors will be on hand to help with development of concept, code, and pitch.

How

Registration Now Open! (Space is limited)
Bring yourself, a laptop, ideas, and creativity

Policies and Procedures

NORTH CAROLINA STATE UNIVERSITY
Reserve a Room
http://www.lib.ncsu.edu/reservearoom



SYRACUSE UNIVERSITY
Space and Policies
https://library.syr.edu/find/scrc/instruction/policies.php

SYRACUSE UNIVERSITY LIBRARIES

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Special Collections
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  - Outside Group Visits
  - K-12 Lesson Plans
  - Space and Policies
- Belfer Audio Archive
- Conservation Lab
- Services
- Public Programs
- Publications
- Research Grants
- Donate

Home > Find > Special Collections > Instruction > Space and Policies Bookmark | Printer Friendly

Space and Policies

Three rooms are available for the presentation of SCRC materials to Syracuse University students and other groups. Faculty members who wish to teach in the Lemke Seminar Room are required to attend a brief orientation session prior to their class session. For larger groups, SCRC staff members are available to present materials in the Hillyer and Spector rooms.



Antje Bultmann Lemke Seminar Room
Capacity: 20

The Antje Bultmann Lemke Seminar Room provides a classroom setting specifically designed for presentation of collection materials to small groups.

Located adjacent to the SCRC Reading Room on the sixth floor of E. S. Bird Library, the Lemke Seminar Room is equipped with state-of-the-art audiovisual technology to allow close examination of SCRC materials. Technology includes a high-definition Wolfvision document camera that projects images onto a 65-inch high-resolution LCD display equipped with SmartPanel technology. Using SmartPanel, faculty can annotate images of rare items with digital ink and save the resulting image files for further review.

Lemke Room Policy [PDF]



Spector Room, Bird 608
Capacity: 40
Note: Only available for SCRC "Class Presentations." For faculty-led sessions see the Lemke Room above.

Standard set-up includes auditorium-style seating, projection screen, and Internet connection.

Spector Room Policy [PDF]



Hillyer Room, Bird 606
Capacity: 39
Note: Only available for SCRC "Class Presentations." For faculty-led sessions see the Lemke Room above.

Standard set-up includes auditorium-style seating, projection screen, and Internet connection.

Hillyer Room Policy [PDF]

Time Schedule

SCRC sessions may be scheduled between 9 a.m. and 5 p.m., Monday through Friday. Priority in scheduling will be given to Syracuse University faculty, graduate teaching assistants, and library subject specialists.

For more information on bringing your class to SCRC, see our Class Visits webpage.

SYRACUSE UNIVERSITY
Guidelines for using the Antje Bultmann Lemke Seminar Room
https://library.syr.edu/services/PDF/LemkePolicy.pdf

Special Collections Research Center
Belfer Audio Archive

SYRACUSE UNIVERSITY Library

scrc.syr.edu
222 Waverly Avenue
Syracuse, New York 13244-2010
t 315.443.9763 f 315.443.2671

Guidelines for using the Antje Bultmann Lemke Seminar Room

Who can use the room? The Antje Bultmann Lemke Seminar Room is intended for instruction using the collections of the Special Collections Research Center (SCRC) by library staff, faculty, and graduate teaching assistants. Instructors will be asked to register with SCRC. Students will not be required to register for reading room use when they are part of a class in the seminar room. They will be asked to register, however, the first time that they visit the reading room individually.

How can someone arrange to make use of the room? Nicolette A. Dobrowolski coordinates all instruction for Special Collections. You can direct requests to use the Lemke Seminar Room to her at scrc@syr.edu or 315-443-9762. Please be sure to contact us at least 2 weeks in advance. All use of the seminar room is subject to approval by Special Collections staff. All instructors approved to use the room, if not SCRC staff, will be given an orientation by Special Collections staff regarding the technology and policies/procedures for the space and will be asked to register with Special Collections.

When is the room available? The hours of SCRC are Monday through Friday, 9 am to 5 pm. Requests to use this classroom outside of the regular operating hours will be taken on a case by case basis and is subject to Special Collections approval. The room may be requested on a recurring basis if the class involves regular use of special collections material. Priority in scheduling will be given to Special Collections staff, library subject specialists, Syracuse University faculty, and graduate teaching assistants.

What is the room's capacity? The maximum capacity of the room is 20.

What equipment is available for use in the room? The room includes:

- 65 inch LCD display
- Smart Panel LCD display. This allows use of "digital ink" to annotate screen images.
- DVD/VCR
- Wolfvision Document Camera
- Motorized projection screen
- PC with wireless keyboard and mouse

What are the policies and procedures to follow once the room use has been approved? Due to the special nature of the location of the room, its equipment, and the use of Special

SYRACUSE UNIVERSITY
Guidelines for using the Antje Bultmann Lemke Seminar Room
https://library.syr.edu/services/PDF/LemkePolicy.pdf

Collection material within the room, there are some basic rules and regulations regarding the following:

- *No Food, No beverages*

There are no exceptions. All food and drink must be left outside room or placed in the designated lockers/coatroom outside the Seminar Room.

- *Personal belongings*

Personal belongings such as backpacks, bags, coats, books, notebooks, laptop cases, etc. are not allowed in the Lemke Seminar Room. These items must be kept in the designated lockers/coatroom outside the Seminar Room.

- *Writing Utensils*

Only pencils and paper supplied by Special Collections may be used in the Lemke Seminar Room. Pens, markers, highlighters, and post-it notes are not allowed and must be kept in the lockers/coatroom.

