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Re-think It Conference Proceedings

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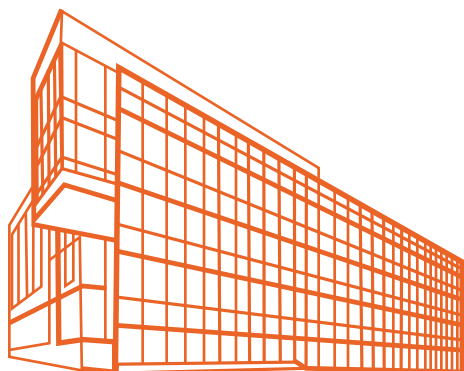
RE-THINK IT: LIBRARIES FOR A NEW AGE

UNIVERSITY LIBRARIES • GVSU

Conference Proceedings

Grand Valley State University | August 10-12, 2015

Mary Idema Pew Library Learning and Information Commons



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Building Fundraising Momentum: Message, Relationship, and Alliance Essentials

Mary M. Somerville
University of Colorado, Denver

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Building Fundraising Momentum: Message, Relationship, and Alliance Essentials

Mary M. Somerville, MA, MLS, PhD
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Abstract

Inquiry-based and user-centered facility design catalyzes constituency engagement, creates shared vision, and builds stakeholder partnerships through signature ‘participatory action research’ and ‘library as lab’ initiatives that advance collective learning and energize renovation planning in the library and on campus. This user-centered design approach also informs energetic fundraising strategies which produce \$32.8 million in multi-year State appropriations and cash contributions. Essential elements - creating messages, furthering relationships, and forging alliances - invigorate the capital campaign and sustain renovation fundraising momentum.

Introduction

The Auraria Library opened its doors in 1976 on a new campus built to accommodate no more than 13,000 students. When a new University Librarian and Library Director (Mary Somerville) commenced employment in 2008, student enrollment exceeded 53,000 students. In addition, disruptive forces in both academic publishing and higher education environments had altered student learning, faculty teaching, and scholarly research. In response, the academic library had to re-invent services and, since form follows function, repurpose facilities.

¹ As of January 2016, University Librarian, University of the Pacific.

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A \$165 million legislative appropriation supplemented by a \$10 million cash contribution was expected to fund a new library building. However, because no land for a new building was available, the library project had languished on the campus master plan list for more than a decade. In 2009, in the absence of another viable solution, campus leaders agreed – at Somerville’s recommendation– to renovate the existing facility. In 2010, a local architectural firm was engaged to conduct a charrette (a series of design workshops) (Somerville & Brown-Sica, 2011; Howard & Somerville, 2014), which produced a renovation cost estimate of \$32.8 million. The significant reduction in cost, which would save Colorado taxpayers \$130 million, surfaced early as a speaking point.

Initial fundraising efforts emphasized friend raising and fundraising events. For several years, a local philanthropist hosted “Strike It Rich” dinners, featuring local speakers, at the university club. Other donors hosted dinner parties, ranging from a dozen guests to more than sixty persons, with the promise of an evening with the University Librarian, who presented the evolving user-centered vision and associated user-generated design. Reflective of classic fundraising ‘moves management’ strategies, some guests became major gift donors. Most noteworthy, two anonymous gifts from donor-advised funds at the community foundation contributed \$850,000 for public restrooms (to satisfy city code requirements) and ‘stair wraps’ (to mitigate sound transference issues).

Local foundations and corporations also contributed generously to early phases of the library renovation, which subsequently proved influential to State legislators. Over a five-year period,

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for instance, one foundation awarded grants totaling \$250,000 for specific projects, including a faculty reading room and research computer zone. To encourage corporate giving, in 2012 a gala dinner and dance was held, inviting guests to “Dream with us?”, which netted \$175,000. Such early cash contributions demonstrated significant community support, which secured a \$150,000 challenge grant from another local foundation.

These generous donor, foundation, and corporate gifts provided important evidence of community support in the capital funding request submitted to the State of Colorado legislature. In response, legislators awarded \$4 million in 2013 for holistic design service and selected projects, including special collections. Then, in 2014, the legislators awarded an additional \$22.6 million. When the \$6 million cash contribution goal was satisfied in 2015, capital campaign aspirations established in the 2010 design charrette were satisfied. Now, however, library leaders are keenly aware of all the other projects that have since surfaced, which require additional funding. Hence, as the title of this paper suggests, it’s imperative to build fundraising momentum.

Organizational Readiness

Raising \$33 million for holistic design and facility renovation required organization wide engagement. To catalyze inclusive participation in needs finding, library leaders, campus planners, facility managers, and project architects employed user-centered design principles informed by participatory action research methods guided by these questions:

How should the library, and its services and collections, serve the institution? What programs not in the library at present, should be in the facility in the future? How does the library add value to the academic experiences of the students and faculty? How is the library building presently perceived, and how can it function in the future as an

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interdependent facility with other learning and teaching opportunities on campus? How much of the traditional library program must remain in the centralized facility? How does the library reflect the vision of the institution of which it is a part? (Somerville, 2015, 78)

To prepare, in 2009, interested library staff members participated in workshops to learn to apply mixed social science methods because new data was necessary to supplement the library's 'busyness' statistics. Staff members initially exercised their new research proficiencies to investigate, over several months, students' learning spaces preferences and professors' pedagogical methods requirements. 'Paper and pencil' surveys, participant observation logs, and focus group sessions generated data on course assignment trends, digital tool usage, collaborative learning needs, and café menu preferences (Somerville, 2015, 78).

The action research results, conducted *for and with* the constituencies served, had the further benefit of catalyzing constituency engagement, creating shared vision, and building stakeholder partnerships, often expressed as compelling stories and robust testimonials. Tangible results included full funding from the Offices of the President and Provost for a \$120,000 Discovery Wall digital installation initiative² that emerged during participatory design activities, for which no other funding was available. Senior campus leaders were also regularly consulted to ensure continued alignment with their evolving institutional aspirations, thereby fostering the political alliances necessary to secure legislative appropriations.

² For more about the Discovery Wall initiative, see Niraj Chaudhary's *RE-THINK IT* presentation materials: <http://scholarworks.gvsu.edu/rethinkit/2015/presentation/8/>.

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Building upon these early findings, library leaders and development officers progressively formulated core messages for successful funding proposals for philanthropists, foundations, and legislators. As one donor solicitation stated:

Now in the third year of a five-year transformation, the Auraria Library renovations will result in flexible spaces that are innovative and comfortable and that meet the needs of the students of today and tomorrow. When the Library first opened in 1976, it was designed to serve a maximum of 15,000 students. Today, it is the intellectual home of nearly 53,000 students. Almost a million people walk through the Library doors annually. Not only is Auraria Library serving more people, it operates in an entirely new context. The nature and technology of information exchange and knowledge creation are constantly evolving.

Messaging emphasized the student-centered focus of the redesign activities, within the larger context of changing higher education teaching methods and learning outcomes, in response to contemporary workforce needs. In combination, essential fund development elements - to create messages, further relationships, and forge alliances – ensured momentum for the Auraria Library fundraising approach.

Capacity Building

In the next phase, user-generated ideas and insights were invited from professors and their students through learning partnerships expressed through co-investigations that used the ‘library as lab’. Students, supervised by professors in human factors, industrial design, graphic design, architecture, and landscape architecture identified problems and opportunities within the Library. Mirroring common practices in the architecture field, juried competitions with cash prizes included planners, architects, librarians (clients), and students (peers) in considering such questions as:

How might this space enrich educational experiences? What are the learning essentials that can happen in this space that compels building or remodeling a brick and mortar learning space, rather than relying on a virtual one? How might this physical space be

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designed to encourage students to spend more time studying and working more productively? For what purpose on the continuum from isolated study to collaborative study should this learning space be designed? Should this space be designed to encourage student/faculty exchanges outside the classroom? (Somerville, 2015, 78-79)

During the semester, librarians, planners, architects, and peers followed students' evolving problem definitions, inquiry strategies, and study outcomes. For instance, students in two graduate-level architecture studios focused on the following provocative questions: What type of physical environment, technology, and services are needed to support and enhance the learning and research experience of the campus community? How could the library involve campus students, faculty, staff, and administrators in co-creating the re-design concept (Brown-Sica, Sobel, & Rogers, 2010)?

At the conclusion of a semester, results were presented at library staff meetings. These presentations advanced staff exposure to diverse disciplinary frameworks, research methods, and reporting conventions. Architecture students, for example, used 3-D models to express their visual design vocabulary. Landscape architecture students enlarged the boundaries of 'the library' to include both indoor and outdoor spaces, including the roof. Sustained student and faculty relationships, especially those extending over multiple semesters, produced novel innovations for consideration – and oftentimes adoption – in the evolving design. The student-generated recommendations, transformed into building redesign specifications with service reinvention implications, also furthered forward thinking organizational culture and enlivened fundraising solicitations and donor stewardship.

Throughout the planning process, campus constituencies were intentionally and persistently engaged in design discussions to ensure shared vision and consistent messaging. Special

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meetings convened executive campus leadership, college deans, university faculty, undergraduate students, graduate students, faculty advisory committee, student advisory committee, student senate, faculty senate, facilities managers, campus architects, and master planners, as well as university development officers and university foundation board members. Sustained communications with key decision makers and campus thought leaders forged alliances that ranked the Auraria Library renovation as the top campus priority for State legislature funding.

In addition to creating messages and building relationships, the capital campaign required developing strong political alliances. In the State of Colorado, this required strategic communication with the Colorado General Assembly Capital Development Committee – where the Library Director was asked “Why do we need a library if we have the internet?”, Joint Legislative Budget Committee, Democratic and Republican caucuses, and the Offices of the Governor and Lieutenant Governor. To ensure consistent messaging, customized to the interests of State representatives and senators, the key spokespersons for the University - the University President, Chief Financial Officer, Government Relations Team, and Board of Regents - received speaking points (see Attachment 1). Alumni serving in the legislature, in both political parties, added their support to successfully champion a multi-year appropriation of \$26.8M for holistic redesign and renovation. Success required a coalition of higher education leaders and elected officials.

Concluding Thoughts

Whether in public or private institutions, libraries must respond nimbly to rapidly changing conditions for learning. In response, library staff recently engaged in a scenario planning activity for 2030. Highlights of our shared aspirations include:

We embrace the roles of convener, communicator, creator, collaborator, and connector of innovative spaces for communities beyond the home campus – expanding conservation roles into generative and creative roles. We enhance the curriculum with scalable and seamless user services. We create and build upon tools that facilitate and encourage a culture of participation and collaboration, forming new links between people and information. We practice cooperative and anticipatory collection management and procurement strategies. With campus partners, we design environments and experiences that facilitate productive teaching, learning, and research. (Auraria Library, 2015).

Renewal of space, program, and expertise requires funding. As examples in this paper illustrate, transferable fundraising elements - building messages, relationships, and alliances – have catalyzed and enabled fundraising momentum that predicts continuing generous financial support in the years ahead. This inclusive and participatory signature approach to establishing, designing, and funding construction also offers considerable promise for raising funds for renewal projects in other academic libraries.

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Biography

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At the time of her participation in *Re-think it: Libraries for a New Age*, Mary M. Somerville was serving as the University Librarian and Library Director at the Auraria Library, which serves the University of Colorado Denver, Metropolitan State University of Denver, and Community College of Denver in Denver, Colorado. She now serves as University Librarian at the University of the Pacific, where she applies the same principles to fundraising for a library facility renovation, fortified by participatory design. Her leadership approach applies participatory design principles and practices to further workplace information sharing and knowledge creation. Inclusive communication, decision-making, and planning systems enable collective capacity for direction setting, collective learning, and organizational advancement.

Attachment 1:

Auraria Library State Funding Request Facts

- Auraria Library is the only tri-institutional academic library in the nation, serving the students, faculty, and staff of three leading urban institutions: University of Colorado Denver; Metropolitan State University of Denver; and Community College of Denver.
- When the Library first opened in 1976, it was designed to serve a maximum of 15,000 students. Today, it is the intellectual home of nearly 45,000 students in the same 180,000 square-foot space and welcomes over 900,000 visitors each year, the same number as those who visit the busy Denver Public Library's Central Branch.
- One in six college students in Colorado -- 17% -- attend the Auraria campus. As many as 25,000 people walk through the front door of the Auraria Library weekly, an increase of 21 percent from just five years ago.
- When the Auraria Library was last surveyed for the campus' building audit program in 2008, the building received a facilities condition index rating of 87.26 (out of a 100 point scale). Those areas that received lower scores (indicating the systems are in poor condition) include the structural system, floor covering system, HVAC, plumbing, conveying systems and overall safety standards. As time has progressed, these systems have worsened.
- During peak time periods, all of the 1,366 seating options in the Library are taken, requiring many students to sit on the floor. Much of the furniture is outdated and shows heavy wear and tear.
- The Auraria Library building was designed by internationally recognized architect Helmut Jahn, completed in 1976, and received a 1978 Excellence-in-Design award from the Chicago chapter of the American Institute of Architects. In 2009, the building earned the Denver AIA 25-year Award, which recognizes the enduring quality of architectural design that has withstood the "test of time" and still functions in its original capacity. Therefore, renovation of the Auraria Library preserves a significant work of 20th century architecture while practicing sustainable principles through the continued use of existing resources.
- In addition to the State support of \$26,774,733 in 2015 dollars on this project, the Library commits to provide an additional \$6 million in cash funds through fundraising and cash reserves that will provide furniture, create a skylight over the north courtyard to make additional usable space on the first floor, create group study rooms on the first floor, provide for café infrastructure, upgrade the first floor restrooms, and provide a home for the Center for Colorado & the West at Auraria Library. To date, the Auraria Library has spent just over \$2 million to complete many of the projects listed above, and has a goal to raise \$4 million more to complete the remaining improvements.

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- This renovation project will conform with High Performance Certification Program (HPCP) policy, in accordance with state requirements and is expected to achieve a LEED Gold certification.
- If this renovation project is not funded by the State of Colorado, the Auraria Library will be less able to serve its growing customer base that demands up-to-date study and community space and more advanced technologies. Without these improvements, the Library facility will continue to deteriorate. In addition, the renovation consists of operational projects that are not attractive to private donors.
- A continued lack of investment in this building and its systems will likely lead to emergency repairs, which must be funded through the State Architect's office via the emergency controlled maintenance fund. This approach will take emergency funds away from other projects, and serve as a band-aid approach when the entire building and its systems should be designed together to increase energy and operational efficiencies.

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Excuse Me. Is that a Video Studio in Your Library?

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Excuse Me. Is that a Video Studio in Your Library?

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Abstract

Although many faculty now require student projects to be presented in a multimodal format, it is rarely feasible for each department or school to acquire all of the technology needed to support those efforts or to require that each student purchase the equipment. This article provides details of the Video Production Studio in the Media Commons at the Undergraduate Library, which serves as a centralized service space that houses a robust loanable technology program and collaborative studios that facilitates the creation of video and audio projects. It is an environment that helps to foster discussion and collaboration from students and faculty to help create solutions through technology. The Media Commons is a service space that offers faculty, students, and users the ability to create, disseminate, use, and curate digital media. It meets a need for broad access to media creation tools, video and audio training, and instruction in media literacy.

Introduction

The Media Commons at The Undergraduate Library at the University of Illinois at Urbana-Champaign opened in March 2013. This was the result of progressive library decision-makers and colleagues on campus. They collaborated on a groundbreaking initiative that resulted in an increased array of library services and space use that was not available elsewhere on campus.

Although many faculty require projects presented in a multimodal format that incorporate

Mestre & Kurt – Is That a Video Studio in Your Library?

students' research, it is rarely feasible for each campus department to acquire all of the technology needed to support those efforts or to require that each student purchase the equipment. The Media Commons was the solution to the problem on campus of no centralized place where students, faculty, and staff, regardless of department, could borrow needed technology and equipment and find needed software and hardware to edit video, audio and photography projects. It now also houses two professional audio and video production studios.

To create this centralized service, we needed to develop a shift in the service philosophy and roles of the library and the services provided by librarians, staff and campus partners, including a reassignment of major floor space, budget dollars, and staffing time. A major contribution to the success of these efforts was ongoing engagement with a long list of diverse campus units and interested faculty, to create a new approach in providing services in entirely new ways, while still maintaining the Library's critical role in research, instruction, and curricular support.

The Media Commons at the Undergraduate Library provides students and faculty opportunities to experiment with emerging technologies and to learn best practices in educational technology. In addition to a robust loanable technology program, the Media Commons is a service space that offers faculty, students, and users the ability to create, disseminate, use, and curate digital media. It meets a need for broad access to media creation tools, information technology training in multimedia hardware and software, and instruction in media literacy. For more on the development of the Media Commons in general, please see Mestre (2013). For some video clips and more details about the Media Commons, please see the web page at

<http://mediacommons.illinois.edu>.

Evolution to a Media Commons

The Undergraduate Library, built in 1969, is in the middle of campus, connected by tunnel to the Main Library. The top floor is the collaborative floor and the lower floor is the quiet study floor. Services such as research, circulation, reserves, loanable technology, instruction services, partner services, a computer lab, the video studio, the Media Commons, and technology support are on the upper floor. The collections, quiet study, and an audio studio are located on the lower floor.

In 2005, we began formally exploring the creation of what we called a “learning commons.” The goal was to create an information support system of the services students need located in one place (physically and online). The Undergraduate Library had characteristics of a learning commons for over twenty years. In addition to providing reference, reserve and circulation services, it incorporated a space for the writers workshop, a campus-run student computing lab, a Career Resources Center, advising support, a seminar room, study rooms, and an Espresso Royale Cafe. We extended our research support to be more responsive to student needs, and because of assessment efforts, we also restructured our services and spaces to reflect the needs of students.

Since 2005, the Undergraduate Library had been increasingly providing loanable technology that students could check out to help them with their audio and video projects, especially for students who were not already part of a department that provided that equipment. Originally, we started with very low-end equipment and basic 2-hour loan items.

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Over the years, the program grew to incorporate basic equipment, adapters, and cables that students check out, as well as high-end media equipment. The growth of loanable technology occurred due to the increased coursework requiring multimedia projects, direct feedback and requests from library patrons, and the creation of the Media Commons that provided a need for a more media focused direction. We started with about 40 items that we loan out and now have over 300 types of items (with multiple copies) that we circulate. Some items are for 2 hours in-library use only. However, cameras, presentation equipment, tablets, and data storage items circulate for one week. Chart 1 gives an idea of the amount of circulation of these items by semester since the implementation of the Media Commons and the growth.

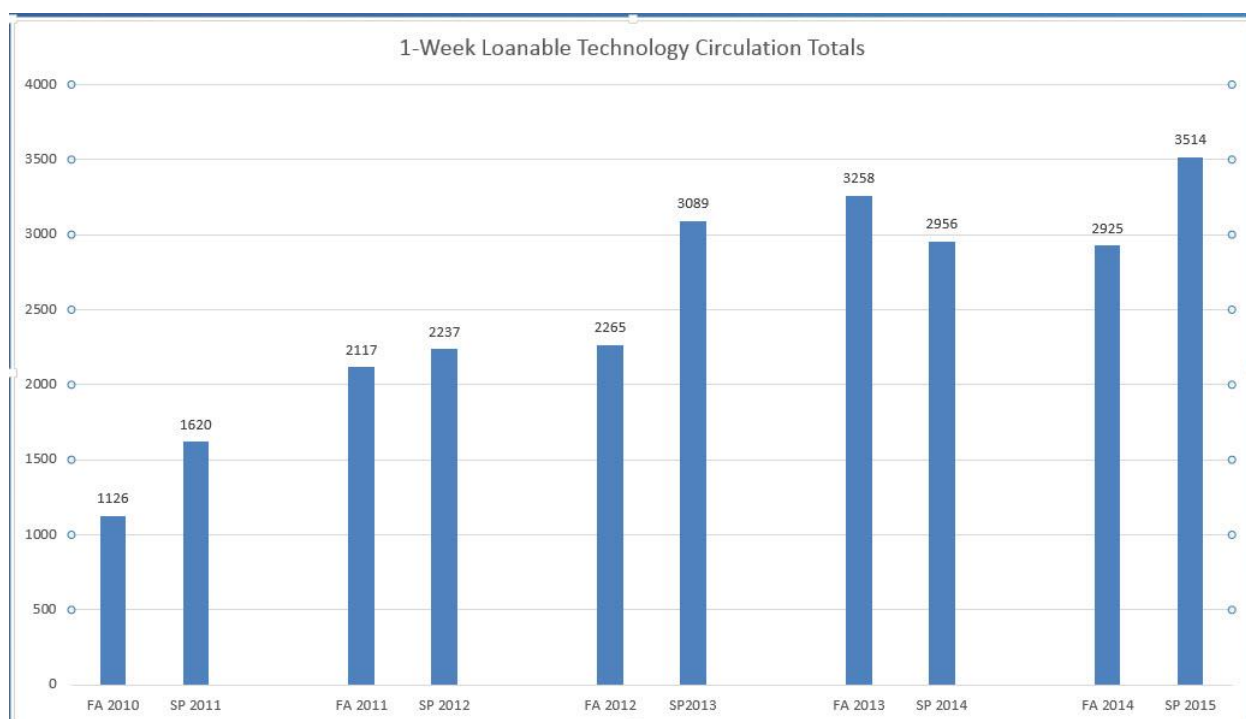


Chart 1: Loanable Technology Circulation Growth

Loanable Technology Demand and Expenditures

Before the implementation of the Media Commons, we had been spending about \$3,000 a year on equipment. We needed to increase our expenditures in order to include high-end equipment and equipment requested by students and faculty for classes. We believe we are now at a stable cost of approximately \$10,000 a year for equipment. Sander, Mestre & Kurt (2015) published a book that provides detailed information for establishing a loanable technology program, including the setup, policies and procedures.

The need for video equipment has increased since the implementation of the Media Commons and the class presentations that our Media Commons staff have provided. Please see our loanable technology webpage at <http://www.library.illinois.edu/ugl/mc/loanable.html> for the categories, options and policies. To see a visual of the breakdown of equipment checked out by category, please see chart 2.

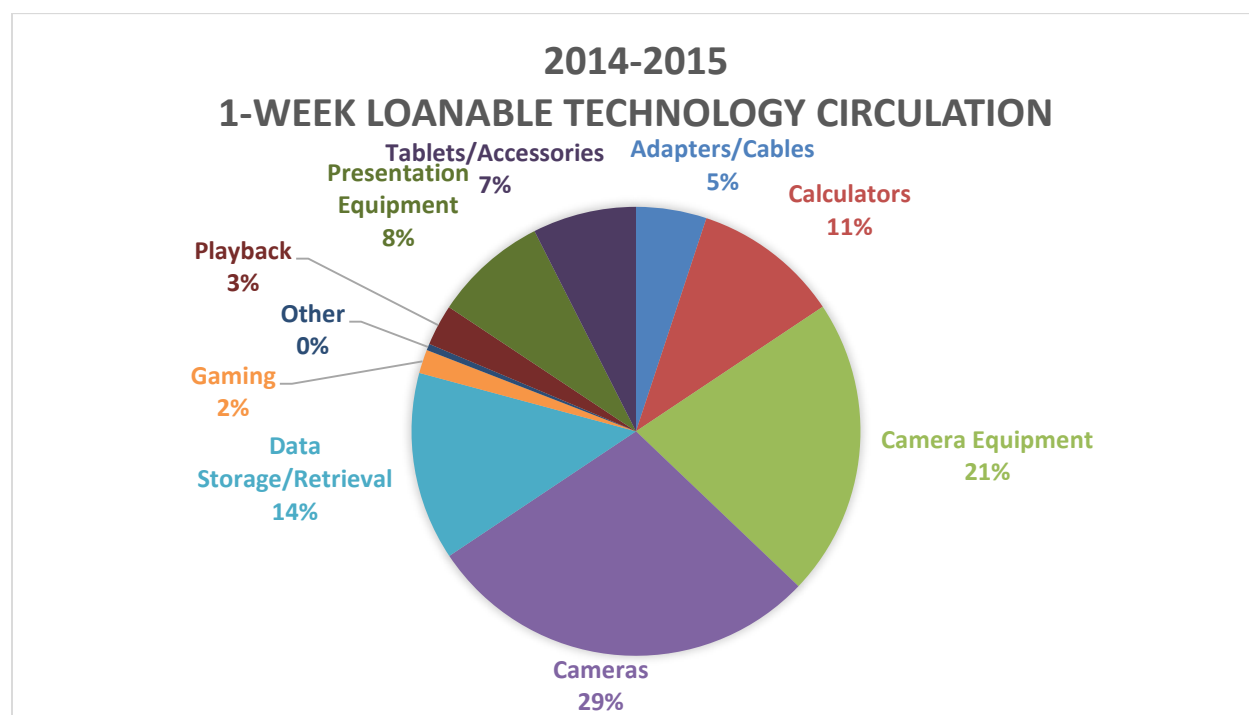


Chart 2: Loanable Technology Circulation by Category

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In the 2014-2015 school year, loanable technology circulated over 38,000 times to over 500 individual classes. Almost 60% of the departments on campus used our loanable technology.

Although students now have greater access to higher end equipment available through our loanable technology service for their own video projects, there was still an unmet need on campus for a centralized, free video studio. After five years with the Learning Commons, we realized that one of the areas that we still needed to improve was our services for technology assistance to faculty and students. We had a robust technology loan service to help students in their class projects, but no support. We submitted a successful proposal to get funds from the Library/IT student fee to create a Media Commons.

Adding in the Support

Prior even to the inception of the Media Commons we knew that we needed to provide expert support, along with the technology we were making available, in both the Media Commons and in our loanable technology program. We identified various partners on campus who could offer consultation services and workshops in the Media Commons.

The initial idea was that the staff, who were hired for the Media Commons specifically because of their video production skills, as well as the designated campus media partners, would provide consultation via a centralized help desk as a walk up service. What we discovered was that patrons preferred to set up appointments for assistance as they planned and worked on their projects. We also found that it was critical to work directly with the instructors, outside of the Media Commons, to enhance our ability to provide support for larger projects and course media

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requirements. Increasingly, the faculty at the University of Illinois want to add media components in the form of both educational tools and student-based projects to their curriculum. However, they have little experience in the creation of these items and the proper grading techniques for a media project. We can either consult with the instructors to offer advice on effective ways to grade and create media, or we can work with the instructor to become involved with the course itself. The idea was that by working with the instructors directly to help frame media assignments and to offer to come into the classes and offer demonstrations and presentations on the basics of media creation, we could reach a much larger number of students than if we tried to work with students individually.

Video Production Studios

One of the goals of the Media Commons was to provide a centralized service for media production that would be available to students, faculty and staff. The creation of a video production studio with support staff to assist with video shoots was the single most critical aspect of realizing this goal.

We felt the creation of a video production studio was important for two main reasons. The first is that a video production studio allows us to provide a higher level of support beyond the media based loanable technology that we offer our patrons. The needs of our faculty, staff and students sometimes exceed even the highest level of camera and audio equipment we offer in loanable technology. Being able to bring them into a controlled video environment is essential. This space allows us to control the lighting and provide high quality and high data rate video recording. The video production studio also allows us to give patrons access to a higher level of media

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technology that we would not feel comfortable offering access to in loanable technology. It also gives patrons access to a green screen background for more versatile options in video shooting environments. The second is to allow our patrons to gain experience and to learn the use and process of a video production studio. We felt it was important, as part of our “Do It Yourself” model of offering media creation assistance to patrons, to offer access and education in running a video production studio in a controlled environment. The video production studio is staffed during a patron appointment. However, we attempt to involve the patrons, as much as they are comfortable or have interest, in the running of the scheduled video shoots. For students who are interested in media creation, this gives them access to an essential learning tool and project space that they may not get anywhere else.

History of the Video Production Studio

Even though the Media Commons received a startup budget, we made strategic decisions in expending the money and worked in revised stages as the needs of the patrons became clear. We followed this philosophy in the creation of the video production studio, which started with just one DSLR (digital single lens reflex camera), a couple of lights, and a portable backdrop.

There are a couple of major benefits to starting simple and revising or expanding, versus starting with the plan of building a fully formed and final video production studio. The first benefit is time. Creating a major space like a video production studio can take a large amount of time in planning, purchasing, and construction. We wanted to be able to provide a space almost immediately, even if it only afforded a basic setup. The second benefit of starting simple is using minimal budget compared to the cost of an expensive full video studio. The third, and possibly

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most important benefit, is the limited risk and enhanced efficiency of building and revising based on user need and expectation. By starting small, we were able to identify what our patrons' practical needs were and could then expand and grow based on that practical need. To date, our video production studio has gone through four main phases; each was a minor upgrade but it has resulted in a fully formed professional, and extremely effective, video production studio.

The following is a basic description of each of the phases of the Video Production Studio:

1. The first phase, as stated above, was just enough to get us started. We started with a Nikon d600 DSLR, a Helios travel three-point light kit, a portable framed backdrop, and a wireless lavalier. This was enough to begin production and to start providing support for DIY video creation needs. Even this basic setup provided the availability of a professional studio environment, whereas previously students shot video without any lighting control, with any type of background, and with medium to low grade equipment.



Image 1: Phase 1 of the Video Production Studio

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There was also a commitment to provide Media Commons support to those using the studio. This initial setup also had the benefit of being portable and allowing us to use it in other spaces in the case that patrons needed us to come to them. Image 1 displays the first phase of the video studio.

2. The second phase was to expand our setup. This phase added a second camera (Nikon 7200), 5 professional Lowell lights and stands, additional audio equipment, and various power and cable upgrades. This setup allowed us to support more than one person on screen at a time and still have good quality audio. It also allowed for camera changes during the shoot. This phase, as illustrated in image 2, had the added benefit of making the studio look more fully formed and professional.



Image 2: Phase 2 of the Video Production Studio

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3. The third phase focused on expansion. At this point, we had most of what we needed to run the studio, but we wanted to improve what we could support. By this point and at all of these phase points, we saw a substantial increase in usage and popularity, so our phase revisions also focused on being able to support the added demand. We purchased studio specific cameras that would stay in the studio at all times. This, then, freed up our DSLR's to use as travel cameras and for other uses (marketing, on location shoots, website needs, video tutorials, etc). We also upgraded our portable backdrop by painting an entire wall in Green Screen paint and the others black. Once again, we reduced some cost by using a standard bright green color from Sherwin Williams (Jolly Green) instead of paying a large amount for a specific Green Screen paint. Whenever possible we looked at practical solutions that would provide the same or similar results at a reduced cost.

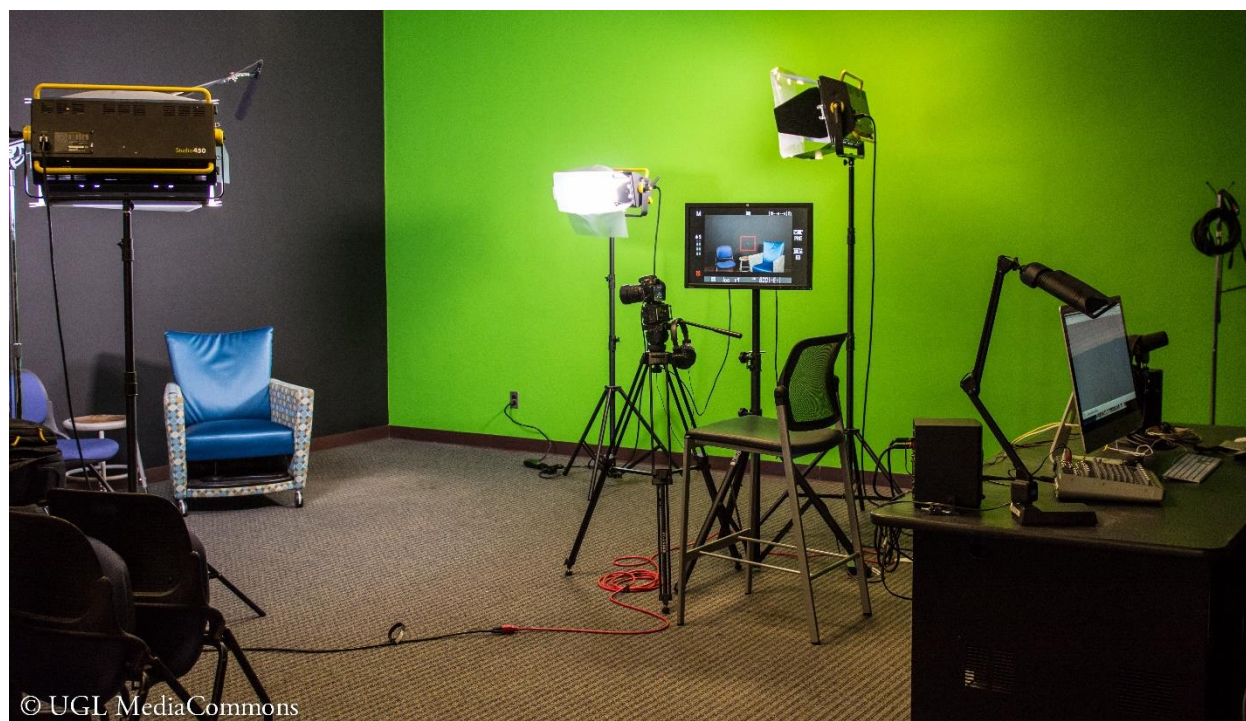


Image 3: Phase 3 of the Video Production Studio

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4. The fourth phase focused on automation and allowed us to hire student workers and other work support to run the production studio, which freed up the Media Commons' full-time staff to focus on other endeavors. At this point the video studio was being used once a day and at that rate we had full-time staff who had to focus almost entirely on the running of the studio day to day. We purchased a lighting grid that took all of the lights off the floor (for safety), installed automatic light dimming, direct recording and encoding to the computer, and made other minor updates that simplified the process based on our experience providing video support. Image 4 provides a glimpse of the final studio.