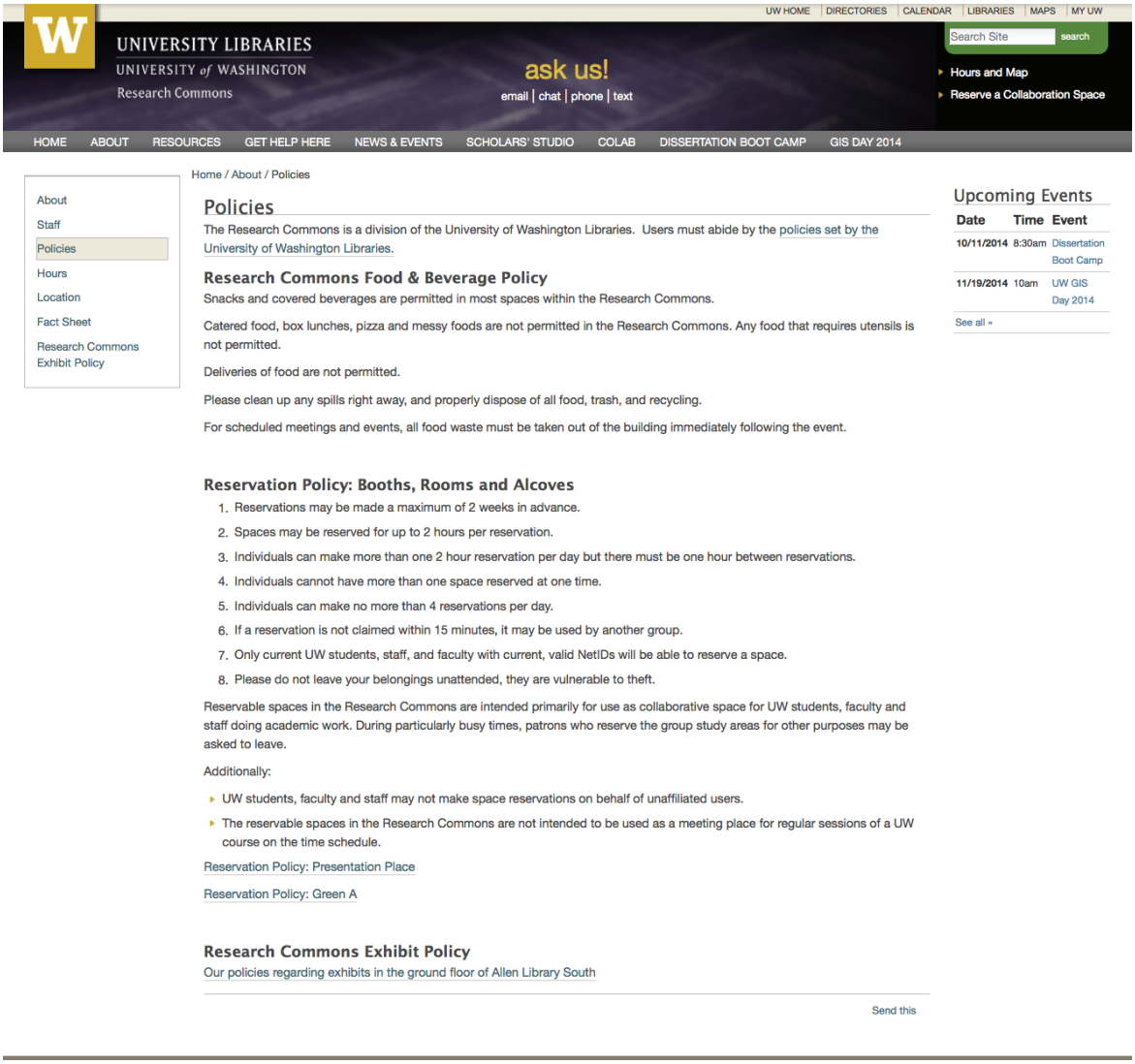
- *Set up*

Tables/Chairs can be configured in different ways. Please let SCRC staff know of any specific arrangement prior to class.

- *Sound Levels*

The Lemke Seminar Room is adjacent to the SCRC Reading Room and Staff offices. Please keep voices and audio at a reasonable level.

UNIVERSITY OF WASHINGTON
Research Commons. Policies
http://commons.lib.washington.edu/about/policies



Staffing

UNIVERSITY OF CALGARY

Job Profile

UCPL Number: IR6931
Job Title: Visualization Research Coordinator
Date: February 08, 2012
Faculty/Admin Area: Libraries & Cultural Resources
Department/Unit:
Job Family *(proposed)*: Technical
Development Phase *(proposed)*: Phase III
Job Code *(proposed)*:

Nature of the Work (*To whom position reports, complexity and amount of work/peak periods, other conditions: eg shift work, callout dangerous or stressful conditions etc*):

Reporting to the Technology Officer of the Taylor Family Digital Library (TFDL), the Visualization Research Coordinator is responsible for the overall management of the Visualization Studio facility, supporting researchers within the studio and creating visualizations for Libraries and Cultural Resources. The incumbent will be supporting research to diverse cross-disciplinary environment of professional-level researchers, mostly faculty and their invited guests. The job is demanding, requires sound judgment, excellent leadership and organizational skills, initiative and discretionary decision making which impacts services and operations in an environment of change and shifting priorities. The incumbent works with the Technology Officer to develop the strategy and vision for the Visualization Studio operations, with a focus on growing and developing new and cultural visualizations.

The Taylor Family Digital Library (TFDL) Visualization Studio is a dedicated room for professional-level research utilizing a high-resolution wall, LCD touch table, 7.1 surround sound system with the assumption that additional technologies will be added to the room with continuous funding support. It is intended to support researchers from all departments across campus with varying technical proficiencies.

The Visualization Research Coordinator works with the Technology Officer to develop policies and procedures that are aligned with the Libraries and Cultural Resources research, strategic and programmatic directions. The work of the Visualization Research Coordinator requires strong analytical abilities and strategic thinking in contributing to the design and implementation of programmatic and operational changes.

This position requires strong collaboration, innovation and partnership building skills. High volume and variety of work demands, much of which are driven by internally and externally imposed deadlines and requirements, can be expected.

This position operates during normal business hours, with occasional requirements for evening and weekend work.

Primary Purpose of the Position (*Key purpose, functions, roles*)**:**

This position exercises considerable independent managerial discretion in the development of the Visualization Studio. The primary purpose of this position is the successful implementation and overall management of the Visualization Studio. The incumbent is expected to provide management, operational and technical support to ensure the successful delivery of services in the Visualization Studio.

A major focus of this role is support for researchers using the Visualization Studio, manage the bookings, helping researchers understand the capabilities of the Visualization Studio, help them prepare their work, setting up in the room and supporting their technical needs in the room. Providing training for LCR staff and UofC researchers on the capabilities of the room will be required. The position will identify issues and possible solutions, and bring such issues to the Technology Officer for discussion, negotiation and resolution.

The Visualization Research Coordinator will work in collaboration with multiple departments and external organizations in exploring, acquiring and implementing new forms of visualizations and methods of delivery. The position will be required to serve on various University and external committees to represent the Visualization Studio, Libraries and Cultural Resources and the University of Calgary.

This is a leadership position providing supervision to student employees and volunteers. Working with the HR Advisor and HR Partner, the position is responsible for recruitment, staff development, retention, discipline and termination of student staff. This involves preparing/updating job profiles, hiring, staff training, direction in policy making and procedural implementation, and overall management of operations. The Coordinator of Visualization Research must have strong leadership skills and provide direction to the staff on all matters pertaining to Visualization Research.

Qualifications/Expertise Required:

Education:
A minimum of a Masters degree in Computer Science or other relevant masters degree is required. Ideally, education will reflect a combination of technology and visualization courses.

Required Experience:
Five to ten years of experience related to technical support and visualization is required.

Strong leadership skills and the ability to exercise responsibility over a physical area and the equipment within it.

Desired Experience:
Ability to balance priorities and workloads, working both independently and collaboratively

Strong verbal, written and presentation skills

Extensive customer service and troubleshooting skills

Previous experience with budget preparation and grant proposals

Must have the capability to successfully manage multiple competing priorities with minimal supervision and direction

Technical Skills:

PC Support
Experience with Windows OS, PC hardware, troubleshooting in a PC environment and providing public support in a PC environment

Visualization Software Support
Experienced at supporting research-level use of visualization software.

Visualization Support
Superior knowledge of visualizations in various forms and extensive knowledge and participation in visualization communities.

Accountabilities/Tasks and Duties ((Results and outcomes expected when roles are carried out successfully, with supporting details on how results are accomplished):

The Visualization Research Lead is accountable for the successful implementation of the Visualization Program; providing support for researcher use of the Visualization Studio and creating visualizations for Libraries and Cultural Resources.

The Visualization Research Coordinator will be available for collaboration with Librarians, Curators and Archivists to utilize visualization in their disciplines, as well as collaborate with the central Information Technology department to maintain and repair equipment within the Visualization Studio.

The incumbent will be responsible for the development and maintenance of budgets, policies, standards of service, marketing, management and training of staff. To maximize the effectiveness of the Visualization Studio, you will be required to record and analyze the frequency, nature of work and technology used in the studio. From the data collected, you will be expected to propose means of improving the Visualization Studio so to ensure the continued evolution and improvement of the space.

The Visualization Research Coordinator will organize, coordinate and deliver learning opportunities such as workshops and tutorials to University of Calgary researchers. The Visualization Research Coordinator will be expected to work independently and strategize the operations of the Visualization Studio to be as effective and efficient as possible. The Visualization Research Coordinator will work collaboratively with the Media Commons Manager to create successful visualization programs and learning opportunities for students and community in the Media Commons.

Visualization Expertise
In addition to the facility and operations management of the Visualization Studio, the Visualization Research Coordinator is expected to be or become an expert in visualizations and have the ability to advise on current best practices, trends and hot topics. Not only will the incumbent need to be aware of the current environment of visualizations, but also implement and practice these techniques on various displays for our students and faculty to experience, learn and utilize. The Visualization Research Coordinator will work with the academic staff of Libraries and Cultural Resources, who are Librarians, Archivists and Curators, to understand the breadth and depth of their current work, and propose visualization techniques to implement and promote visualization within their various disciplines. Visualization support will also be required in various physical spaces within TFDL such as the Media Walls and the Digital Signage Screens.

Community Collaboration
Community collaboration will be expected to provide opportunities for our students and faculty to understand what is happening off-campus as well as provide an opportunity for the off-campus community to become involved on campus. Hosting events may be required along with coordination with the Learning Services department to host/facilitate various learning initiatives

within Libraries and Cultural Resources.

The Visualization Research Coordinator will have coordination and collaboration role with the central Information Technology department to maintain, fix and replace equipment within the Visualization Studio.

Collaborate with various departments and faculty on campus to write grant applications for innovative equipment to be placed in the Visualization Studio.

Participate in the support of other technologies as required such as web development, media walls, LCR equipment pool, new media, digital signage, Media Commons, server room, elevator screens and the touch tables.

Occupational Health & Safety

- Understands and complies with the requirements of the University's Occupational Health and Safety Policy
- Has knowledge of and understands the expectations of the University's Occupational Health and Safety Management System (OHSMS) and applicable Faculty/Departmental/Unit specific health and safety policies and procedures
- Ensures that all work conducted is in accordance with the Alberta Occupational Health and Safety Act, Regulation and Code and other health and safety legislation as applicable

Core Competencies

The University has established 8 core competencies that flow from its mission and values. Competencies define the behaviours, knowledge and skills important for University of Calgary staff. Further information about the 8 competencies, and detailed definitions can be accessed on the Human Resources website http://www.ucalgary.ca/hr/, or through contacting Human Resources.

Each of the 8 competencies is important for staff at the University. Applying relative weightings to them identifies which of the 8 are especially important for a particular position. Relative weightings assist with selection and performance development processes. Most job profiles have up to 3 competencies selected as having CRITICAL IMPORTANCE, with the rest being selected as having CORE IMPORTANCE.

COMMUNICATION: Ability to share information in an effective and collaborative manner.

Critical Importance

FLEXIBILITY: Ability to adapt and respond to the changing environment and toconstructively create opportunities for change through active participation.

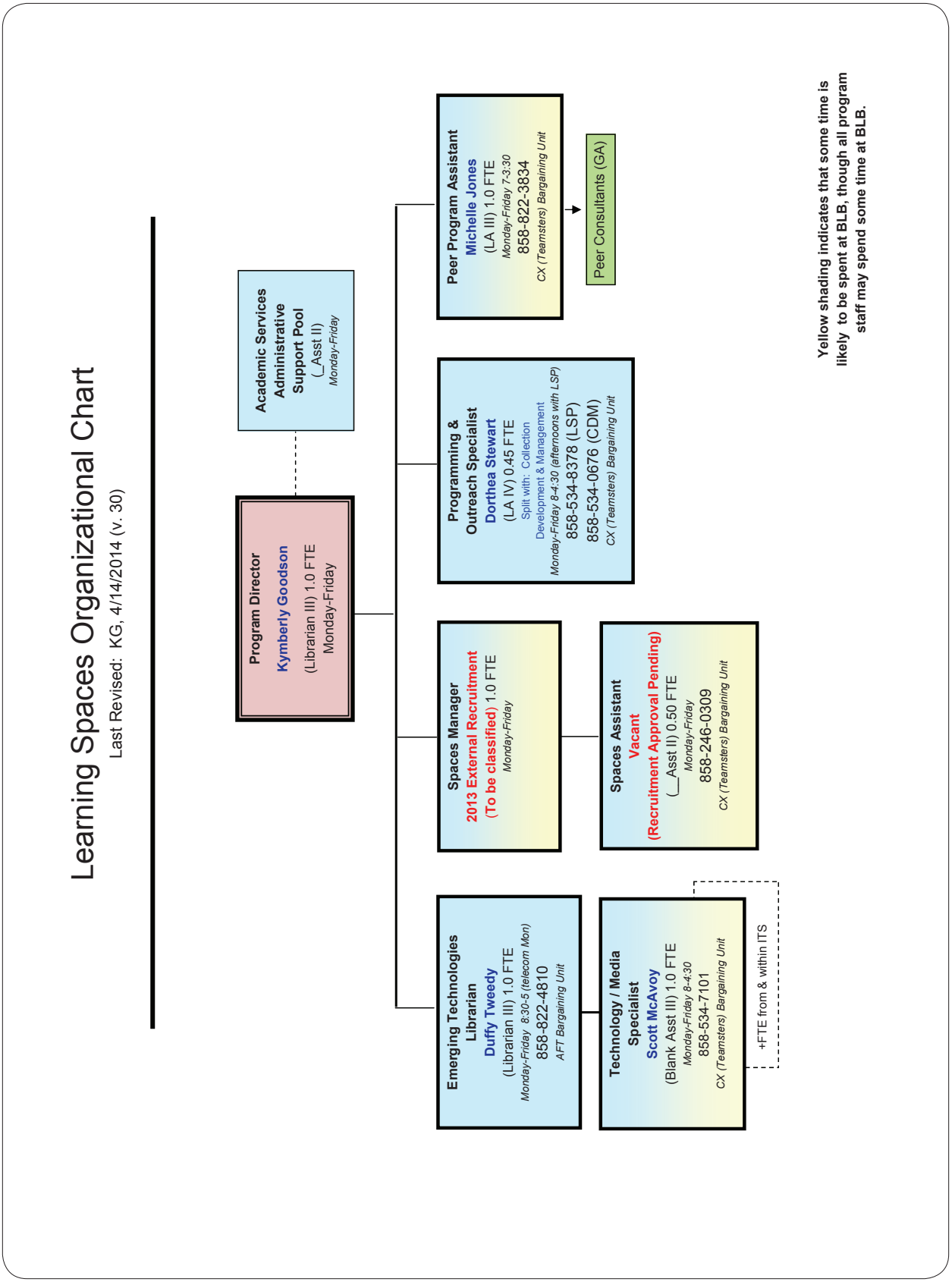
Critical Importance

INNOVATIVENESS/INITIATIVE: Ability to be creative, challenge and demonstrate initiative to generateimprovements and foster positive outcomes.

Critical Importance

KNOWLEDGE AND TECHNICAL SKILLS: Ability to demonstrate proficiency in technical and job knowledge aspects ofthe position to achieve a high level of performance. An ability and desire tocontinuously learn.

Core Importance


Learning Spaces Organizational Chart
Last Revised: KG, 4/14/2014 (v. 30)
Program Director
Kymberly Goodson
(Librarian III) 1.0 FTE
Monday-Friday
Academic Services Administrative Support Pool
(_Asst II)
Monday-Friday
Peer Program Assistant
Michelle Jones
(LA III) 1.0 FTE
Monday-Friday 7-3:30
858-822-3834
CX (Teamsters) Bargaining Unit
Peer Consultants (GA)
Programming & Outreach Specialist
Dorthea Stewart
(LA IV) 0.45 FTE
Split with: Collection Development & Management
Monday-Friday 8-4:30 (afternoons with LSP)
858-534-8378 (LSP)
858-534-0676 (CDM)
CX (Teamsters) Bargaining Unit
Spaces Manager
2013 External Recruitment
(To be classified) 1.0 FTE
Monday-Friday
Spaces Assistant
Vacant
(Recruitment Approval Pending)
(_Asst II) 0.50 FTE
Monday-Friday
858-246-0309
CX (Teamsters) Bargaining Unit
Emerging Technologies Librarian
Duffy Tweedy
(Librarian III) 1.0 FTE
Monday-Friday 8:30-5 (telecom Mon)
858-822-4810
AFT Bargaining Unit
Technology / Media Specialist
Scott McAvoy
(Blank Asst III) 1.0 FTE
Monday-Friday 8-4:30
858-534-7101
CX (Teamsters) Bargaining Unit
+FTE from & within ITS
Yellow shading indicates that some time is likely to be spent at BLB, though all program staff may spend some time at BLB.