Image 4: Final Phase of the Video Production Studio

Each of these phase revisions incorporated suggestions from patrons who used the studio and from the staff who assisted them.

Video Production Costs

Below is a basic list, along with the estimated cost of each phase of the video production studio 2012-2015.

Phase 1: Where do we start?

- Initial Nikon d600 dSLR Camera and Lenses = \$6000
- 3pt Lighting Kit = \$300
- Portable Green Screen and Frame = \$1000
- Wireless Lavalier = \$650
- Miscellaneous cables and equipment

Phase 2: What did we miss?

- Nikon D7100 (Secondary Camera plus more lenses) = \$3000
- 2nd Sennheiser Wireless Lavalier = \$650
- Audio Control Mixer = \$300
- Video Monitor = \$200 (black magic mini monitor)
- Miscellaneous cables and equipment = \$200

Professional Lights

- 4 * Lowell 450 = \$2000 each
- 1* Lowell 250 = \$1500
- Light Stands = \$300 (6* \$50)
- Miscellaneous cables and equipment = \$200

Phase 3: How do we make it easier?

- 2* Black Magic Cameras = \$2000 each
- Painted Green Screen Background (Sherwin Williams Jolly Green) = \$100
- Painted Black side walls (matte black) = \$100
- Black Magic Ultra Studio Express = \$500
- Miscellaneous cables and equipment = \$200

Phase 4: What did we add based on need and efficiency?

- Lighting Grid = \$8500
- Dimming Light System = \$500
- Mac Pro = \$6000
- Miscellaneous cables and equipment = \$200

Use Cases of the Video Studio

Initially the video production studio was used extensively by media professionals needing a space to shoot, and by University of Illinois departmental staff and faculty who wanted to create educational content or promotional marketing videos. Gradually, through class presentations and marketing, students became aware of the ability for them to reserve the studio.

Currently we provide support to a wide variety of classes and programs throughout the campus. Programs and courses within the College of Media, including journalism and media and cinema studies, are an obvious and heavy user of the loanable technology as well as the production studios. An interesting and altruistic usage of the studios has been through non-profit and student groups, with little to no budget, looking to help market their message and spread knowledge of the support that they offer. Programs like that are services that we try to support whenever possible, and this has even led to the idea of creating some form of free or low cost editing support. This assistance would be offered with the help of student workers or video editing student groups across campus.

We now average at least one video shoot per day, with most days having a second and sometimes even third shoot scheduled. An example of a given week of shoots includes: two shoots from Media and Cinema Studies, a shoot for an Informatics course, a shoot for Instructional Learning, a student organization, and two student projects for personal needs (a commercial advertisement for an invention and a web series helping students with a variety of issues).

Audio Production Studio

Early on in the use and design of the video production studio, we found that there was also a demand for audio-specific recording. Although patrons could also do this in the video production studio, there were two real concerns. The first was that we wanted to avoid utilizing a large, high demand video studio for audio-only recordings. The second was that the video studio, while a quiet space, did not provide the audio isolation that we were looking for in an audio recording sound booth. Our initial idea was to convert a couple of smaller study rooms into audio booths by providing sound insulation and other infrastructure changes, along with the needed audio equipment. By a strange coincidence, the Media Commons Coordinator was speaking with someone on campus about our plan to convert study spaces and learned about a pre-existing audio studio on campus that was being removed due to space needs. After immediately contacting the Beckman Institute, we were just in time to take advantage of this before they disassembled it. After a quick planning meeting, the Media Commons was able to secure the audio booth in exchange for the cost of removing the studio and transporting it to the Undergraduate Library. As a result, the Media Commons was able to open a sound proofed audio recording studio, with the help of donor funds for the equipment. Image 5 shows the audio studio being dropped into the Undergraduate Library Courtyard and Image 6 provides an illustration of the audio studio's two rooms.



Image 5: Lowering the Audio Booth into the UGL



Image 6: The Audio Booth in Action

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The audio booth contains two rooms; a smaller control room to isolate the sounds of computers and other audio recording equipment, and a large sound isolated audio recording space. The audio recording studio setup is easy to understand and run, with generally a five-minute orientation. It then functions as a self-use studio. This has been important for the Media Commons staff, as we can provide a much larger use model for audio recording because return users do not require the presence and support of the Media Commons staff in most cases. The audio recording booth has been even more popular than the video production studio with students who need to record interviews, podcasts, and other audio recording projects for class. Students have also used the space for interesting personal projects, such as for music recording and voice narration of animated web series.

Alternatives to an Audio Studio

As was stated earlier, the Media Commons was fortunate to be able to acquire this professional audio recording studio. However, audio recording is possible in a much smaller and less permanent space. Two things are necessary for audio recording and space is generally not one of them, especially if the use is for one or two people at a time. Any private study space or walled in area should suffice. The first essential component is to have sound dampening. Sound dampening can be added in a variety of ways, based on size and budget. Simple examples are acoustic panels or added insulation, even something that covers the opening at the base of a door can provide a small level of sound dampening. You also want to be aware of any heating and cooling vents that are in the room and their noise level when turned on. The second component is a decent vocal recording microphone. There are many of these, but a reliable recommendation is

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a Shure sm7b. It is a pretty timeless and quality mic that, when combined with a sound dampened space, will create a very high quality audio recording.

Self-Use Media Studios

The popularity of the video production studio and the heavy personnel resources needed to assist our users required that we look at expanding the video creation services within the Media Commons. We knew that many of the patron projects using the studio required a much less robust setup, as they often needed simply to have one person recorded in front of a blank background. This understanding, combined with the simplistic setup we had for the audio studio, lead us to focus on creating a more automated video recording space that could be used without an orientation or Media Commons staff person present. This would allow us to accept a much higher volume of video recording reservations and save the video production studio for larger studio requirements or those specifically needing a green screen. This plan would also have the added benefit of freeing up Media Commons personnel to focus on other long-term Media Commons projects.

We determined that the best plan for us would be to renovate two pre-existing study rooms instead of purchasing a freestanding audio-video booth. The 4-foot by 8-foot study rooms, located in the lower level of the UGL, are cinderblock rooms with a large window. The cinderblock reduces the amount of sound dampening needed. We only needed to add a few acoustic panels to limit echo. The windows needed some acoustic dampening, as did the cracks under the door frame. These efforts reduce the possibility of external sounds and the possibility of sound from within disturbing students who are studying on the floor. We looked at a variety of

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“all in one” recording boxes that would allow us to record video from a camera, encode it, and then either save to a patron supplied drive or a network share. After our assessments, we chose the Extron SMP351, as it provided us with the options we were looking, for as well as a simplistic and easy to use front interface. We combined this with the Panasonic AW-HE2P camera, as we wanted a high definition camera that would record a good signal without many external buttons and options that might confuse patrons. Ease of use in our equipment was a main priority during the selection process. The goal is to have even a patron who has never used the studio be able to walk in and intuitively understand the setup without a large amount of signage or labeling.

Strategies for Developing Resources

In addition to taking advantage of competitive proposals at campus for funds, we also worked with other departments to acquire student interns or student workers to help with the demand for video and audio use. Another excellent opportunity is working with campus departments who will provide media support, training, and even equipment that students can check out. When students do not need the equipment for classes, that equipment can be checked out by others. We also post in our “Library is Looking For” Advancement newsletters to donors for specific equipment. That is how we funded a good portion of the equipment in the video studio, audio studio and for the DIY studios.

Conclusion

The Media Commons is a centralized area where faculty and students from all disciplines can explore possibilities with technology. It provides users an opportunity to turn ideas into

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multimedia projects through consultation services, free loanable technology, high-end video and audio studios and media editing equipment. Faculty and instructional technologists recognize the value of this centralized service point, especially for the benefits it offers to a broad range of users. Rather than maintain small pockets of technology, they are exploring ways to contribute to the Media Commons, whether it is with technology, consultation hours, workshops, student peer mentoring hours or videos of examples of projects created because of services in the Media Commons.

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Biographies

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Dr. Lori Mestre is the Head of the Undergraduate Library at the University of Illinois at Urbana-Champaign. From 2005 to 2009 she was the Digital Learning Librarian at UIUC. Prior to 2005, Lori was at the University of Massachusetts Amherst for nearly 15 years where she was the Head of Research and Instructional Services and previously the Education Librarian. In addition to her M.A.L.S. degree, she has a doctorate specializing in multicultural education

Eric Kurt

Eric Kurt is the Media Commons Coordinator at the University of Illinois at Urbana-Champaign. He has a B.S. and M.S. in Computer Graphics Technology from Purdue University. He has presented and written on the topics of the Media Commons, media and video editing, loanable technology selection and use, and the value of collaborating with faculty to enhance technology support at Libraries.

2015

Undergraduate Learning in Libraries: Space Design for Academic Course Transformation and Re-Thinking Campus Culture

Ilana Stonebraker
Purdue University

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Read the complete Re-think it Conference Proceedings here: http://scholarworks.gvsu.edu/rethinkit_proceedings/1/

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Undergraduate Learning in Libraries: Space Design for Academic Course Transformation and Re-Thinking Campus Culture

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Purdue University Libraries

At Purdue University, the Libraries participate in a provost-initiated, campus-wide course redesign program for student success called Instruction Matters: Purdue Academic Course Transformation (IMPACT). As part of the campus strategic plan, this program aims to bring active learning to foundational courses traditionally taught through lectures.

[Our recent presentation](#) on this subject focused on several key questions:

- Why should academic libraries adopt an education-focused framework (versus a service-focused framework) for their spaces?
- How do libraries fit into the campus conversation about learning spaces?
- How do library spaces fit into active learning?

Our talk presented two perspectives from Purdue Libraries. First, our administrator and space designer addressed how ethnographic assessment (Fried Foster et al, 2013) and research informed decision-making for the upcoming Active Learning Center, which will combine six science libraries and add twenty-six active learning classroom spaces, to be completed with a

\$79 million dollar budget by Fall 2017. Secondly, an IMPACT participant and instructor who taught in a redesigned space discussed how these new classrooms enriched the student learning experience and were conducive to flipped, team-based pedagogies previously unattainable in traditional classrooms across campus.

This presentation described the renovation process of three prototype classrooms of varying sizes and technologies in the Hicks Undergraduate Library, a project implemented when Purdue identified a need for dedicated active learning spaces on campus. Purdue librarians recognized the IMPACT program as one way to enter the conversations burgeoning on campus about the nature of learning, curriculum design, and how space design impacts potential learning. At a broader level, our librarians recognized a need to move from a collection-centric to an engagement-centric model, and then to an institution-centric model. This meant thinking more like educators and less like service providers, which in turn spurred creativity and conversation about the importance of our role in the future of active learning.

The first classroom came together as a quick, low-cost solution to the needs of first cohort IMPACT participants, which led to further financial support from the Office of the Provost for two additional prototype classrooms. Through this collaboration, Purdue Libraries had the opportunity to re-think the connections between classroom space, library space, curriculum redesign, and student success. While each university and college boasts its own cadre of great teachers, new challenges arise with campus-wide course redesign initiatives. Only a handful of universities have, thus far, embraced this opportunity, and most campus course redesign projects focus solely on individual courses or departments. Purdue's IMPACT initiative encompasses the

entire University. We have implemented 170 course redesigns touching 25,000 undergraduates since 2012, with thirty active learning classrooms in use and a projected seventy-four more by 2017. Examples of the types of the currents and new spaces are available in a recent IMPACT report (IMPACT 2015).

For the instructor, choosing an active learning space reflected the needs and focus of their redesigned curriculum. Teaching in an active learning space provided flexibility for teamwork, discussion, and embedded technology, allowing them to flip the classroom in meaningful ways. MGMT 175 used the redesigned library spaces in many different ways. For example the new space was well adapted for collaboration (versus a traditional space). A team-based classroom space made in-class competitions in class competitions easier to implement. The impact of this innovative approach was reflected in positive feedback from students.

Returning to our three core questions, academic libraries should adopt an education-focused framework to better serve the evolving needs of higher education. Libraries need to work with campus administrators to further innovate. Library spaces act as vital testing grounds, blending formal and informal learning. As advocates of student-centered learning, libraries can rediscover their place as centers of collaboration, knowledge sharing, and pedagogy.

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We would like to acknowledge Ashley Butler, who aided greatly in the design of this presentation.

Biographies

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Ilana Stonebraker is Assistant Professor of Library Science and Business Information Specialist at Purdue University. As part of her duties, she teaches a for-credit information literacy course, MGMT 175, which is required for all students in the Krannert School of Management. For her work she received the 2015 Purdue Libraries Excellence in Teaching Award. Her scholarship focuses on business information literacy and crowdsourcing.

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Tomalee Doan is Associate Professor and Head Librarian for Humanities, Social Science, Education and Business Division, Purdue University. She received the 2013 Special Libraries Association Center of Excellence Award. In 2010, she received the Dean's Award for Significant Advancement of a Libraries Strategic Initiative. Her scholarship focuses on higher education learning spaces.

2015

Where You and I Are Going to Spend the Rest of Our Lives: What a Future Library Looks like When There Is No There... There.

Corey Seeman
University of Michigan-Ann Arbor

Read the complete Re-think it Conference Proceedings here: http://scholarworks.gvsu.edu/rethinkit_proceedings/1/

Learn more about the corresponding conference presentation here: <http://scholarworks.gvsu.edu/rethinkit/2015/presentation/2/>

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Where you and I are going to spend the rest of our lives:
What a future library looks like when there is no there...there.

Corey Seeman
 Director, Kresge Library Services
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Abstract:

Academic libraries have long envisioned a future where new services and functions are added to our existing structure of student and collection space. However, our future might be more driven not by what we gain, but by what we lose. In this presentation, a library that went through a massive change learned more quickly about the “library of the future” when they lost both student and collection space during a massive construction project. This presentation will share how the staff at this library adapted from a full service library to an information service unit; the service model of an “ethereal library;” and how they grew within this much smaller footprint. We will showcase how this library was able to retain its library services, its staff and its connection with the academic community at the school.

Libraries Need a New Plan

“Greetings, my friend. We are all interested in the future, for that is where you and I are going to spend the rest of our lives. And remember my friend, future events such as these will affect you in the future. You are interested in the unknown, the mysterious, the unexplainable. That is why you are here. And now, for the first time, we are bringing to you the full story of what happened on that fateful day. We are giving you all the evidence, based only on the secret testimonies of the miserable souls who survived this terrifying ordeal. The incidents, the places, my friend we cannot keep this a secret any longer. Let us punish the guilty, let us reward the innocent. My friend, can your heart stand the shocking facts about grave robbers from outer space?” (*Plan 9 from Outer Space*, 1959)

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Seeman – Where You and I Are Going to Spend the Rest of Our Lives

I suppose it's not a good idea to start a presentation about the future of libraries by quoting the notably bad 1959 film, *Plan 9 from Outer Space*. In this work, which is often cited as one of the worst movies of all time, filmmaker Ed Wood, Jr. opened with Criswell making the above prophetic statement about the future state of affairs. As we are now well into the 21st Century, libraries are seemingly in this exact same spot. We are very interested in the future, especially in the context of what is the shifting roles and responsibilities that we are now seeing now and have yet to discover. While hardly Shakespeare, Criswell's rambling opening quote from *Plan 9* did resonate with me as I pondered the future of the library for the *Re-think it: Libraries for a New Age* conference at Grand Valley State University in 2015. Our profession is certainly changing as space constraints and different means of information delivery are being used by publishers and scholars alike. The future we thought was going to be happening seems to be changing for all types and sizes of libraries. So in this regard, Criswell's opening line does ring true: we are all interested in the future of libraries for that is where we will be working for the rest of our careers. And while we are fortunate in libraries not having to work with "grave robbers from outer space," we do have serious issues and pressures that we are facing on our campuses, in our communities, at our corporations, etc.