CORNELL UNIVERSITY
STAFF POSITION DESCRIPTION

Date: mm/dd/vvvv

The university job title classification will be determined in accordance with the Position Classification Process.
Please refer to the Guidelines for Preparing the Staff Position Description prior to completing this document.

Current Incumbent, if any: _____ Position #: _____
University Job Title: _____ Pay Band: _____
Working Title (if different): User Engagement Librarian Exempt: ☒ Nonexempt: ☐
Department Name: User Services, Mann Library Dept Code: _____
Immediate Supervisor's Name and University Job Title: Head of User Services & Outreach

POSITION SUMMARY and **PREFERRED QUALIFICATIONS** are combined for any associated posting.

POSITION SUMMARY: Explain the purpose for the position and summarize the responsibilities.

Reporting to the Head of User Services and Outreach, the User Engagement Librarian will:

- Develop and coordinate scalable library initiatives related to student engagement, outreach, learning and orientation with a focus on undergraduate students.
- Continually assess Mann Library services, spaces and technologies. Assist in the creation and delivery of educational initiatives that encourage student learning and success using the library's technology, information resources, spaces, and equipment
- Promote Mann Library and build strong connections between the library & targeted undergraduate learning communities.
- Build partnerships that support student learning through positive engagement with students and faculty in both formal and informal settings
- Working with the Head of User Services and Outreach develop, assess, and maintain new and existing learning environments within Mann Library to meet the changing needs of student learners
- Research and gather data within the Cornell community (faculty, students, and staff) and beyond to understand the future direction of curriculum, pedagogy, and research and assist with the creation of library services, technology, and spaces that support this direction.

REQUIRED QUALIFICATIONS: Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

- MLS from ALA accredited school or equivalent professional degree.
- Excellent communication and interpersonal skills; service orientation.
- Demonstrated initiative and flexibility, and ability to work independently and collaboratively.
- Commitment to professional development.
- Ability to manage workflow, projects, and multiple tasks while meeting deadlines and solving problems in a complex and rapidly changing environment.

PREFERRED QUALIFICATIONS: Specify preferred specialized education, field and/or certifications.

- Work experience in an academic library.
- Demonstrated experience with project management.
- Familiarity with online learning management software and tools i.e. Blackboard.
- Library instruction and assessment experience.

Revised 7/03

Florida State University Libraries
Undergraduate Academic Partnerships & Programming Librarian
Assistant Librarian

The Florida State University Libraries has a strong and growing program of academic outreach to undergraduates as a part of its strategic goal to measurably improve FSU undergraduate success and retention. Current academic programs include: a partnership with the Student Government Association to administer a robust late night tutoring program targeted at students in high-fail rate courses; a developing supplemental instruction program; hosting the Undergraduate Research Symposium; and partnerships with Reading/Writing Center, Academic Center for Excellence, Center for Academic Retention and Enhancement, Statistics Department, academic honor societies and more to provide academic support in the Learning Commons and Dirac Library.

FSU Libraries seeks an energetic and knowledgeable librarian to develop and administer undergraduate academic partnerships and programming across University Libraries. The Undergraduate Academic Partnerships & Programming Librarian functions as a member of the Undergraduate Services leadership team headquartered in our Learning Commons, with a departmental mission to contribute to undergraduate success and retention. The Librarian participates in a wide range of services and professional responsibilities in a dynamic academic environment, including developing events and services, serving as an academic liaison, managing collections, and providing reference service, research consultations, and instruction. The position reports to the Associate Dean of Public Services.

Responsibilities:

- Develop, coordinate, promote and measure academic programming and partnerships for undergraduates.
- Provides statistical reports on academic programming.
- Develop relationships with departments across campus in support of academic programming and outreach.
- Develop and promote events in support of academic outreach.
- Provide quality reference services and research consultations for patrons.
- Work with academic faculty to develop collections that support and enhance current curricula and research.
- Develop and provide information literacy instruction and course-integrated learning activities.
- Collaborate with library and academic faculty to develop appropriate methods of delivering research assistance and learning activities.
- Develop research guides and online tools that assist faculty and students in using the libraries and information sources.
- Serve on University Libraries committees and/or University-wide library committees.
- Contribute to state, regional, and national committees and participate in research, publication, and other professional and scholarly activities.
- This position will include evening and weekend hours.

Required Qualifications:
Master's degree from an ALA-accredited program and a minimum of one year's academic library experience. Documented experience in developing and administering academic programs in a library environment. Experience in providing reference and instruction services. Ability to provide advanced research assistance in one or more subject areas. Excellent oral and written communication skills. Superior organization skills. Demonstrated ability to work independently and to collaborate effectively with staff at all levels and with people of diverse backgrounds. Flexibility in adapting to changing organizational priorities and technological environments.

Preferred Qualifications:
Experience managing a tutoring program; marketing experience; advanced technology skills; teaching experience.

Salary: $42,000 for 1-3 years of experience; negotiable for greater experience and qualifications.

Benefits:
This is a full-time, 12-month non-tenured faculty appointment. Benefits include 22 days vacation, 13 days sick leave, group medical, dental, and life insurance, an optional retirement program or state retirement, and no state or local income tax. With supervisor's approval, may qualify for University tuition scholarship for up to six hours credit each semester. A full listing of benefits can be found at http://www.hr.fsu.edu/PDF/Publications/SummaryofBenefits76.pdf

Additional Details:
Located in beautiful Tallahassee, Florida's capital city, a growing community with a population of more than 357,000, the Florida State University, a public, coeducational institution of the 11-member State University System of Florida, has an enrollment of over 40,000 students. The Library system includes ten libraries and a variety of subject based Library Resource Reading Rooms. Campus libraries have combined volume holdings totaling over 3 million volumes. The Library is a member of ARL, ASERL, CRL, OCLC, and Lyrasis. For more information about the Florida State University Libraries, see our home page at: http://www.lib.fsu.edu/

ANTICIPATED DATE OF HIRE: June - July 2011

Contact:
Policia Clyne, Library Human Resources
Florida State University Libraries
Tallahassee, FL 32306-2047
pclyne@fsu.edu
Phone: (850) 645-8404
Fax: (850) 644-5016

How To Apply:
If qualified and interested in the position as advertised, please apply through the Florida State University job site at https://jobs.fsu.edu.

Applicants are required to complete the online application with all applicable information. In one attachment, please include a cover letter with a complete statement of qualifications, a full resume of education and relevant experience, and the names, telephone numbers and e-mail addresses of at least three persons who are knowledgeable about your qualifications for this position.

Applications must include work history and all education details, even if attaching a resume.

Equal Employment Opportunity
An Equal Opportunity/Access/Affirmative Action Employer

GEORGETOWN UNIVERSITY POSITION DESCRIPTION				PIN:
Please check one:	☐New	☐Revised	☒Updated for files only	☐AAP Implementation

B. Position Summary: *This should explain why the position exists.*

This position supports the teaching and research of Georgetown University faculty and students by providing assistance in the use of information resources in digital and other non-print formats, and software and hardware support to users of the Gelardin New Media Center. The incumbent:

- Through one-on-one consultations, group workshops and other specialized training, instructs and advises users on the design and production of multimedia projects using software, hardware, and audio-visual materials and equipment available in the New Media Center.
- Coordinates, monitors and assesses all instructional services offered in the New Media Center. Using instructional technology best practices, instructs, guides and collaborates with faculty, librarians, staff and students in the design, development, implementation and delivery of effective, scalable, pedagogically-sound tools, strategies and innovative, technological solutions that address core information and digital media literacy outcomes.
- Staffs and supervises the Gelardin New Media Center service desk to provide optimum services to support the research and multimedia development needs of the students, faculty and staff of Georgetown University.
- Provides multimedia creation and design support to Library departments and users of the New Media Center.
- Serves on departmental, library and/or university-wide committees and task forces; as required participates in local consortia and regional and national associations, serves on library committees. Continually acquires new knowledge and updates skills to enhance professional performance in all areas of responsibility.

C. Organizational Characteristics: *Describe the nature of the role this position plays in the organizational unit.*
Attach organizational chart.

This position reports to the Department Head, Gelardin New Media Center along with 4.5 Multimedia Specialists, 1 Graphic Artist/Photographer, student assistants.

D. Principal Accountabilities:
List each accountability and indicate percentage of effort (time) required. Percentages must equal 100%. You must indicate whether an accountability is Essential (E) or Non-Essential (NE) for Americans with Disabilities Act purposes.

1. (40%) ☒E ☐NE	**Instruction and consultation** • Through one-on-one consultations, group workshops and other specialized training, instructs and advises users on the design and production of multimedia and digitization projects using software, hardware, and audio-visual materials and equipment available in the New Media Center. • Using effective instructional design methods and practices, collaborates with University colleagues, faculty and students to prepare and produce learning objects, training materials and multimedia productions. • Researches, analyzes and recommends new technologies effective for teaching and learning. • Revisits previously designed learning objects and other instructional materials to assess pedagogical success and provide suggested improvements.

2. (20%) ☒E ☐NE	**Instructional Coordination and Design** • Using instructional technology best practices, instructs, guides and collaborates with faculty, librarians, staff and students in the design, development, implementation and delivery of effective, scalable, pedagogically-sound tools, strategies and innovative, technological solutions that address core information and digital media literacy outcomes. Works collaboratively with other campus units, including the Center for New Designs in Learning & Scholarship (CNDLS) and University Information Services (UIS) to support and expand instructional technology projects and initiatives. • Coordinates, delegates and helps to design the multimedia and emerging technology instruction (multimedia workshops, consultation requests, the development of guides and learning objects) delivered by the GNMC staff to improve the digital literacy skills of Georgetown students, faculty and staff. • Monitors and assesses the effectiveness of GNMC instructional services with a focus on student learning to determine whether desired learning and performance outcomes are achieved. Provides constructive feedback to GNMC Multimedia instructors on their presentation skills and the content of their instruction. • Organizes and recommends training opportunities for the professional development of the Center's staff in order to meet the ever-changing needs of the University community.
3. (15%) ☒E ☐NE	**Multimedia creation and design** • Works in collaboration with the New Media Center's Production Services Coordinator to provide graphic, video and audio production and digitization services for the Library and University community. • Participates in the design and maintenance of the Library/GNMC Web presence, Digital Commons and Digital Georgetown. • Designs and creates materials to market GNMC and Library collections, services and space.
4. (15%) ☒E ☐NE	**Departmental Services and User Support** • Communicates and enforces library policies and procedures to faculty, students, staff, and other library users; refers patrons to other Library departments when necessary. • Responsible for opening or closing the Center as scheduled to secure library materials and University property and supervises the Center during staffing emergencies to ensure that the library is available to our users. • Troubleshoots, maintains and resolves hardware and software problems within the Gelardin New Media Center as needed and refers issues appropriately. • Suggests revisions in policies and enhancements to services. Researches and recommends improvements and upgrades as needed. • Effectively and efficiently communicates with faculty, students and staff from across the campus using all forms of communication. • Monitors and requests needed supplies, media items and equipment. • Trains, supervises and delegates work to student employees.
5. (10%) ☒E ☐NE	**Professional contributions/development** • Serves on departmental, library and/or university-wide committees and task forces; as required participates in local consortia and regional and national associations. • Participates in achieving library-wide priorities.

	• Continually acquires new knowledge and updates skills to enhance professional performance in all areas of responsibility. Keeps abreast of developments, trends and issues in new media and libraries. Monitors trends and maintains currency in emerging issues within areas of expertise. Regularly contributes to the profession through writing for publication or active involvement in professional associations at the national or regional level.

E. Dimensions:

Number of Persons Supervised:	Direct: 0	Indirect: 0
Number of Students Supervised:	Direct: 15-20	Indirect: 0

Impact: *Describe who/what could be positively or negatively affected by this position; potential impact of errors and decisions.*

This position plays a key role in meeting the teaching and learning needs of Georgetown University faculty, students, and staff

Errors or ineffectiveness in this position will result in dissatisfaction among faculty and students; a negative image of the Library and its services; a poorly trained student assistant staff, who would provide substandard service at the Gelardin service desk; and a negative impression of the department, the Library, and its services among faculty, students, staff, and the general public.

Interactions: *Give example(s) of type of interactions*

This position:

- Interacts with students, faculty and staff on a daily basis.
- Communicates regularly with several Library departments.
- Works with staff in Georgetown University's Center for New Designs in Learning and Scholarship (CNDLS), University Information Services and other Georgetown University information technology providers.
- May coordinate with vendors for the availability, acquisition, warranty and/or repair of hardware and software to meet the needs of the University.

F. Minimum Qualifications:

Academic Level: ☐High School ☐College ☒Bachelor's ☐Master's ☐Doctorate
Degree Program (list): Do you care what major?

Practical Experience (years needed and type required):
Bachelor's degree required, Masters degree or equivalent experience desired, preferably with an emphasis in instructional design and technology. Experience in supporting teaching and scholarship at the college level. Demonstrable knowledge of instructional design theory and successful application of theory to practice. Expertise in designing and producing multi-media learning environments and instructional materials.

Minimum of 2 years experience working in a service environment, preferably providing technical support and 2 years of teaching experience.

Technical Qualifications or Specialized Certification:
Strong technical abilities enabling the implementation of the above requirements. Demonstrated knowledge of video editing programs Final Cut Pro and iMovie; audio editing programs GarageBand and Soundtrack; entire Adobe Creative Suite, and spreadsheet software. Significant experience with scanning programs, social media tools, and presentation software also required.

Other Skills: Ability to adjust to periods of increased workflow and varying responsibilities; flexibility; ability to work as part of a team in a complex, changing environment; ability to be diplomatic and negotiate disputes; some supervisory experience desirable. Must have excellent oral and written communication skills and be able to establish good rapport with faculty, administrators, and students.

GEORGIA INSTITUTE OF TECHNOLOGY
LIBRARY & INFORMATION CENTER
POSITION ANNOUNCEMENT

Multimedia Instruction Librarian

The Georgia Tech Library and Information Center invites applications for an energetic, flexible, and innovative professional to join the Learning Commons Department. The Georgia Institute of Technology is a top tier university and has several nationally recognized programs in science and engineering. The Georgia Tech Library & Information Center (www.library.gatech.edu) is a member of the Association of Research Libraries, and was awarded the 2007 Association of College and Research Libraries' *Excellence in Academic Libraries Award*.

Responsibilities: The Multimedia Instruction Librarian reports directly to the Head of the Learning Commons Department. Working closely with the First Year Instruction Librarian, the Librarian develops, implements, and delivers an innovative library instruction curriculum that will assist undergraduate students with the use of technology for collaborative learning, and multimodal projects including Web pages, videos, and posters. Serves as a resource for library colleagues in the integration of information services, resources, and technology, and in developing web-based, online library-instruction modules and tutorials that can be integrated into T-Square/Sakai (GT's Course Management System). Participate in service opportunities such as Research Desk and/or subject liaison responsibilities depending on Library need and candidate background/interest.