As we find ourselves in 2015, libraries are at the crossroads. Though it is true that we might have been at the crossroads for some time, but did not realize it. This challenge is especially true in the academic library space where space constraints across campus are forcing librarians to reinterpret what the ideal role for the library should be. As the way libraries receive and share scholarship becomes increasingly electronic, using space in the center of campus for book storage (as many administrators see us) is being questioned more and more. Certainly, we in the

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library field know that the print book is not dead by any stretch of the imagination. Even putting aside numerous studies that explore student and faculty preference for print vs. electronic content, there are many other factors to consider the need for a balanced collection in libraries (Zhang and Kudva 2014). There are many works, especially monographs, that are not available to libraries electronically. Additionally, there are many resources that have not been digitized in a manner that libraries may use. One example in this space is textbooks, which many academic libraries purchase to allow students to borrow them through reserve collections. So librarians are in the awkward position to remind people that not everything is available electronically. But in many regards, we have already shifted our collecting away from the traditional method of "just in case" acquisitions of print collection in favor of the "just in time" collection driven by the hope that we can fill the needs with an inter-library loan or short-term loan request. But as more and more libraries are forced to thin out their collection, is this a sustainable approach? With generally recognized decrease in the use of print materials in libraries, this question will likely continue to dominate the literature of collection development for years to come. (Martell 2008)

In pondering the library of the future, I looked at some samples of how the future is being presented by others. The ACRL "Top Trends in Academic Libraries" from June 2014 focused on a number of hot-button issues including: data, device neutral digital services, evolving openness in higher education, student success, competency-based learning, altmetrics, and digital humanities (ACRL Research Planning and Review Committee 2014). Four years earlier, the ACRL came out with a large study headed by Megan Oakleaf outlining the value of the academic library (Association of College and Research Libraries, 2010). And while this is a very thorough study that articulates many values that the library provides, the very need for this type

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of discussion or study could be an indication that we've reached a 'tipping point' when our value is not self-evident. Steven Bell in his column on top ten academic library issues for 2015 also circled back to space:

Library Space: You might say that library space (and what we're doing to improve it to meet user expectations better while positioning the library as a place of intentional learning and community engagement) is always a big factor, in any year. In 2015, I think academic librarians will be doing even more experimentation with their spaces in an effort both to attract even more students and demonstrate the beneficial impact of students connecting with the library and librarians. We're only beginning to explore how new spaces for digital scholarship and creativity fit into the academic library. We'll be learning more from one another this year about how to get these spaces right. (Bell 2015)

The frequent appearance of articles that are centrally focused on the future of the profession makes it very clear that we are at a crossroads. The challenge becomes how do we, especially those of us working as academic librarians, meet the needs of the students and faculty on our campuses with resources, spaces, and services that they need or desire when those spaces are continually in flux. It is not simply that libraries should follow and embrace what is technologically trendy. I believe that the future of libraries is not simply built on what we can purchase and make available to a broader audience. This has been the logic behind shifting from information to technological purchase, such as the 3D printers and Makerspaces which have been a popular addition to many libraries. In many regards, these might be a harbinger of the repurposing of library space that we have experienced for many years and will only accelerate as print is less and less common.

The future of libraries will also, and maybe most importantly, not be within our control. As libraries reinvent ourselves for the modern age, we have been able to provide a balance between the traditional library and a potential future self. New building designs, such as the Pew Library

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at Grand Valley State University or the Mansueto Library at the University of Chicago, feature automated storage and retrieval systems for a large number of print volumes in their collection. The addition of these systems enable the library to convert book stacks to student space while maintaining on-campus access to the legacy print collection. However, for many libraries, having the luxury of such a system will not be in the cards. These systems are expensive and without investment from the governing body, it is likely that many alternative arrangements will need to be made for legacy print collections. These arrangements might be off-site storage, dramatic weeding, or deaccession to other libraries. In a world where more and more libraries are making decisions based on the need for space, the reduction of print holdings is going to happen more and more frequently. So while we in academic libraries would love to take a path forward of our choosing, many libraries, especially academic ones, will be forced to react to the pressures (space and financial) on their campuses. To that end, each of the paths we take will be based on our resources, which we may have little control over.

Two Spaces of the Library

In envisioning the library of the future, I am drawn back to a presentation that I gave at the Michigan Library Association's *Library As Place* meeting in Novi, Michigan in May 2013. The premise around the day-long meeting was to bring together public libraries to talk about new and creative uses of spaces in their libraries. Included among the presentations were sessions on therapy dogs, makerspaces, among others. My presentation was titled "The Two Spaces of a Modern Library: Using Business Library Collection as Outreach and Community Engagement" and it focused on how we have structured our library around two very distinct spaces that we controlled (Seeman 2013). This presentation took place months before we found out that we

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were dramatically changing the space that we have in our library, so the timing was fortuitous (all things considered).

The elephant in the room for academic libraries amid these discussions on what is the best use of library space is the decreasing value (perceived or real) of print collections in modern libraries.

Libraries are certainly not alone in this regard. According to IBISWorld reports viewed in August 2015, the following sectors were all in decline in the United States:

- Newspaper Publishing
- Periodical Publishing
- Book Stores
- DVD, Game and Video Rental

And yet, there are locations in Michigan, for example, where some of these entities are not fully in decline. In more rural parts of the state of Michigan, there are video stores that are still open and functioning in 2015. This is driven possibly by the irregularity of bandwidth connection to the Internet which could prevent people from embracing Netflix, Hulu, Amazon Prime and other video delivery services. Until that problem is solved, it is likely that video stores will continue to operate in some fashion as they have for years. So while you can make broad statements about the overall health of an industry, there are many situations where that does not apply to particular locations. Such is certainly the case with the adoption and use of print materials in libraries.

Also, there are many academic disciplines that utilize older items, often in print, and find that access to a physical library is more critical to their research. Thinking about the humanities and

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many social sciences, this work is not easily done with only electronic resources. Additionally, given the lack of an online equivalent for many resources published in the 50s, 60s, and 70s (and later), the move to an electronic only collection would be less than ideal.

The challenge is seeing the need for balance as we make collection decisions based on space constraints. For many, many years, the value of a print book on the shelf was not one of instant gratification. Instead, many in collection development would take joy if a book circulated once during the first ten years of its time at the library. The reason a book might have sat on the shelf could be the delay in publishing book reviews in the scholarly journals, or possibly it might be on a subject that is not yet studied by the students. But since libraries were collecting for both today's researcher and tomorrow's scholar, it was safe that most items would find a reader and prove value to the collection. As libraries have moved from a physical collection to an electronic one, the patience of collection development librarians has also likely contracted. One use in ten years is not going to be useful as we move forward.

Besides the space needed for print materials, a great deal has been made about the use of study space in the library. The focus of many library renovations in recent memory have been focused on the needs of the students and their ability to work. In many smaller renovations, library space once used for journal runs have been transformed into student spaces. These may show up as larger labs or information commons, but realistically they need to have one basic element. They need to be a place where students can work. Libraries have focused on ensuring electricity in sitting areas for students to charge and use portable electronics as they work (and sometimes play) between classes. As new libraries are being designed (especially the Pew Library at

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GVSU), great care is taken to make student space the priority. The function of these modern libraries is that of a learning center, not a storehouse for print items. However, the best libraries have room for both.

Getting back to the presentation on the Library as Place in 2013, I focused on the concept that there are two distinct places where libraries operate. First, there is a Physical Space. The physical space of a library allows us to provide places for students to study and interact with materials (both physical and electronic). The physical space enables us to provide interaction spaces such as group study rooms or collaboration spaces. It also provides the ability to invite community members to come in and utilize our resources. On college campuses, there are few more inviting spaces to people outside the immediate community than a library. In many cases, the real identity of the library stems from its physical space. So the library is viewed as a place to go to, first and foremost. And as we clear out books from our libraries, we find that we are meeting the majority of needs of our communities by having good work surfaces, strong internet and places to plug electronics in. For many of these functions, the reality is that the management of the space can just as easily be done by other units and in other buildings.

But thinking about the service that we provide to our communities, I came to a different space of the library. This has become a central theme as we have undergone our transition at Kresge Library from a traditional library to a modern, bookless one. So second, there is an Ethereal Space. The ethereal space of the library allows us to provide services for students, faculty and community members. This is fundamentally where we connect with our community members. Most importantly, the ethereal space is where we *provide clarity* to our users and help them find

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what they are looking for in an increasingly complicated information universe. And while the proliferation of electronic resources enables any authorized patron to use the collections from just about anywhere, the value add of the librarian interaction is to help the patrons understand the value of the particular resources. While librarians have taken note that reference numbers are decreasing over recent years, what might be more accurate is that the type of question has changed with the electronic era. No longer are patrons asking the simple questions (when did a movie come out, how much money did a company make last year, etc.), but now they are coming to the library with higher level questions. This is what we have noticed at Kresge Library and it seems to be replicated by others across academic libraries.

The benefit of the ethereal library is that this is our true value add to the community. And unlike the ability to provide good workspaces for students (in the academic sphere), the work of helping connect patrons to higher level information is not work that can be easily done by other units on campus. So as we are envisioning the library of the future, we need to be mindful of how we operate in both spaces, the physical and ethereal. And if forced to choose which path to take, would we elect to preserve our physical or ethereal spaces? Of course, this assumes that you have to choose (many libraries do not have that problem) or that the choice is one that the library controls.

As I will share shortly, the space discussion at Kresge Library was not one where self-determination was central in the planning of the future of the library. While the library had hoped to maintain a traditional library in a major construction project, that did not happen. Kresge Library was caught between internal (library) vs external (organization) demands that had a

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dramatic impact on our space allocation and abilities to move forward. In many regards, this is a dual-edged sword for academic libraries. The more ambitious and active the school, the greater the demand for space on campus. And when buildings cannot be erected to meet the demands of the schools and the wishes of the administration, reallocation and repurposing of library space will be on the agenda. So to that end, when thinking about the future of the library, I see few certainties except that it will be smaller. Space is a luxury on academic campuses and the value of having central space for 'book storage' diminishes yearly among administrators. As we move from 'just in case' ownership to 'just in time' access of information resources, I believe the need for space on campus for large library collections will not be the norm. How libraries respond to that challenge will set the path forward as they embark on a new stage of existence.

Ross Construction Project

This paper is focused on how the Kresge Library responded to dramatic changes in both collection and student space during a major construction project at The University of Michigan (2013-2016). Here is an outline of the history of the Kresge Business Administration Library at the Ross School of Business at the University of Michigan in Ann Arbor. The Kresge Business Administration Library was built in the mid-1980s to serve the research and curricular needs of the Ross School of Business (then named the University of Michigan Business School). The school had a library for many years prior to the construction of the building which opened in 1984. And like some academic business libraries, the Kresge Library was independent from the main University Library at Michigan. This is common among the larger business libraries in academic units across North America. For these cases, funding and operational support comes from the business school, not the central library.

This building, funded by a lead gift from the Kresge Foundation of Troy, Michigan, featured a 1980s state of the art building designed to manage a growing print collection of business resources. It was part of a large expansion of the school during that time which saw new classrooms and an executive residence constructed. The executive residence was built to provide hotel-like housing for executives on campus for Executive Education and Executive MBA programs. The library was housed on floors 2 through 4 of the four story building (classrooms were on the first floor). Each floor of the library building was around 14,000 square feet and when opened, was dedicated to library needs and uses.

The Kresge Library was very conveniently located among the interconnected buildings of the Ross School of Business. This has made it a long-valued destination for students. After only 15 years in the building (around 1990), plans were designed to create a large quiet study space on the 4th floor. Half of the book shelving was removed and a large quiet student space opened for students. The books that were displaced were moved to the Buhr Storage facility of the central library (an example of the collaboration that had taken place over the years between this independent branch library and the main library system). With the addition of the quiet study space, the Kresge Library had room for around 700 students. The library would be open around 108 hours a week during the Fall and Winter Terms. The library space was very well used by students and we were constantly receiving requests for more open hours from the community. Our hours were fundamentally set by the Ross Campus hours and we closed when the building did.

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The print collection totaled nearly 140,000 volumes with half located in the library itself. The 70,000 volumes that were sent to the Buhr building when the quiet study was created were moved to the University of Michigan at Flint, where they were stored from 2006 through 2013. They had a building project in the library which required them to clear out space that was used for our books. The books at Flint were reviewed, with some returning to Ann Arbor, some going to the main library in Ann Arbor and the majority were discarded since no new space was secured for their retention. Not having optimal space was a long-standing issue for Kresge as we found ourselves in a constant state of 'library erosion' with other units moving into the library over the years. But as Shakespeare beautifully put in *The Tempest*, "what's past is prologue" and a precursor to the changes that would take place in 2014.

During the summer of 2013, the scope of the building plans that would be finalized over the next year were shared with Ross School managers. With a space issue at the school, and a capital campaign about to commence at the University of Michigan, discussions were held with architects about what would be needed to best meet the needs of the growing business school. And while the plans were developing, the ability for the Ross School to implement a new building project hinged on a major gift to the University. Simultaneously, the library was warned that if this building project moves forward, there would be a dramatic change in the amount of space that the library controlled, especially for collections. Though we did not have a definitive charge in the elimination of collection space, discussions were started with the central library to see if they could consider taking ownership of the library's print collection, then counting around 70,000 volumes plus other formats such as microfilm, microfiche, DVDs and VHS tapes, etc. In early September 2013, the lead gift was announced that would set this project on its path (Davis-

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Blake, 2013). The large gift from Stephen Ross would be split between Athletics and the Ross School. This was the second major gift Stephen Ross gave to the school, the first one (in 2004) changed the name of the school and provided the money to start construction of the Ross Building (which opened in 2009). For the Ross School, it was the gift needed to start the building project planning in earnest.

Over the course of the next few months, the architects and university administrators met to look at plans and scope of the building projects. While the library director participated in these meetings with architects, the driving force was one of “physics.” The Ross School had greater space needs than they had available space to assign. Additionally, a memo was prepared and shared with the leadership team about what the loss of the print collection might mean for the school. During these months, the space provided to the library ebbed and flowed. But by early 2014, it was clear that there would not be any space for print collections at Kresge Library. Additionally, requests to create an off campus facility for the library to store and manage the print collections were not approved. Since Kresge was an independent library, there was not a clear and easy path forward to managing the print collection. The earlier discussions with the central library were beneficial as solutions were already started. So after a few months of negotiations and planning with architects, the library had only a few months to secure a home for the print collections and rebuild the Kresge Library as a bookless library. In many ways, this might have been a 'perfect storm' whereby we had to radically alter the value proposition of the library in a very short amount of time. And while this task was difficult and caused a great deal of anger among the library staff (as one might imagine), we were able to meet the tight timetable and 'flip' the library.

The print collections management was very challenging as one might imagine. When working with the main library, the decision was made early on that they would not accept any duplicate copies of works. All told, nearly 35% of the collections were duplicates for two good reasons. First, much of the collection was historical and built up when having separate copies of journals at the business library made good sense. The same was true of reference works and directories. And while many of these were weeded over the years, we kept print copies of core journals. Second, we purchased duplicate copies of popular and faculty titles. In some regards, we would have as many as five to ten copies of a book (such as C. K. Prahalad's *The Fortune at the Bottom of the Pyramid*). Working with Michigan Library staff, we identified books that were not to be transferred and they were separated out prior to the move. This work involved much of the library staff and it was done between May and early July 2014. We closed the 4th Floor for this purpose right after the end of Winter Term². By early July, we had vacated the building and moved into a modular office setup across from the front of Ross. This space, which would serve as our home from the summer of 2014 through the summer of 2016 basically had only cubes for staff. At that point, we lost our public space and had to very quickly reinvent ourselves to reflect the new reality.

In assessing this change to Kresge Library, we had to step back and see that this is not simply a 21st century problem. Changes in the library profession have been constant over the last 50 years. During that time period, we saw many changes to library work that can be viewed as each being a dramatic and unsettling as losing one's collection space. These include:

² For pictures of this project, see: <https://www.flickr.com/photos/cseeman/sets/72157664353030516>

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- The advent of copy cataloging and the changes related in technical services
- Development of local online catalogs and expanded access that comes from tables of content information, keyword searching and more subject headings.
- Shared catalog systems and patron-initiated borrowing.
- Discovery layers for public searching
- Institutional repositories and the libraries as publisher
- Coffee and food in the library

I always thought I would write about change management in the library, but the goal was to view this from the vantage point of small or calculated changes that can shift the priorities of a library while maintaining its traditional roles. It was very clear that change management can either be something that starts from the library or imposed onto the library. In the case of Kresge Library, it was the latter. Coming to grips with what it means to lose your physical space is not something that most librarians will embrace quickly. From the library standpoint, it means that the new library will have limitations which dramatically alter the value proposition on campus. For Kresge, it meant that we would no longer be a student destination for study and collaborative work space. It meant that we could no longer be format agnostic in collecting information resources. In order to build the library of the future, we had to quickly manage change that was anything but small. We needed to focus on the future, not dwell on the past. This building project was the 're-think it' opportunity for the Kresge Library to quickly reinvent itself for the future.

Building the Ethereal Library

Going through this type of transformation - from a traditional library with student space and large physical collections to one with virtually no student or collection space - is challenging to say the least. Early on, through discussions with staff, we set up a priority system for planning the library of the future. As we moved from a traditional library to an ethereal one, I told the staff that these would be the priorities of Kresge (in importance order): staff, services, stuff (or collections) and space. While we have always been a strong service organization at Kresge Library, much of our identity came from the space that we occupied. Kresge was not only a place to get help, but it was a place to meet and a place to study. With the changes on the horizon, Kresge would only be a place to get help. We needed to completely reinvent ourselves as a service unit. To that end, you cannot be an effective service unit if you do not have dedicated staff to support the needs of the academic community. The process that took place on the staffing side has been documented in my article from *Advances in Library Administration and Organization* (Seeman 2015, 101-125).