Qualifications: Required: ALA accredited MLS; instruction experience in one-on-one and/or classroom setting; experience with current multimedia production using Windows and Mac systems including skills utilizing and/or providing instruction in the use of several of the following: digital audio and video production/editing products, streaming video, course management systems, graphics software, and web authoring tools; knowledge of social, interactive networking, and web tools; ability to adapt to new technologies; awareness of trends in instructional technology and the application of information technologies to library services; excellent communication and presentation skills; commitment to professional growth and development. Preferred: Academic library experience; demonstrated experience with Adobe Creative Suite Applications (Dreamweaver, Illustrator, Flash, InDesign, Photoshop), and video editing software such as iMovie or FinalCut Pro.

GEORGIA INSTITUTE OF TECHNOLOGY
LIBRARY & INFORMATION CENTER
POSITION ANNOUNCEMENT

Undergraduate Programming & Engagement Librarian

The Georgia Tech Library and Information Center invites applications for an energetic, flexible, and innovative professional to join Research, Instruction & Outreach Services. With over $540 million in sponsored research in 2009-10, the Georgia Institute of Technology (GT) is a top tier university with several nationally recognized programs in science and engineering. The Georgia Tech Library & Information Center is a member of the Association of Research Libraries and the Association of Southeastern Research Libraries. It is a partner in the Georgia cooperative library organization, GALILEO, and a leader in the Georgia Knowledge Repository (GKR) and was awarded the 2007 Association of College and Research Libraries' *Excellence in Academic Libraries Award*.

Responsibilities: The Undergraduate Programming & Engagement Librarian reports to the Head of Research, Instruction & Outreach Services. The Learning Commons in the Georgia Tech Library / G. Wayne Clough Undergraduate Learning Center are an essential undergraduate academic resource. The Librarian directly supports teaching, learning, and research at Georgia Tech as a liaison to undergraduate students, faculty, staff and Library / Clough Commons staff on pedagogical initiatives in the Commons. Recruits events, exhibits, and other academic / cultural programming for undergraduates in the Commons and encourages campus-wide involvement in the Library / Clough Commons and in undergraduate academic life. Assesses, analyzes, and manipulates the Commons spaces to evaluate the effectiveness of alternative uses and learning technology initiatives. Provides general and course-integrated Library instruction and research assistance to the Institute community. Participates in the Library / Clough Commons Student Advisory Boards. This is an instructional faculty position that carries an expectation of advancement in academic rank as measured by excellence in performance of assigned duties, scholarly communication and involvement in professional activities.

Qualifications: Required: ALA accredited MLS; instruction experience in one to one or classroom setting; experience with space and academic programming; academic library experience; experience working with students and faculty; knowledge of social, interactive networking, and web tools; commitment to professional growth and development.

Learning Commons Coordinator Job Description

Promote student success through the integration of information services, institutional resources and technologies to enhance information discovery, collaborative learning and knowledge building, particularly for the undergraduate population

Key Responsibilities

* Identify emerging technologies and best practices in academic information delivery, technologies and services and oversee their integration into the Learning Commons

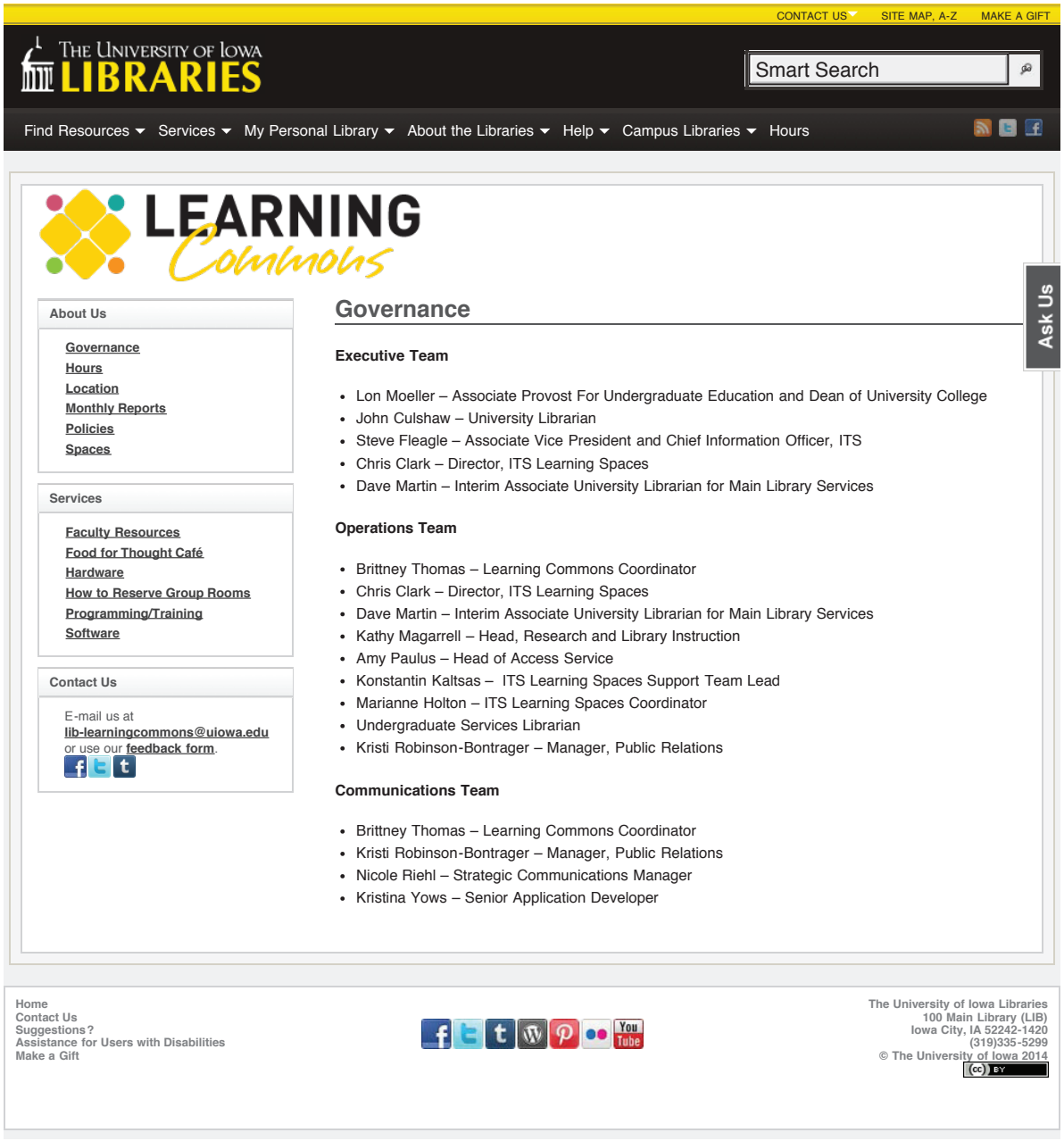
* Identify and coordinate appropriate technology training and academic workshops for Commons

* Foster and manage relationships with academic departments, university administration and campus partners to advocate for and create effective service and educational outcomes (as they relate to the learning commons)

* Collaborate with RLI, AS and ITS to develop services and programs to be delivered at the Learning Commons and with other library and IT units as appropriate.

* Develop and provide technology training to learning commons staff and partners as it relates to offering programs and services in the LC.

UNIVERSITY OF IOWA
Learning Commons Governance
http://www.lib.uiowa.edu/commons/governance/



Bass Family Teaching & Learning Fellow
Term appointment

The Teaching and Learning Fellow is an exciting opportunity for an educational professional with the relevant experience, abilities and creative enthusiasm to integrate library services with innovative teaching and learning methodologies. Working within the Research and Instructional Services department of the University of Pennsylvania Libraries, the T&L Fellow supports faculty and students in both online learning environments and face-to-face active learning classrooms, and engages with a variety of stakeholders as we explore and experiment with active learning spaces in a library setting.

The T&L Fellow is responsible for:

- Supporting faculty who teach in the library's new Collaborative Classroom, providing instructional design assistance that leverages the active learning technologies available, and helps faculty embed research and information competencies into student assignments and learning outcomes.
- Managing and assessing use of the Collaborative Classroom, including promotion, scheduling, technology, equipment, supplies, and facilities. Overseeing daily operations, collecting use data, and completing reports.
- Assisting with faculty projects that involve online learning and development of modules or learning objects.
- Designing and teaching workshops to optimize use of learning environments, both physical and online.
- Researching and reporting on learning theories, pedagogies and the design of learning environments in support of service design goals.
- Participating in cross-campus working groups and on library liaison teams, to enhance and assess effectiveness of instructional efforts.
- Providing reference services to library users to more closely integrate reference and instruction.

Required qualifications:

A Master's Degree in Instructional Design, Education, Library/Information Science, or other related field is required.

1-2 years' experience in course design or teaching at the college level. Demonstrated ability to apply knowledge about faculty learning objectives, course content, and overall teaching goals to assess and improve collaborative learning services.

Experience working with a wide range of educational technologies in both face-to-face and online learning. Ability to prepare materials for online teaching, which could include experience with graphics software applications, html coding, and managing interoperability issues among technologies for effective integration into Learning Management Systems.

Experience in developing, managing, promoting and evaluating instructional programs.

Experience working with faculty, educational technology providers, administrators, IT professionals and colleagues in successful team efforts that involve project planning, implementation teams, assessment, and reporting.

Competencies in the area of assessment, including formative and learning outcomes assessment.

Preferred skills:

Experience with discipline-based instructional design projects at the curricular level.

Experience in developing and supporting learning communities.

Familiarity with participatory design, learning analytics, research on assessment of student learning.

Graphic design skills and familiarity with graphic design software applications.

Knowledge of best practices in training, and experience in designing and improving training workshops.

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.

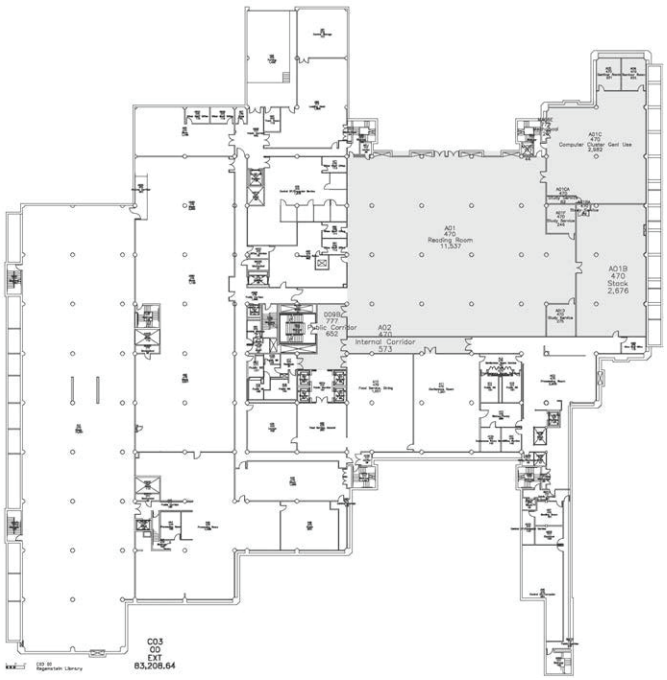
Libraries today are more than repositories for books and quiet study. They are transforming into active community spaces that encourage interaction and collaborative learning, showcase the rise of new technologies, and adapt to the needs of their patrons. Sometimes, creating a library to embrace these 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

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 & D!bs) & processes (n=11 & 28)
- **Surveys** on docking stations, furniture color, etc.
- **Environmental scan** and visits to other collaborative facilities

Results

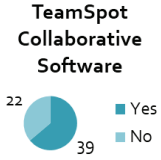
Analysis of the collected data for themes and patterns is ongoing and the findings are too detailed to represent in full here, but below are some preliminary common themes.

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

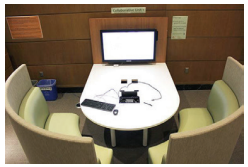


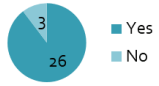
- **Proximity** to home, food, drink & resources & **familiarity**
- Both **reservable & open** spaces
- Average **groups of 2-4** people



TeamSpot 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

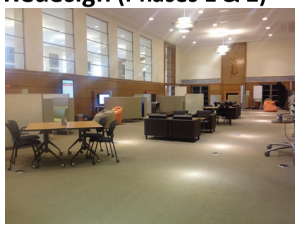




Dislikes

- **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

Acknowledgments & More Info
Many thanks to Agati and Tidebreak for the trial of their products. For more information on these studies, please contact Camille Andrews (ca92@cornell.edu) or Sara E. Wright (sew268@cornell.edu).

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

Cornell University

What is SUMA?

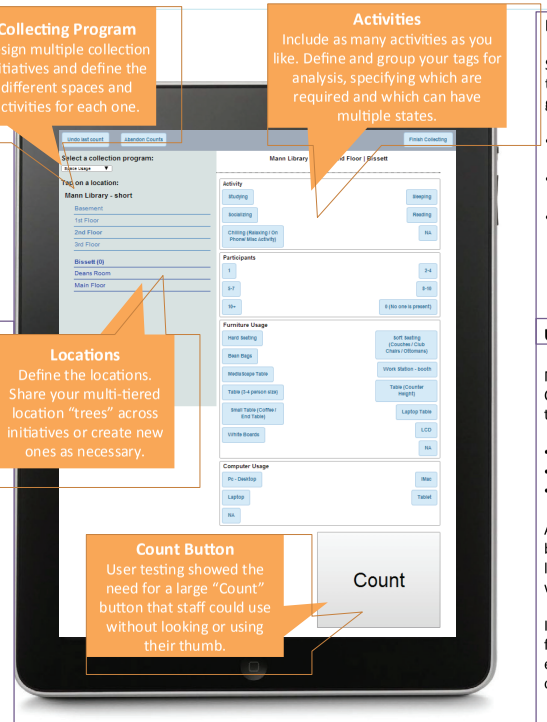
SUMA is an open-source tablet and web-based assessment toolkit for collecting and analyzing observational data about the usage of physical spaces and services, developed at North Carolina State University Libraries. The tool streamlines existing data collection, enables fast, hassle-free mobile data 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



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

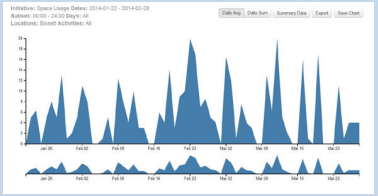
Members of the Mann Learning Technologies Committee and student employees are working together to do:

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

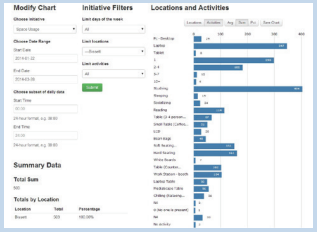
As we continue to collect data, we will have a better understanding of how students use the library, what type of studying they do, and which locations they prefer.

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.

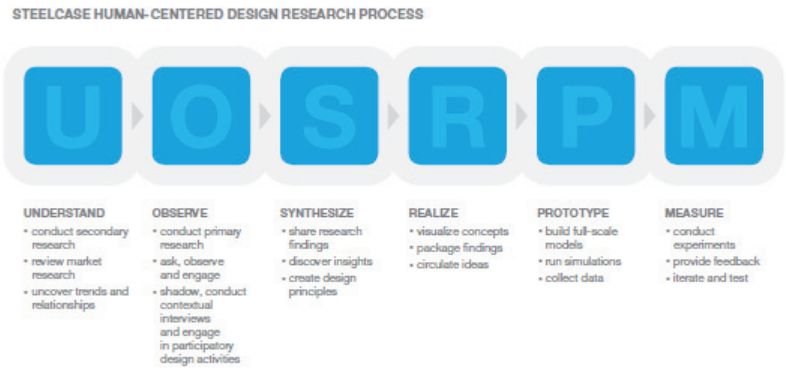
To fulfill our vision, the library will focus on the following strategic directions:

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

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



-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.