In rebuilding the Kresge Library as an ethereal library, we followed the following 6 principles (or the 6P approach). The ethereal library concept was first presented at the 2014 Conference for Entrepreneurial Librarians at Wake Forest University. (Seeman 2015) The six elements are: Philosophical, Patient, Positive, Proactive, Perform & Ms. Pirkola's Rules.³

³ For descriptions of these terms, see: <https://libjournal.uncg.edu/index.php/pcel/article/view/1186/802>

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In becoming an ethereal library, I also preached four basic tenets that were critical to the overall change process. First, we needed to assess what we could do with our temporary and new space (fortunately or not, they were similar and limited to staff work areas). There is a great tendency in libraries to seek out the 'north star' position and try to build it for your community or campus. This is a very noble cause, but one that will be difficult to attain. So while the tendency was to try to recapture what was possible previously in our new space allocation, we shifted focus and became realistic about what we could do, rather than dwell on what we can no longer provide. Second, we quickly gave up traditional services when it became clear that we would not manage them effectively. Despite the desire for students to have popular titles and reserve books close at hand, we had to shed them from our list of services because we did not have the space or the capacity to manage them properly. Third, take risks & be entrepreneurial. In this type of situation, the Kresge Library was essentially playing with 'house money' and could not really be blamed if things ended poorly. The removal of the print collection and the student space gave us sufficient "cover" should we encounter any missteps. The phrase "playing with house money" refers to that moment when you have all your cash, and you are simply gambling on money that was not yours before you started. This has made many gamblers bolder with their strategy. Likewise, librarians with these conditions can make bold moves that they might not have dreamed about only years earlier. The means of overcoming dramatic changes in space and collections are ones that are managed best by going big. That is the path that we took.

While this did not give us the ability to sit and do nothing, it did give us the incentive to be creative and thoughtful on how we can meet the needs of the school with these new conditions. This construction project was a disruption that could be seen as a justification for trying new

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projects (regardless of their success). And finally, do not let 'loss' be your brand. In business, people write volumes and volumes on brand management and the importance of maintaining brand quality. The same could be said about libraries. In 2015, there are so many different aspects that libraries are known for, that it is hard to come up with what the brand is, especially in academic libraries. Is it information, or information literacy, or scholarship, or collaboration, or student space? It is likely all of those things. But it cannot be loss because that is backwards thinking and reflects the past, not the future. So the path forward was very important for the success of Kresge Library.

Providing Value With New Constraints

While a great deal can be made of what a library does when it no longer manages a print collection or a student space, the reality is that a library services unit can still make a tremendous contribution to an overall academic enterprise in an ethereal form. The largest challenge was ensuring that the work that is unrelated to space needs could operate fundamentally as before. Then, it is imperative to expand the services and use any excess capacity created when you no longer had to manage a library space. Possibly by virtue of being an independent library, we were able to do this very effectively.

One of the major service additions made possible by the closing of the library space was our ability to manage the Ross School of Business' Exam & Assignment Program. The program started as a pilot under the Faculty Support group the year before our move out of the library. The premise behind the program is that many faculty at Ross do not want to hand back assignments in class and would rather have a centralized means of doing so. Additionally, some

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faculty do not let students keep completed exams, though they have the opportunity to review them. Previously, much of this would be done in the faculty member's office or in the office space by one of their administrators. We were able to take this project on at Kresge Library because we had staff capacity in the former Access Services (or circulation) group that would no longer manage a print collection (that did not exist). So in this regard, we were able to fill a big desired service for the school by virtue of no longer needed to service a print collection. This addition to the Kresge Library portfolio of services fell under the curriculum support work that we do. Though in many regards, our desire to retain staff positions as well as support the school gave us the freedom and flexibility to branch out in any direction that would meet the school's needs. This service has been popular for both faculty and students and will continue with Kresge Library into the new building. Even though this project did not match up exactly with the work that we have been doing historically, the benefit to the school in the service and the staff in having a more secure position (in light of the collection changes) were two big wins for the library.

We also had numerous meetings with a diverse group of Ross Community members to gauge how we were doing and what types of opportunities there might be to meet their information needs. A series of meetings called "Kresge Value Proposition" started in the winter of 2015. In these meetings, we talked with faculty, students and staff about the services that we were supplying vs. the services that were needed by the school. It gave us an opportunity to find out which services should be central to the Kresge Library when the new building opened. Among the new ideas that came from these meetings were a better means of centralized subject and journal alerting services, the desire to bring course reserves back to Kresge, and managing

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communications with the different members of the campus community (faculty, staff, students, alumni). While it might have been nice to have these meetings before the Ross construction project got underway, having the meetings enabled us to use the change in services as an opportunity to ensure that we are meeting the needs of the school. These meetings were positive and provide a strong means of moving forward as the library reinvents itself as an ethereal library.

We continue to assess and tweak our offerings to reflect the needs of the school moving forward. During the 2015-2016 academic year, we saw an increase in reference statistics (up 6-10% YTD) which reflects that we are able to make connections once again with the school community. We also started working with new classes that were assignment and project focused rather than one fixated on exams and cases. Success leads to new and bigger opportunities from the community, which is very welcome at the library.

Closing Thoughts

In many ways, the title quote for this paper reflects the change in thinking that we went through at Kresge Library as we shifted from a traditional library to one that is bookless. We are definitely interested in the future, although for us at Kresge Library, it came far earlier than we had anticipated. While change of this magnitude can incentivize older librarians into retiring early or others to leave the organization, the need to act quickly forced us instead to face this challenge head on. This is the future library that many of us did not anticipate that we would see in our career, yet here we are. Many of the notable bookless libraries, including BiblioTech in San Antonio, Texas, and the new Florida Polytechnic University in Lakeland, Florida were born

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digital, so their changes were not nearly as pronounced. The Cushing Academy in Massachusetts recently made headlines by converting their traditional library to an all-electronic collection. It is very clear to me that being born digital is far easier a task than becoming digital. As with any good morality tale, there are many lessons that can be pulled from the Kresge Library experience.

In looking back to the changes that took place at Kresge Library, I am most proud of the big win that we had on library staffing. The premise of the loss of library space has been the need to assign it to higher priority units at the school. Since the need was one of space, we were able to redeploy staff into new roles. While we have reduced our temporary staff dramatically, there were no full-time staff losses related to this move. As mentioned above, we took on new responsibilities in the library to take advantage of the work we would no longer be doing in managing a print collection. We have been able to redirect staff from library-centric tasks and have them work on school-centric needs. To make this work successful, you need a flexible staff, an administration that will entertain the switch, and the ability to put the school's needs ahead of the library.

As we ponder the future of libraries, I see that our path is one that is more and more likely to be the path taken by others. That being said, I believe that we are 20 years ahead of the profession at Kresge and this will likely be more common in the 2030s. The problem about moving now in this direction is that many resources are not available electronically, or are not easily licensed for a campus. So to be an electronic-only library, you lose the capacity for many types of resources and works that are useful for the community. When we are in the year 2036, I expect that many

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academic libraries will be in a very similar situation as Kresge Library finds itself in right now. Libraries will continue to lose space, often in small increments, until it is mostly gone. Libraries need to be nimble, flexible and resilient to meet the needs of the school while losing space. This activity will be central as we secure the future of the library in academic environments.

Another critical thought is the future of the library collection. Many libraries used Chris Anderson's work on 'The Long Tail' (first introduced in 2004) to justify the value of library resources that seemingly did not get used in the first few years in a library collection. To that end, most academic print collections are built on research needs for both now and years down the road. But in an electronic environment, there is a greater likelihood of commercial hosting and the possibility of material being dropped from aggregator packages. The long-term ROI (Return on Investment) is very difficult to manage in an electronic-only information environment.

As we considered the future of the Kresge Library, we decided to change the name to reflect our new status. When we moved out of the building into our temporary home, we changed our name to Kresge Library Services. Since we were no longer a “destination” or a library in the traditional sense, I felt it was important to distinguish this change. The space we had for print volumes was part of the reason. While the print holdings were only about 2% of our use, it represented about 50% of the perception of the library. Additionally, we did not want students to look for Kresge Library when they needed a place to study. In the temporary home and in our permanent location, we did not have places to study. Students still perceive the library as a place to be. Even though “Kresge” still belongs to the building – “Kresge Library” has great brand recognition at Ross and the University and we wanted to ensure that we could keep that.

My final thought is this: Are departmental or branch libraries the “canary in the coal mine?”

These libraries have been closing on academic campuses as resources (especially journals) have become electronic and the departmental space needs were greater than the value returned by a library. But is this a precursor to larger shifts in academic libraries? The Kresge Library space contraction appears to be the future of libraries everywhere – we just had it happen all at once.

But what saved the Kresge Library was our focus on service and the value that we could provide as an ethereal library. And while we cannot do everything that we had done before, we are doing things that are valued by the school and are not dependent on space. And that is a good thing.

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Biography

Corey Seeman

Corey Seeman is the director of Kresge Library Services (Ross School of Business at the University of Michigan, Ann Arbor). Since 2013, he has been guiding the Kresge Library through a dramatic transformation from a full-service library with a 70,000 volume collection to one that practically only has electronic collections. Prior to that position, Corey served as Assistant Dean at the University of Toledo, a training consultant at Innovative Interfaces, and a librarian and archivist at historical libraries, including the National Baseball Hall of Fame in Cooperstown. Corey has written and presented on customer service and change management within libraries, especially academic ones. Since 2004, he has maintained the Library Writer's Blog (<http://librarywriting.blogspot.com/>) where he shares writing and presenting opportunities for librarians. He is also an avid photographer (especially of the campus squirrels at Michigan) and a cooking enthusiast.

2015

The Library as a Social Contract: Lessons Learned

Jeffrey A. Scherer

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The Library as a Social Contract: Lessons Learned

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Abstract:

“It is a lot easier to design a utopia than to deal with the complex reality of a present time and place.” —Robert Campbell

This paper is based on the premise that how humans are treated and their needs met defines a community culture. Cultures that do not meet the needs of their people will wither. It is a very personal statement and is not intended to be a lengthy treatise of library technologies, collections, service models or architecture. It focuses on the messiness of dealing with the complex realities of today’s culture and the intersection of the library as a place of service and a sustainable part of a community.

Introduction

This paper is based on a presentation by the author at Grand Valley State University on August 11, 2015 to the *Re-Think It* conference. It is a personal reflection on the author’s experience with the design of more than 200 libraries over 40 years of practice. It is not intended to be a scientific paper full of data that is extensively footnoted. It is a simple, personal statement of what the author believes is at the heart of change in a community—activism, rooted in sustainable behavior, can create change. Of course, *no action* also creates change by enabling the status quo, through institutional inertia, to remain in power and influence the future of the library. The

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motivation for change, on a community level, is usually rooted in the feeling that one's needs are not being met in a fair way.

Libraries, nationwide, have mission statements that profess equality of access and fairness. The library in the United States is rooted in these high ideals. As libraries evolved to deal with dwindling resources, they have to make choices. How these choices are made, and by whom, will determine the future of the library in our world.

The library continues to be a central focus in the lives of US citizens. According to the *Public Libraries in the United States Survey: Fiscal Year 2012*, there were 1.5 billion in-person visits to the public libraries across the United States. This was a 10-year increase of 20.7 percent. Also, according to the same source, revenue declined after a peak in 2009, but is up 7.2 percent over 10 years. The Bureau of Labor Statistics reports that over this same period the cumulative inflation was 27.6 percent. That is 20.4 percent drop in real-dollar spending power for libraries. This dramatic increase coincides with one of the worst periods of economic distress the world has seen since the 1930s Great Depression. This situation has placed libraries into double jeopardy: increased use and decreased financial support. This stress reveals itself in low staff morale, pressure on the physical infrastructure, demands for increased services, and making do with less and less resources. The stress has extended to lack of financial support from communities for building maintenance, financial reserves for deferred maintenance, and operating costs including utilities and cleaning. Because of the demand, an interesting shift has recently occurred in library planning. This shift is focused on how to do more with less. Living with this stress and making do is becoming, sadly, the new normal.

Before focusing on the practical ways to deal with this stress, communities must first open their listening channels to better understand the fundamental needs of those they serve—especially those who have traditionally been denied a seat at the table. Jacque Fresco states “I was once asked ‘You are a smart man, why aren’t you rich?’ I replied, ‘You are a rich man, why aren’t you smart?’” While this quote may seem misplaced, it strikes an important anvil in the debate about serving our communities: what do we assume about our community members as we put in place policies that shape their choices and, consequently, lives?

Figure 1 illustrates the key intersections that should be considered as a library begins to consider the “who, why, and how” of community listening sessions. It is crucial that all of these elements be held in equilibrium. Without understanding how these intersections overlap in the community, the ability to argue for a sustainable operation is diminished.

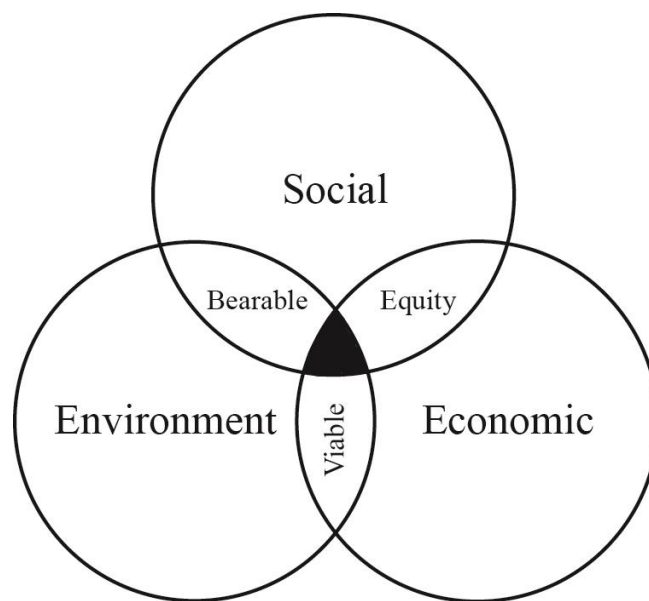
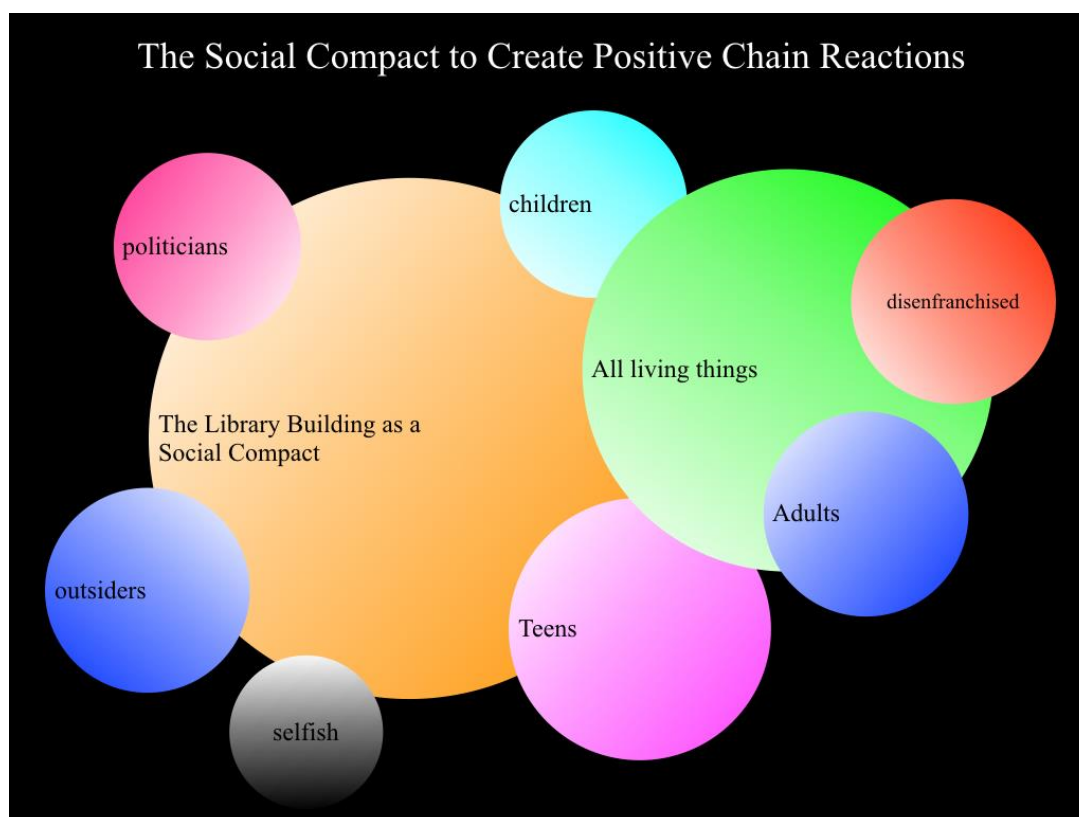


Figure 1

Social

Annie Dourlet, a French librarian, in a recent discussion group at the *International Federation of Library Associations* World Congress in Lyon, France, posed the following question: “For whom are we designing libraries?” What is crucial about this simple yet profound question is the underlying premise that the social aspect of a library mission often is subsumed by other priorities like collections, library protocols and operational issues. While this is not to suggest anything negative about these aspects of the library, it does point to where our questioning should begin. When the content of the library is delivered in useful formats, in a timely way and continually updated to be relevant to the community served, the social equity equation can be balanced. Better yet, when the collection is specially tailored to a community, the results will likely be a social compact that results in sustainable behavior through community consensus.

*Figure 2*

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Besides founding collection decisions on this social compact, libraries can leverage this consensus by triangulating their decisions against the environment and economic coordinates of equity. There can be a positive chain reaction if the community is the center of focus. There is too much at stake to stay rooted in the inertia of the status quo.

Environment

As an architect, the author has stated that his personal ethical stance is:

I will place social and environmental sustainable practices at the core of my professional responsibilities; and I will design the library as a place for the benefit of society first—and my reputation second.

The purpose in stating this is simple—too often the greater good is sacrificed in favor of the aesthetic self-interest of the architect. Of course, the author is not naïve or ignorant to the importance of great design. What is crucial is the place where an architect starts the design process. Does it start with a preconception of what the building should look like? Is the commission merely a way to further a personal design agenda? Does the design spring from a community process or set of values? An architect's responsibility and duty is to ensure that the final library design is shaped by a community's needs and ethics—not warped by some personal manifesto. We all strive to create beautiful architecture. The library's architecture must, in this author's opinion, emerge from a series of public meetings, which can establish a design that evokes the spirit of the community while meeting higher standards of sustainable excellence. The process also teaches.

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As the consequences of our consumptive and irresponsible ways are becoming clearer through evidence-based science, it may seem, at times, hopeless. This feeling is exacerbated by the irresponsible denial by certain political parties of mankind's impact on global climate change. While this futile debate is raging through the US, the earth's temperature is rising in direct proportion to the heat of the argument. While we fiddle a tune that will ensure maintenance of an economic status quo, the earth is burning. There may be days where hopelessness reigns supreme. However, if we shift our worry from "macro-decisions" to "nano-decisions" rooted in the social compact, we can, at a local level, start to shift things. It is a fundamental premise that focusing on making small, incremental decisions about the environment can collectively lead to big change. The library can be at the nexus of these nano-decisions. These nano-decisions related to the environment include:

- Ensure that the use of the collection is understood as a sustainable act. Oftentimes, local political leaders do not appreciate that a circulating collection is a sustainable act. The *Public Library Data Service* reports that nationally, the annual circulation of materials was 1,529,604,633 (for 1,293 reporting libraries.) In 2011, the population of the US was 311.7 million. That means that for every single person, an average of 4.9 items was circulated. Of course, this is not adjusted for the actual number of people who check out the materials. This would increase the number.
- Emphasize the efficient and sustainable use of community resources. When a person is at the library, they are not somewhere else: they are utilizing a facility and service that has been paid for by the community. Fully using a facility ensures that the investment in resources is maximized. The community's use of resources can also be maximized by

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reminding users that when they are in the library, they should ensure their homes are being efficient by setting back thermostats and turning off lights. It is a sustainable act to maximize the use of the library.

- Advocate and argue for the library to be designed in the most energy efficient way possible. Do not accept the lack of money as an excuse to succumb to short-term thinking. While first costs are often the most political of all political footballs, the librarian must have the courage to engage an architect who can rationally and effectively make the case to the politicians and voters for long-term thinking. The architect should also be smart enough to prioritize and design to the budget. Whining about insufficient funding is not a design process. The benefits from understanding this impact are raising the conscience of the community—and perhaps spurring them on to think more systemically and long-term. The direct benefit is to enumerate that the primary results of environmentally sensitive design are a) reducing the impacts of natural resource consumption, b) improving the financial bottom-line, c) enhancing the health benefits to the occupants of the building and community, and d) minimize the strain on local infrastructures such as water production or natural materials.
- Model the behavior you wish to encourage.

Sustainable Design Objectives

Over the course of the last decade many publicly funded facilities have been under an economic strain due to the reduction of operational and maintenance funding. Sustainable design practices can and will impact long-term cost of operations and facility upkeep. Every new civic institution has a responsibility to fulfill not only the immediate needs of today, but also the needs of

tomorrow. Establishing a new standard for a public library will provide a healthy, safe, comfortable, sustainable, maintainable and energy-efficient environment. This list of sustainable guiding principles establishes a series of goals for a project, utilizing four major Sustainable Building Guidelines. These objectives can serve as a roadmap for the design team to establish specific objectives and standards and as an outline of schedule and responsibilities. Specific goals identified in the course of the design phase need to be supported by the project budget and cannot compromise other requirements of the building program.

- Site and Water

A project should investigate and incorporate practical strategies to reduce the use of water and reduce waste developed in the building and on the site. These strategies include incorporating reduced-flow plumbing fixtures, as well as investigating opportunities for waterless urinals (if approved by local municipalities) and use of native and drought-tolerant plant material. The site design will address minimizing storm water runoff created by the project and investigate treating storm water generated on the site to reduce down-stream pollution. Site strategies may include reduction of hard surfaces and use of a permeable paving system. Storm water infiltration basins and bio-retention areas shall be considered.

- Energy/Atmosphere

Optimized building and site energy consumption will minimize long-term operational costs of the facility. The design process should explore energy modeling to identify the combination of systems and materials that in total maximize energy performance. Use of renewable resources for the library heating and cooling plant should be investigated. If

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appropriate, incorporate the use of a geothermal system, significantly reducing the building's energy consumption demands. Mechanical systems should be designed with the goal of installing systems that are easy to maintain, thus extending the life of the systems, and allowing the community to maintain a high level of performance. Energy efficient lamps and fixtures using appropriate lighting controls should be incorporated. The design team should work towards developing energy-management techniques through the building's energy management system to maintain a high level of system performance. The site design should examine the use of shade trees to shade the library in the summer months (to reduce cooling cost) and to reduce the heat-island effect created by new parking areas.

- **Indoor Environmental**

Improved indoor environmental quality has many benefits including improved employee productivity, lower operating costs, less occupant complaints, extended equipment life and community recognition as a healthy environment in which to work and visit.

Strategies to improve air quality, such as under floor air distribution, should be investigated. Minimizing source pollutants within the building, proper ventilation, and thermal and moisture controls should be incorporated into the design. Daylighting and a visual connection to the outside should be studied and incorporated into the design, where appropriate.

- **Materials and Waste**

To reduce the environmental impact of the new construction the design team should examine the use of regional materials and rapidly renewable materials, as well as materials with recycled content. First consideration should be given to materials with low life-cycle cost and recyclable materials. The site design should explore the use of site

furniture with high recycled content. In the design phase, state and local objectives for recycling and waste management should be considered. The design team should plan for an effective construction waste management system.

Economic

“Money makes the world go round,” is from the musical play ‘Cabaret.’ It implies that money is the primary (maybe only) reason the world turns. The emphasis on money as the underlying “engine” for change and motivation is a crucial one in the consideration of all library planning. However, despite the evidence to the contrary, this author believes that libraries can become one of the main engine that propels the world to “go round.” They are a neutral ground with only equity of service as their mission. They do not use their mission to undermine or sabotage other community efforts. They are, ideally, apolitical. Librarians are thoughtful and caring. They see their role at the centerpiece of a renewing community—renewal through efficient and economical delivery of services for learning, entertainment and participation.

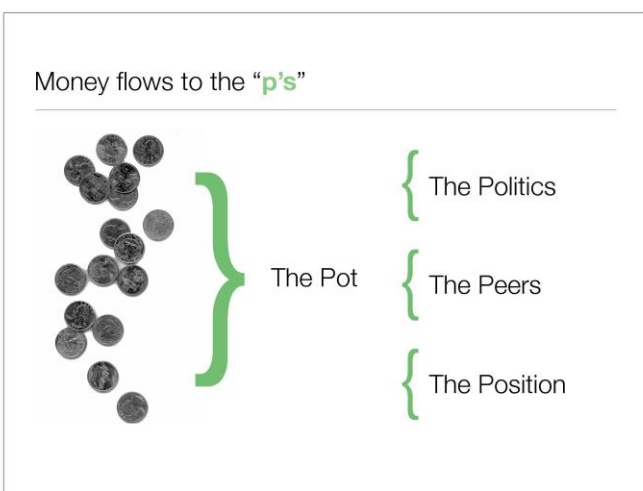


Figure 3

In figure 3, the three “pots” that receive public money are shown. As with any resource, it is nearly always insufficient to meet the needs. Of course, when there is a shortage, there is usually a fight. Those in power win fights, at least political ones. For the library to be at the table, under any political regime, takes an extraordinary

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effort. Recently, for example, in a Bethlehem, Pennsylvania city council debate, Commissioner Mike Hudak said "On the whole, libraries are going the way of the dodo bird. Everyone goes to the Internet. You'd be hard-pressed to find a student not going online" (Malinchak 2016). The argument in this case, illustrative of many money fights, is that a) nobody is using the library and b) it is too expensive per capita. Every librarian knows this is not true.

Yet in city and county commission meetings around the country, people in power are pontificating about something they know little about—since most critics do not darken the door of the library. The argument that services should be justified on a per capita basis of use, not of the population served, is positing that these services are not essential and are therefore dispensable. Folks who do not have children could (and some have) argue they should not be taxed for schools. One could take this to the logical extreme and say only those who have fires or break-ins should pay for fire and police services. Of course, rationality, rather than ideology, should be reigning amongst the politicians in this debate. Sadly, from this author's perspective, it is often absent. Librarians need to embed themselves in the politics, peers and positions of the community money chest.

What good is an award-winning library if it cannot be maintained, financed or operated?

Recently, for example, the flagship and award winning new Birmingham (UK) Library has had to ask the public to donate books, as *The Guardian* reported:

After a flyer from a Birmingham library began circulating online last week, claiming that "due to public saving cuts we are no longer purchasing any new books or newspapers. Therefore we are looking for any books that have been published in the last 12 months to be donated to the library", Birmingham city councilor Penny Holbrook confirmed a "pause on the book fund." (Flood 2015)

The Politics

This paper is not advocating that librarians become politicians. It is advocating that in a social contract with the citizens, the librarian should know the political process, the underlying motives of the politicians and, most importantly, know whether or not the politicians who control the money know the facts about community usage and service effectiveness. It may sound simplistic, but this author has found over and over that too many librarians assume that purse-string holders know the facts. Keep repeating the substantiated facts and make sure they are put into context with other community services. There is nothing to be gained by trying to outmaneuver another needy service for the limited scraps at the table. Demonstrate with real facts that using a library saves money (on materials citizens do not have to buy), the earth (through efficient and sustainable practices) and the community (by increasing education, awareness, and togetherness.)

The Peers

Of course nothing does or can exist in a vacuum. As operational funding for public institutions becomes more limited, it is important to consider architectural solutions to manage and reduce operational expenses, while simultaneously increasing the level of comfort of both the staff and patrons. By demonstrating to peer institutions in your community that you are doing more with less, your credibility increases. Beyond the tangible operational and economic benefits, the sensitive expression of environmental technology in architecture can serve to educate the community and strengthen the general understanding of environmental stewardship. This can

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spread to other community institutions so that, collectively, all institutions can work making do with less while providing more.

The Position

A library or any other major public building is more than the sum of its material parts. It is not simply a structure—it is a visible symbol and an expression of a community's values. Therefore, it is important to broaden the discussion to include the position the building plays in a community's overall health. Construction of a sustainable building creates a healthy balance of the community's the spirit, environment and finances. This balance requires that decisions be scrutinized from an ethical, financial and behavioral point of view. How this triad is placed in equilibrium reveals the position that the library will hold in the community. For example, in deciding on the cost of a specific system, like an underground rainwater storage cistern, the first cost of the cistern should be evaluated against the long term benefits of removing the demand for million gallons of water per year from the city's water supply system. While this analogy is fiscal, the roots behind the decisions are ethical. Money and how it is spent is the "canary in the coal mine" that reveals the real reasons politicians allocate money. While it may seem simplistic, experience has shown that nearly every funding behavior flows matches the ethical position individuals have in regards to community priorities. For example, in Nebraska a city council person once said to me: "why would we want to make the building cheaper to run (utilizing sustainable measures) when we run the utility company. That will cost us money." You can deduce from this the resistance was about maintaining a status quo funding source for a city-run municipal utility company— even though the library was city funded. You can see where this "Alice in Wonderland" scenario ended.

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This long-term thinking is not always rational—especially when a community has to decide to raise its taxes to pay for a building. Short-term thinking is, perhaps, the root cause holistic community design and thinking is so difficult to accomplish in the United States. It is also why this author believes it is worth the fight.

“It is not differences that divide us. It is our judgments about each other that do.”

—Margaret Wheatley

Now, Local and Forever

It is surprising how easy it is to listen to someone. It does not take much effort. No need to be thinking about what you will say next. Just let the person’s reality soak in. Hear what is being said. What is needed? When is it needed and why do they need it?

There is tremendous pressure in our society today to meet a myriad of needs. Our infrastructure is falling apart. Our schools are deteriorating. Our water supplies are tainted. Our economy is increasingly unequal.

Every librarian knows who his or her customers are: not the people at top of the economic heap, but rather the ones at the bottom. This is not profound nor revelatory. It is simply the truth. And the truth is the neediest need the library more than ever—for practical and political reasons.

Final Thoughts

What does this small, simple paper suggest? Why has it been written?

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There is nothing too small in this world. While the big egos command the media attention, it is the tiny acts of resistance to ignorance that will make a difference. By respecting the call to gather together to make a community of meaningful places, citizens can create a safe, smart and sustainable community. By listening, truly listening, to each other they can find the path to unravel the complex social, political and financial dilemma we are experiencing. A creative community requires a community of learners not takers. The library can be the nexus of this creative community.

From the experience of this author, people in a community tend to:

- Define the library by how they personally use it
- Base money decisions on their own means
- Want the most convenience for themselves

On the surface these seem selfish—and they are. It is precisely why the library, as a long-standing institution, has survived. The library has been able, somewhat miraculously, to be all things to all people. Paradoxically, this is also what is beginning to unravel the threads that bind communities together. People want things now. They want it fast, and they want it for as little money as possible. As long as my needs are being met that is all that matters. If someone's needs were being met through a smart phone then why would they ever feel they need a library? If someone can get to work by car, why is a public transportation system needed? If I do not have children, why do I have to pay for schools? It is not difficult to see the consequences of this isolated individualistic view of the community. Will this cycle change?

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“I am of the opinion that my life belongs to the whole community, and as long as I live, it is my privilege to do whatever I can.” —George Bernard Shaw

Of course, any community with a library is one of privilege, but that privilege is created by cooperative action. This paper has attempted, perhaps feebly, to advocate for more active engagement by librarians in the shaping of their community by how they develop their library’s persuasive strategies. It has tried to point out how interconnected we all are and that the consequences of nano-decisions are as important as macro-decisions.

We have seen in the past 50 years the rapid evolution of how information has been dispensed and commoditized. The marketplace and the brokering of information have steadily eroded the central role of the library as an information hub and repository. Libraries have moved from strict, orderly, quiet repositories of printed materials to free-for-all exchanges offering classes, tutoring, and help-centers. The planning of libraries, over this same period, has evolved from one-size-fits-all organizations to custom-tailored institutions fine-tuned to the social, economic and political realities of the local community.

Parallel to this has been an erosion of trust in institutions. Those institutions that cannot justify their existence are disappearing or are being reshaped by fiscal agents outside of their influence. We have seen the compounding of community needs by decades of neglect. Simultaneously we have seen library usage rise. We are seeing a wider diversity of users in the library. We are at a turning point in the history of the library as an institution.

This is not a doomsday paper. It is hopeful. Rainer Marie Rilke, in *The Book of Hours* wrote this important and appropriate poem:

*In all these things I cherish as a brother
still it is you I find; seedlike you wait,
basking serenely in the narrowest compass,
and greatly give yourself in what is great.
This is the marvel of the play of forces,
that they so serve the things wherethrough they flow:
growing in roots, to dwindle in the tree-trunks,
and in the crowns of resurrection show.*

In conclusion, this author believes firmly that our way out of this dilemma is to be a servant and not one who demands to be served; to let the community emerge through the flowing of service to all; and to see everyone as equals and with legitimate needs. It will also happen when librarians are bold, brave and fearless in the face of misinformed and selfish politicians.

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Biography

Jeffrey A. Scherer, FAIA

Jeffrey A. Scherer is a founding principal in the firm of MSR Design (Meyer, Scherer & Rockcastle, Ltd.) located in Minneapolis, Minnesota. The firm of 50 specializes in academic, public and special libraries—as well as public and corporate work. Mr. Scherer received his Bachelor of Architecture with Honors from the University of Arkansas. He taught design, ethics and professional practice at the College of Architecture and Landscape Architecture at the University of Minnesota from 1978-1998. Mr. Scherer has focused his work on innovative public, academic and private libraries. He is the past President of AIA Minnesota, the Library Foundation of Hennepin County and the Americans for Libraries Council and Libraries for the Future in New York. He is past chair of the ALA Architecture for Public Libraries Committee and past ALA representative to the IFLA Building and Equipment Section where he served for 6 years.