-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

Equipment

The following will be provided by ITS*:

- (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*
- 2 complete "1-Button Video Studio" configurations (computers, camera, microphones, projector, studio lighting, automation systems)
- 3 "1-Button Audio Recording" configurations for audio recording rooms(computer, microphone, automation system)
- 2 audio recording systems for sound booths
- 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

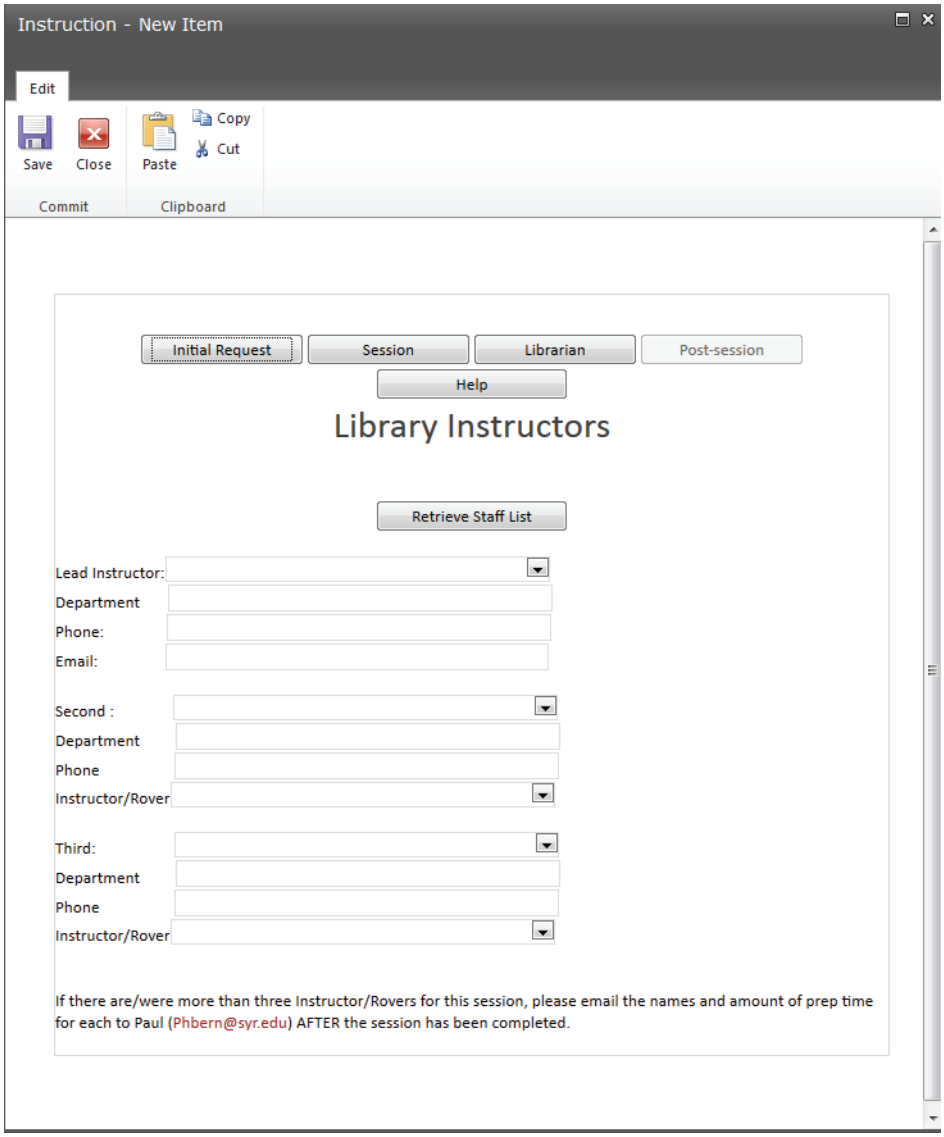
* All technology will be on a 4-year lifecycle

The Libraries will provide:

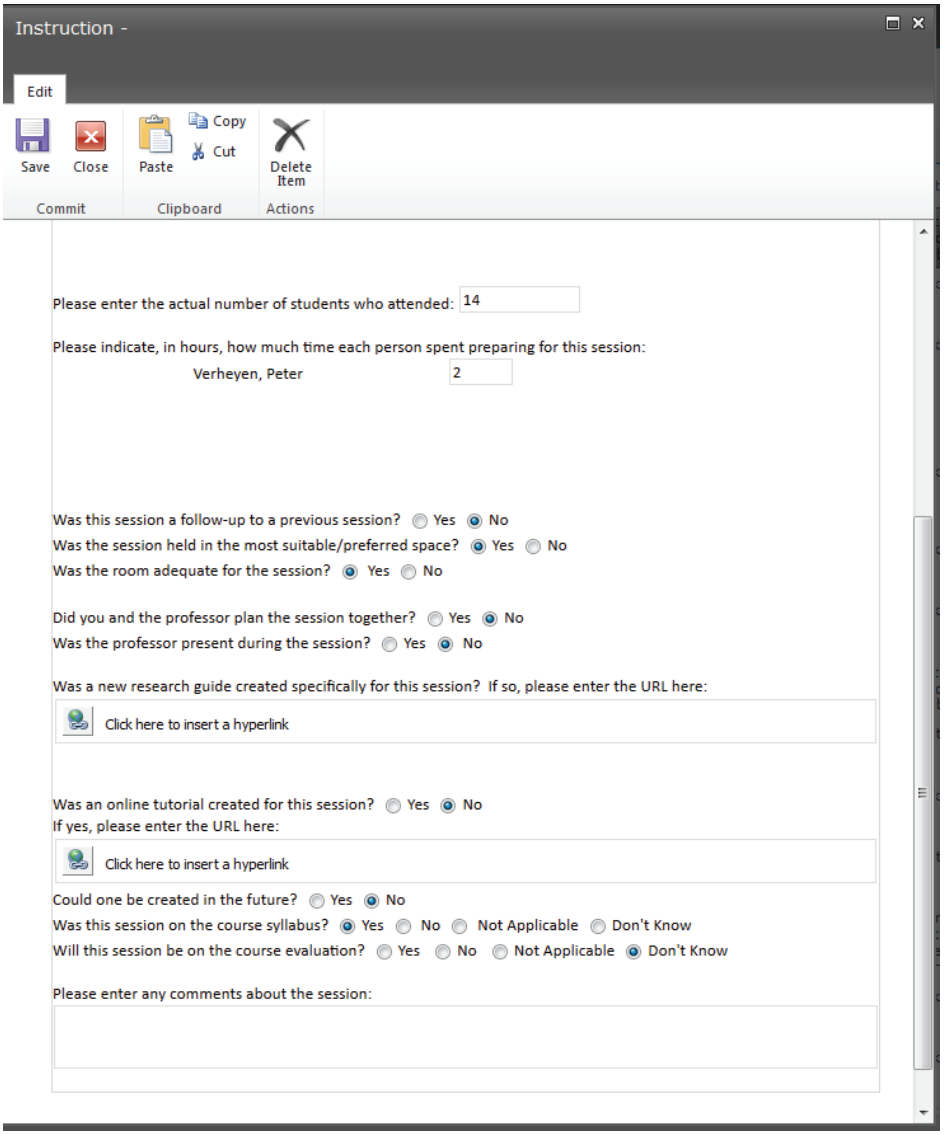
- All furniture including: chairs, tables, podiums, A/V, and other miscellaneous furnishings
- Equipment mounting fixtures for projectors and other wall or ceiling-mounted equipment.
- Projectors and screens (via MTSS)
- Storage space (AV closet)

SYRACUSE UNIVERSITY
Library Instructors form

Library Instructors



Post-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?*