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Appendix**Check List**

The following checklist is a general guide to be used during the design phase to ensure that the building systems and products are thoughtfully considered with regard to energy usage, environmental awareness and human health:

- Is the building designed and constructed in ways that preserve the natural outdoor environment and promote a healthful indoor habitat?
- Is the building designed to avoid adversely impacting the natural state of the air, land, and water, by using resources and methods that minimize pollution and waste?
- Is the building designed to maximize passive and natural sources of heating, cooling, ventilation, and lighting? During the early design phases, consider:
 - o Modeling energy systems and building components simultaneously.
 - o Establishing overall design goals for energy consumption at the beginning of the Design Phase. Do not limit thinking to merely “meeting the building code.”
 - o Making sure the systems are correctly sized. Do not use rules-of-thumb or over-design the systems because of early design phase indecisions. By creating design goals early, the system can be “right-sized.”
 - o Taking advantage of any electrical utility rate savings by shifting or shaving loads during peak demand. Lighting accounts for 50-60% of the electrical load in a library—so make sure integrated daylight harvesting is embedded in the design strategy.
 - o Designing for modular expansion. While the library is planned for expansion, do not invest in equipment or systems that are intended to serve future needs. Instead, design the system space and modularity of equipment to accommodate future expansions.
 - o Providing to the community the cost and advantages of commissioning of HVAC systems.
 - o Providing to the community an operations and maintenance manual.

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- Are innovative strategies and technologies employed (such as porous paving to conserve water, reduce effluent and run-off and thus recharge the water table)?
- Is the library planned to reduce the need for individual automobiles, use alternative fuels, and encourage public and alternate modes of transportation?
- Is the library constructed and operated using materials, methods, and mechanical and electrical systems that ensure a healthful indoor air quality while avoiding contamination by carcinogens, volatile organic compounds, fungi, molds, bacteria, and other known toxins? Is particleboard that emits formaldehyde emissions prohibited in the building?
- Is furniture constructed without particleboard that emits formaldehyde? Are only solvent-free paints specified for the project? Are low-emitting, solvent-free adhesives specified for the project?
- Are the HVAC system's outdoor air intakes located as high as possible above the ground and far enough away from the exhaust ducts to reduce the intake of ground level air pollution?
- Are stainless-steel-strip bird guards installed over the horizontal rooftop outdoor air intakes to prevent birds from settling on the grating and polluting the shafts below?
- Does the HVAC have an efficiency air filtration system with pre-filters and final filters at 30 % and 85% efficiency respectively?
- Are air filters designed to be easy to access, clean and/or replace?
- Has the exposed fiberglass within the HVAC system been encapsulated to eliminate amplification sites for fungal and bacterial micro-organisms?
- Are copy rooms and similar spaces that emit possibly toxic substances equipped with their own dedicated air exhaust systems?

2015

From Dandelion Seed to Cottage Garden: The Transformation of User Experience in the MSU Libraries

Christine Tobias
Michigan State University

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From Dandelion Seed to Cottage Garden: The Transformation of User Experience in the MSU Libraries

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Abstract

The user experience movement is gaining momentum in libraries, but its adoption and adaptation into an organizational culture may present unexpected challenges. In June 2014, the Michigan State University (MSU) Libraries created a User Experience unit and in a short time, established a solid and reputable team of practitioners. This success, however, was not achieved overnight. User experience work tends to be team-oriented and project-based, and initially, unit members struggled to adapt their roles within the unit and the unit's role within the organization. To guide the unit forward, an in-house retreat was held to give unit members an opportunity to better understand each other as user experience professionals. Through a skills audit and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, respect for others' skills was gained and a shared vision was established. The User Experience unit now effectively functions as a productive, collaborative, synergistic change agent, holistically integrating user experience into all services at the MSU Libraries.

Definition of User Experience

In order to talk about user experience in libraries, it is essential to provide some basic definitions. According to the *Usability Body of Knowledge*, user experience refers to “every aspect of the user's interaction with a product, service, or company that make up the user's perceptions of the

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whole”. As a discipline, user experience design holistically considers all the elements that make up an interface, including layout, visual design, text, brand, sound, and interaction. User experience works to coordinate these elements to allow for the best possible interaction by users.

Why should libraries care about user experience?

User experience in libraries is trending, but why? In the past, librarians were the keepers of information and users relied heavily on the specialized knowledge and expertise of librarians for access and retrieval. As the experts, librarians automatically assumed they knew what was best for users. With the advent of the digital age, information has become a ubiquitous commodity and the role of librarians has shifted from keeper to navigator as a means for making information accessible. The most recent generation of users, digital natives, have grown up accustomed to the ubiquity of information and have developed savvy information-seeking and technology skills. Due to this increased presence of digital services and information, libraries now have some stiff competition and are feeling pressured to adapt. The paradigm surrounding librarians’ roles has shifted and in order to stay relevant, librarians must understand and accept the user as the core of the libraries’ existence (Walton 2015). Without our users, our libraries would not have a reason to exist.

How does user experience translate for libraries?

User experience helps libraries stay relevant, particularly by filling the gap between users’ needs and librarians’ assumptions about users’ needs. Libraries should interpret user experience in a broader, holistic approach, going beyond the design of digital products and incorporating user-centricity into physical spaces and service points. By observing users in the library environment,

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librarians can apply a data-influenced approach to development and design. Librarians should no longer make assumptions about how to best meet users' needs. Applying user experience principles lessens confusion, promotes an intuitive experience, and adds impact and value for the user, all important considerations when competing for users' time and attention (Walton 2015).

History of User Experience at the MSU Libraries

While user experience takes different forms across libraries, the MSU Libraries' approach is holistic, studying the interactions in our physical and digital spaces and services. User experience is a pioneered movement to transform our library, applying a grassroots approach to developing and sustaining a user-centric, evidence-based culture for continuous improvement of our spaces, services, and collections. Prior to the launch of the user experience movement in the MSU Libraries, solo, disparate, assessment projects were occurring throughout the library such as chat reference assessment, electronic resource usage analysis, collections analysis, and website usability testing. The librarian who handled chat reference assessment was also involved in usability testing as a means to develop an iterative web design process. The usability project was successful in bringing awareness to librarians about the need to observe users and use evidence to improve services on their behalf. Several librarians became interested in participating in similar user experience projects and to help break these efforts out of silos, the User Experience (UX) Work Group was formed in 2012. The UX Work Group acts to bring people working on user experience projects together for collaboration across library divisions and units. Through dotted line reporting to the Assistant Director to Public Services, librarians from Technical Services, Systems, and Collections were integrated to apply a holistic approach to user experience.

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Through the success of the usability testing efforts of the UX Work Group, the need to conduct user experience projects became more evident and the work load increased significantly for the group. In 2013, an additional User Experience Librarian was hired by the MSU Libraries and shortly after, in 2014, User Experience became an official unit under the Public Services division, reporting officially to the Assistant Director for Public Services. User Experience has continued to expand in the MSU Libraries and at the time of this writing, the newer unit consists of four librarians, one support staff member, and one student employee. User Experience is evolving holistically, assuming primary responsibility for UX issues throughout the organization, laying the foundation for establishing a user-centric, data-influenced culture for improvements. Of course, as a newly established unit in a large organization, the User Experience unit felt growing pains. Despite having job descriptions outlining each unit member's responsibilities, some unit members seemed to have difficulty adapting their roles within a team dynamic and understanding the expectations held by other units about the role of User Experience. In November 2014, the User Experience held a half-day, in-house retreat for the purpose of defining our roles and gaining awareness and respect for each other's skills and capabilities. Upon conducting a skills audit, it was confirmed that collectively, the User Experience unit held a diverse set of individual skills, expertise, and experiences and each member had something unique to offer to the unit. To further soothe growing pains, a SWOT analysis was conducted during the retreat. Through honest, direct, and sometimes difficult conversation, it was understood that while the User Experience unit had administrative support and buy-in from library staff, there were weaknesses, opportunities, and threats that had to be acknowledged and acted upon to move forward successfully.

Table 1: MSU Libraries - User Experience Unit: SWOT Analysis (November 2014)

<i>Strengths:</i>
• Diverse skill sets, expertise, and experiences
• Administrative support and staff buy-in
<i>Weaknesses:</i>
• New unit; new supervisor; lack of experience as formal unit
• Unclear expectations from other units
<i>Opportunities:</i>
• Promote collaboration on UX projects within unit and with other library units and divisions
• Respect skills and experiences brought to table by all unit members
• Develop new skills to enhance participation in UX projects
• Continue to work with data to enhance holistic user experience for MSUL
<i>Threats:</i>
• Territorial issues with other units
• Political pushback: recommendations not acted on

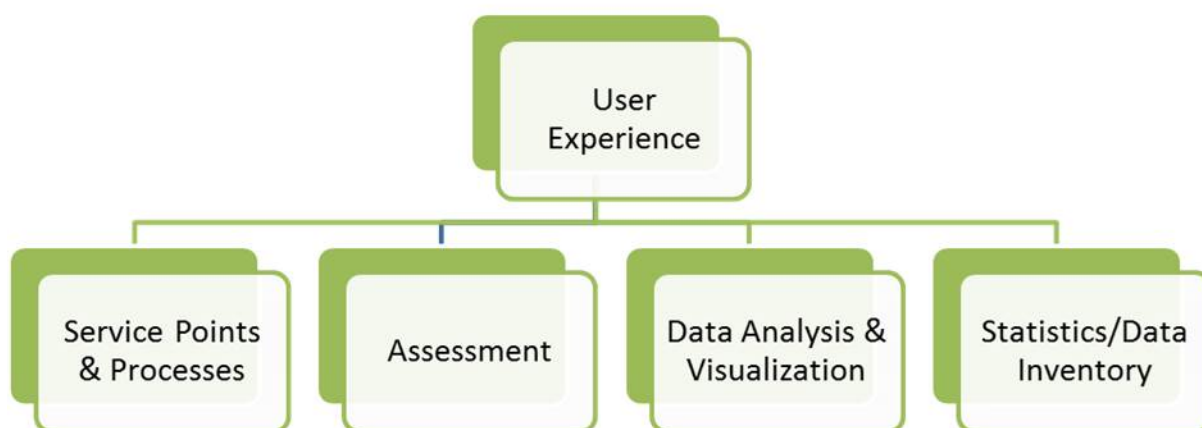
Once the User Experience unit identified and agreed upon its strengths, weaknesses, opportunities, and threats, a list of action items was compiled as a means to resolve issues that could impede growth of the unit. For example, one issue that surfaced through the SWOT analysis was a sense of frustration due to the perceived lack of action taken on recommendations made by the User Experience unit, especially after considerable time and dedication had been given. It was resolved to increase the effort to involve stakeholders in user experience projects as

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much as possible to give a greater sense of investment. A Consultation Request form (see appendix) was developed to help establish guidelines and define expectations about the unit's role in user experience projects involving other library units.

To define the role of the User Experience unit within the larger organization and to help build reasonable expectations from other units, a mission statement with goals and objectives was developed and posted on [the unit's web page](#). For further definition of the unit's role in the MSU Libraries, a work flow was developed, categorizing and explaining the different components of the work involved, emphasizing a holistic approach in the efforts to build and sustain a culture of talking (and listening) to our users (see Figure 1). This process increased awareness of the role of User Experience within the MSU Libraries by helping other units understand the nature of the work and the processes involved in the myriad of projects undertaken by the unit.

Figure 1: Defining the Role of User Experience in the MSU Libraries



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- *Service Points & Processes*: Evaluation of service and access points, both physical and virtual, for optimal user-centric design and continual improvement.
- *Assessment*: Measuring the impact/value of the MSU Libraries.
- *Data Analysis & Visualization*: Analysis of project-related data or data collected by other units in collaboration with UX; visualization of data to tell the story for data-influenced decision making.
- *Statistics/Data Inventory*: Systematic collection and reporting of library statistics; management of in-house data inventory.

How Has User Experience Affected Services at the MSU Libraries?

According to Bell (2014), as libraries attempt to apply user experience as a means for improving spaces and services, it is essential to remember that the design of the experience should be situational and should account for any number of possible ways in which users will interact with a space or service. As the MSU Libraries moves forward, it is important to understand that the User Experience unit has acted and will continue to act as a change agent for the continuous improvement of services and spaces. The effect of user experience on spaces and services in the MSU Libraries has been profound since its recent inception. In its short duration as a formal unit, the User Experience unit has successfully pioneered a movement and built a solid foundation of user experience principles and practice. For example, the library's website was improved by the incorporation of a discovery tool, reducing the number of search boxes on the website. Staff scheduling at the Main Library Reference Desk was adjusted based on the analysis of reference desk statistics collected in DeskTracker. A space study conducted in the MSU Main Library observed how users were using the space (i.e., group vs. solo; table vs. carrel; desktop computer

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and/or laptop) and made recommendations for more functional seating space and more power outlets to accommodate users' mobile technologies. A local, outdated database used for electronic resource access and record management was transitioned into LibGuides v2 A-Z Database List, offering a more intuitive front-end interface for users and streamlining the management of content for library staff.

Currently, there are a number of projects in the docket for User Experience such as implementing LibCal as the new room reservation system and events scheduling management tool and incorporating a digital wayfinding system to help users navigate around the building to locate books and services more easily. The growth of user experience in the MSU Libraries has followed the Capability Maturity Model Integration (CMMI) model (Hess 2013), establishing a practice of consulting with or observing users regularly to continuously improve spaces and services, both physical and digital. Based on the early success of the unit, it is a reasonable certainty that the role of the User Experience unit at the MSU Libraries will continue to grow, applying principles and practice holistically and using user experience as a primary motivator for continuous improvement.

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Biography

Christine Tobias

Christine Tobias is the Head of User Experience at the Michigan State University Libraries (MSUL). She pioneered the user experience movement at MSUL by leading the effort to weave a thread of assessment and build a culture of talking (and listening) to the Libraries' users. Christine received her MLIS from Wayne State University in 2007 and previous to her current position, served in various areas such as reference services, web services, usability studies, and library instruction. She enjoys gardening, watching MSU sports, camping in Michigan, and spending time with her family, including her two precious grandchildren.

UX Consultation Request Form

Please enter your email address: (required)

Does your project involve data you have already collected?

- ☐ Yes, I have data that I will be using.
- ☐ No, I will need to collect the data.

Please select the category that best describes your project: (required)

- ☐ Service Points & Processes: Evaluation of service point, including physical service desks, library spaces, website, online tools, or internal processes.
- ☐ Assessment: Measuring the impact/value of the MSU Libraries on the teaching, learning, and research community.
- ☐ Data analysis and visualization: Analysis and/or visualization of project-related data.
- ☐ Library statistics and data: Annual collection and reporting of library statistics; management of in-house data

Do you have a deadline for this project? If yes, select the date.

Which area of library operations is the focus of your project? Select all that apply.

- ☐ Collections
- ☐ Instruction/Teaching and Learning
- ☐ Space
- ☐ Technical Services
- ☐ Physical Service Points
- ☐ Virtual Service Points
- ☐ Other:

Which user population is the focus of your project?

- ☐ Undergraduate Students
- ☐ Graduate Students
- ☐ Faculty/Academic Staff
- ☐ Community
- ☐ Other:

Have you completed IRB training?

- ☐ Yes
- ☐ No
- ☐ My project does not involve human subjects.

Briefly describe your research question or project.

2015

From the Commons to the Spartan Floor: Enhancing Digital Literacy Through Technology- Integrated Spaces

Christina Mune
San Jose State University

Sharon Thompson
San Jose State University

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From the Commons to the Spartan Floor:

Enhancing Digital Literacy Through Technology-Integrated Spaces

Christina Mune, Digital Initiatives Librarian, San José State University
Sharon Thompson, Student Technology Training Coordinator, San José State University

Abstract

San José State University's Spartan Floor represents a suite of services and spaces designed to promote digital literacy amongst university library patrons. This happens through the use of formal and informal knowledge transfer – technology training workshops, front-line hardware and software support, integrated collaborative technologies – in spaces strategically collocated so that students have staff support or resource access when and where the digital literacy need emerges. A variety of data-driven methods are employed to assess space usage, services, and collections on the Spartan Floor. Some or all of these services, spaces, and methods can be recreated by libraries interested in supporting digital literacy for their populations.

Introduction

“If we teach today as we taught yesterday, we rob our children of tomorrow.”

– John Dewey, *Democracy and Education*, 1916

Since John Dewey, librarians and educators have concerned themselves with advancing classroom and educational technologies that enhance knowledge transfer and help teach the skills students require for successful careers and lifelong learning. Recently, libraries have invested money, space, and staffing in offering users access to a breadth of technology tools, both hardware and software. Library efforts to support the digital literacy skills needed to effectively utilize these technology tools have received less investment. In order to improve and support the

technology skills students must have to leverage the latest tools available, San José State University (SJSU) developed a suite of services and spaces specifically designed to enhance digital literacy in our users. This suite includes frontline technical support at a device checkout desk, a technology trainer and designated technology training space, content creation support, and technology-integrated study spaces that promote rich collaboration and information sharing. Preliminary assessments of these services and spaces, which make up an entire floor of the library designated the “Spartan Floor,” are positive and indicate users would benefit from their expansion in other institutions.

Digital Literacy Needs

It is not uncommon to find university libraries that lend a variety of technological devices, such as laptops and tablets, to their patrons (Holden & Hsieh, 2007). The lending of physical objects, of “nouns,” is what libraries traditionally do best. SJSU Library has offered a technology lending service since 2003. Over the last 10 years the library’s technology collection has grown and emerged as one of our most popular circulating collections. The use of this ever-evolving collection reflects the increasing importance and integration of technology into learning. This integration obviously includes hardware like computers, tablets, smartphones and Smartboards. It also includes software like Microsoft Office, Adobe Creative Suite, SPSS (Statistical Package for the Social Sciences), and Learning Management Systems. SJSU Library, like many, offers access to these tools through physical lending or online access.

Perhaps less obvious are the activities, or “verbs,” these technology tools enable – communicating, collaborating, discovering, creating, remixing, presenting, gaming, sharing –

that are also integral to college-level assignments in many disciplines. Library support for technology as a verb, rather than as a tool, is less common. Unlike established information literacy programs built on frameworks and rubrics published by national academic librarian organizations, digital literacy struggles to find a place in the library. From our own observations and discussions, occasional workshops, basic online tutorials, and software manuals are the most frequently tried methods of delivering digital literacy to academic library populations. The 2013 ALA Digital Literacy Task Force report *Digital Literacy, Libraries, and Public Policy* (2013) provided few concrete examples of digital literacy instruction in academic libraries, focusing instead on the use of Web 2.0 technology to provide information literacy instruction. A lack of analysis regarding digital literacy instruction or strategies in the academic library indicates this area requires further development.

This likely reflects both a lack of skill amongst librarians and a lack of verifiable interest in library users. These two deficits potentially create a circular cause-and-effect pattern wherein students and faculty do not see the library as a place for digital literacy support and so library employees are never asked for such information. Librarians often base professional development goals on noted trends in their institution's needs, so if a librarian receives no digital literacy questions they will likely see no reason to increase their own knowledge in the area, thereby perpetuating the lack of digital literacy support. This pattern leaves faculty with few resources to recommend to students and leaves students with no place to turn for digital literacy support and instruction. SJSU Library began to recognize this issue after opening a laptop checkout service in early 2003. Students frequently sought help with hardware and software issues from staff members at this service desk, who could offer limited resources for assistance. The larger

conversation that emerged amongst these staff members, reference staff and liaisons librarians culminated in the creation of the “Spartan Floor” – an entire floor of the library visibly dedicated to addressing the technology and digital literacy needs of the SJSU community.

The Spartan Floor

The Spartan Floor, named after San José State University’s Spartan mascot, represents a suite of services and spaces designed to promote digital literacy in the university library. This happens through the use of formal and informal knowledge transfer - dedicated training sessions, integrated collaborative technologies – in spaces strategically collocated so that students have staff support when and where the digital literacy question emerges. The Spartan Floor has evolved over time and continues to be improved and refined based on continuous assessment and new trends in libraries. Some or all of these services and spaces can be recreated by libraries interested in supporting new literacies for their users.

Student Computing Services

SJSU Library opened Student Computing Service (SCS) over 10 years ago with a small PC laptop collection. Today SCS checks out over 500 PC laptops, MacBook and iPads. Students have the option of borrowing devices for one week or four hours, with one-week checkout being the most popular option. Annual circulation for this collection was a little over 100,000 checkouts in 2014-2015. SJSU Library’s 900,000+ item circulating print collection in the same period received 24,788 checkouts. SCS also provides access to graphing calculators, chargers, adapters, raspberry pis, and special technology requested by faculty for specific courses. The SCS service desk is staffed by student assistants, overseen by one full-time employee. Although

the university has a central IT Help Desk, staff at SCS routinely provides frontline hardware and software technical support to users. This may be attributed to SCS's extended evening and weekend hours, its central location to major group work and study areas, and the willingness of SCS staff to provide immediate in-person troubleshooting. The need for more in-depth support and technology training became apparent through analysis of SCS question logs over the last few years.

Student Technology Training Center

The Student Technology Training Center (STTC) was opened in 2014 to address digital literacy gaps identified through SCS question analysis. STTC is strategically located next to SCS in the middle of the Spartan Floor and is staffed by a dedicated Student Technology Training Coordinator and SPSS student peer mentor. The space and funding allocations for the STTC were part of a gradual shift of the library's priorities from under-used print collections to more technology-focused services. The coordinator and peer mentor provide one-on-one consultation with students to develop technical proficiencies required to complete assignments or achieve learning goals (faculty and staff are also welcome). The coordinator offers email assistance and bi-weekly software workshops on Adobe Creative Suite, Microsoft Office, SPSS and various other software programs available from the library or university. The coordinator also works with faculty to design in-class presentations or small group workshops supporting specific assignments that rely on software programs, most commonly SPSS and Excel. To promote STTC's services, the coordinator attends campus events, assists in information literacy sessions and works closely with campus committees. Feedback from students is obtained through post-workshop debriefs, student committee work and faculty outreach.

Integrated Technologies

To assure students have access and exposure to academic and collaborative technologies in order to enhance their skills independently, the Spartan Floor offers integrated self-serve technologies throughout the space.

Mediascapes with booth seating allow large groups of students to work together with up to four laptops, tablets and/or smartphones connected to one shared screen, as seen in Figure 1.

Switching between devices is seamless and with the tap of a button, one student's personal screen is visible for everyone in the group to observe. Students have been observed reviewing training videos, attending virtual conference and enjoying movies in the same space.



Figure 1. A large student group using the mediascape on the Spartan Floor

The touchscreen table surrounded by lounge chairs creates an opportunity for four users to inhabit the same space while working independently with an innovative technology. Unlike the mediascapes, where students have to take turns operating the screen, the touchscreen table allows for students to work simultaneously with the screen divided up into quadrants, as demonstrated in Figure 2. Users can arrange images, create presentations, edit documents, or surf the web on the touch screen.



Figure 2. Students work simultaneously on the touchscreen table

A large captureboard makes it possible for students to write notes, draw graphs, or make detailed drawings on a whiteboard-like surface that can be saved via USB. Users can also connect a laptop through the USB port to project images on the captureboard as a base for their whiteboard

work (see Figure 3). The captureboard is currently an experimental addition to the 25+ heavily-used analog whiteboards scattered across the floor.

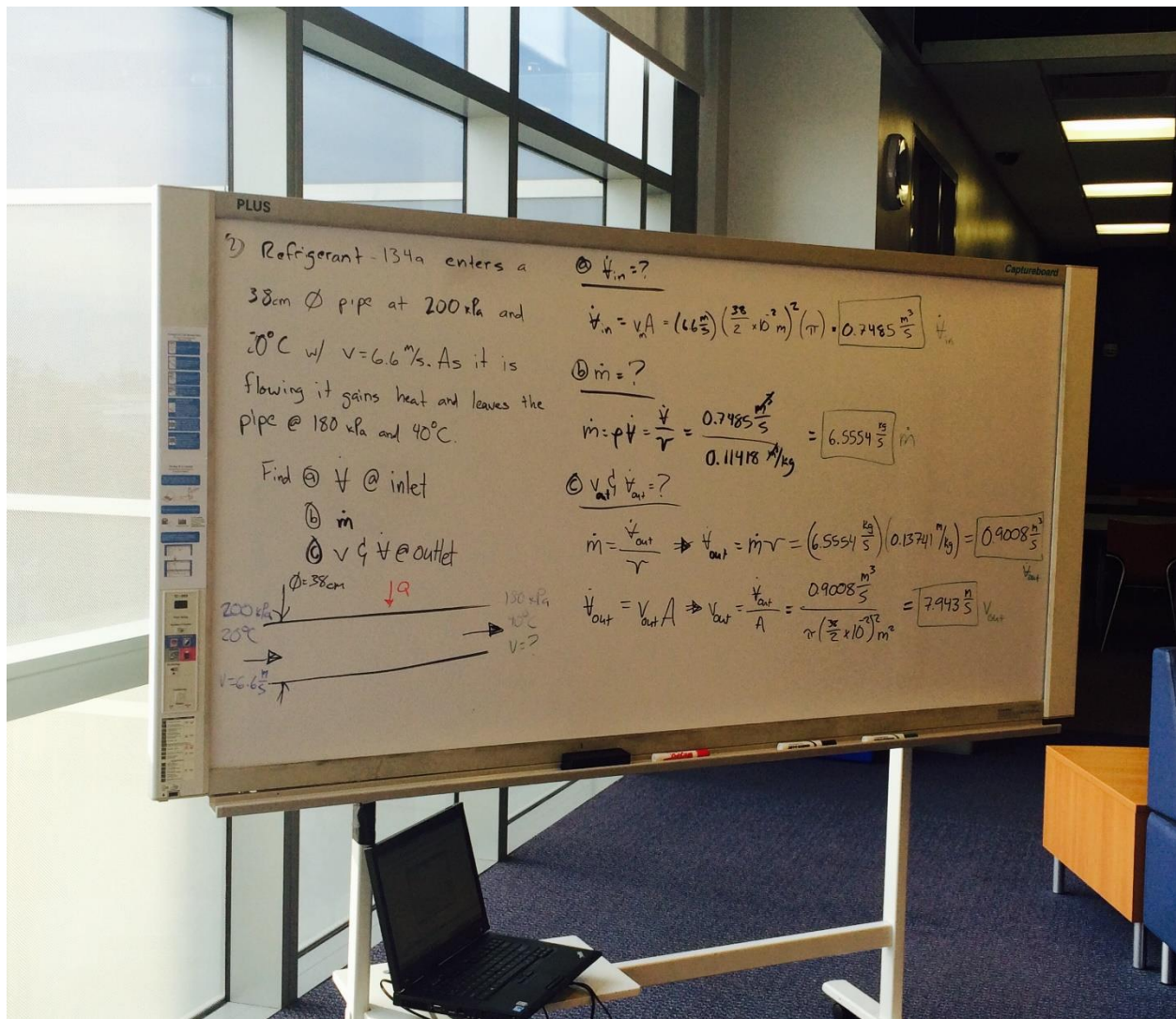


Figure 3. Engineering calculations on the captureboard with laptop attached

A six-screen video wall is available for student exhibits, faculty lectures, or community events like football games or movie nights and is prominently displayed in the middle of the Spartan Floor's main wall (see Figure 4). In other areas of the floor two digital signs displaying promotions from the library and campus organizations make the space more colorful and

interesting. SJSU's Associated Students organization regularly requests use of the screens to advertise their events, initiatives, and elections.



Figure 4. Students gather around the Spartan Floor video wall to watch the World Cup

Creative Media Lab

Frequent requests for high-end hardware and software items students could not afford or did not have access to led to the development of a Creative Media Lab (CML) on the Spartan Floor. With input from faculty, students, and librarians the CML was equipped with high-end Macs running ProTools, Logic Pro X, GarageBand, and Audacity (audio station); Cinema 4D, Final Cut Pro X, Compressor, Adobe Creative Cloud and Toast (video station); and a PC

gaming/animation station loaded with GameMaker Suite, Maya, and ZBrush. Additionally, a 65-inch screen was added to the CML for reviewing final products – although watching anime and playing video games is another popular use for the big screen.

Assessing the Spartan Floor

SJSU Library employs a variety of data-driven methods to assess usage of the Spartan Floor. Circulation statistics for the technology collection in SCS have grown consistently since the establishment of the service. As previously stated, annual circulation for this collection far surpasses print collections. Student assistants staffing the SCS service point perform double duty as frontline hardware and software support, easing the technical question burden at our Reference Desk. Using Gimlet statistics collection software, SCS student assistants logged 4,216 encounters involving technical questions from patrons during just the Spring 2015 term. These questions ranged from wi-fi connectivity issues to inquiries about using the campus Learning Management System for the submission of class assignments. The high number of technical transactions occurring at this desk, representing a broad spectrum of digital literacy issues, indicates a significant need for such support in the library's learning spaces. By combining device checkout with technical assistance, SJSU Library fully leverages space and staffing in the most popular study area in our building.

Transactions logged in Gimlet are also used to assess and improve services in the STTC. For the same term (Spring 2015), 170 transactions were logged for the STTC, in addition to the dozen workshops provided (see Table 1). These 170 transactions are much different in scope and complexity than those logged at SCS.

Spartan Floor Location	Question Count Spring 2015
Student Computing Services	4216
Student Technology Training Center	170

Table 1. Comparison of Student Computing Services (SCS) and Student Technology Training Center (STTC) question counts for Spring 2015

Using the Gimlet software, STTC staff ranked question complexity, duration, tagged various applications and resources involved in answering the question, and frequently described the question and answer provided during each transaction. An analysis of these factors in the STTC questions show that each of these interactions represents in-depth, resource-rich digital literacy sessions with individuals or small groups of students. As Figure 5 illustrates, the average interaction between the Student Technology Trainer or SPSS peer mentor and a patron was 53 minutes. No transaction was shorter than six minutes. Twenty transactions were logged as 120+ minutes. Interactions included requests for help with Excel macros, SPSS data analysis, and using GarageBand.

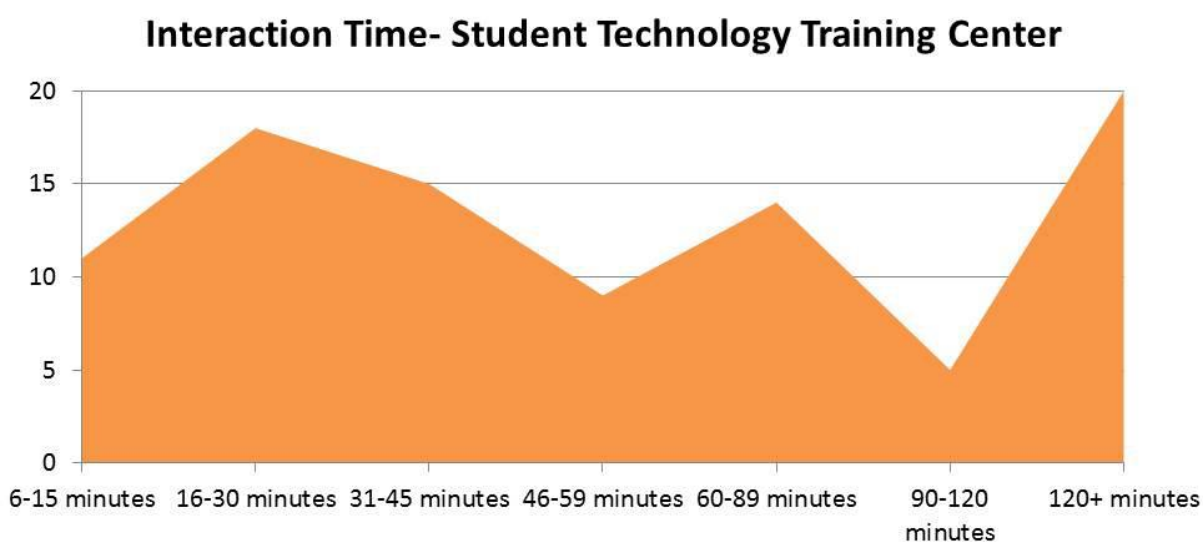


Figure 5. Graph of transaction duration at the STTC service point for Spring 2015

In many ways, the descriptions of STTC transactions mirror complex reference questions at our traditional Reference Desk, addressing the application of software tools to research and coursework rather than the discovery of research and writing resources. As the Fall 2015 term nears its end, STTC has surpassed the 170 transactions of last term and increased workshop attendance. Additionally, faculty from various academic departments have approached the Technology Training Coordinator for in-class demonstrations of survey design and data manipulation in SPSS. Word of mouth by both librarians and students that have received help at STTC continues to increase the demand for this service.

Conclusion

San José State University's Spartan Floor represents a technology-integrated learning environment where spaces, services, and collections promote and support digital literacy in our users. Dedicating staff to training patrons on the technology devices and resources offered by the library, at the point of need, allows users to more fully realize their educational value and gain necessary technical skills. The library's contribution to digital literacy is expanded with a new emphasis on supporting the activities students engage in with these technologies rather than simply focusing on access to the tools themselves. Thorough analysis of service point transactions and circulation statistics, along with user input, allow the library to grow and evolve the Spartan Floor to better meet user needs.

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Biographies

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Christina Mune, MLIS, is the Information Technology Service Director at San José State University Library where she oversees Library IT, Discovery & Web Services, Student Computing Services and the Technology Training Center. She previously served as SJSU's Digital Initiatives Librarian and Open Access initiative coordinator and as an archivist at UC Berkeley. Her research interests include digital literacies, online learning and ebooks.

Sharon Thompson

Student Technology Training Coordinator, San José State University

Sharon Thompson is the Student Technology Training Coordinator for the San José State University Library, which includes teaching software skills, providing technical consultations and promoting the use of collaborative and creative technologies to students. She has worked on technology and digital literacy integration into library spaces for the last few years.

