

DRAFT VERSION 1.3

User Research Report

Campus Libraries Facilities Masterplan

University of Wisconsin, Madison

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Introduction

Master Plan Purpose

In the fall of 2015, UW-Madison Campus Libraries selected a consultant team to complete a Facility Master Plan to transform their physical identity. Consolidating collections and services, shifting space uses, and creating a more user-centric experience for their patrons are key to transforming inefficient, ineffective spaces into assets that will support the mission and vision identified for the University. There are over 40 library locations across campus, ranging in size from small rooms to multi-story buildings with collections numbering in the millions. Factors such as the digitization of collections and the increasing use of technology; changing pedagogies and research methods; and the de-centralization of staff and services are but a few factors in their decision to undertake several initiatives to consolidate, reorganize, and transform the libraries for the 21st century.

Master Plan Process

Following the state standards for developing Master Plans, the project is divided into five phases; groundwork, understanding & visioning, planning & prototyping, recommendations and project completion. This Interim Report serves as a collected recording of the engagements and analysis from this process through the end of the understanding and visioning phase.

In order to understand the current state of the campus libraries, the master plan team visited the campus three times to conduct a series of listening sessions, focus groups and user workshops. Alongside campus engagement, the master planning team assessed the current spaces, analyzed current programs and usages, and benchmarked against peer institutions. This leads to the determination of space program recommendations and a series of potential alternative scenarios of differing space distribution approaches and associated costs.

General Background and Context

2.1 UW-Madison Campus Libraries History and Summary

The UW-Madison campus libraries are located in over 40 locations on campus and range in size from small reading rooms with a few hundred books to major research collections containing several million titles in multiple formats. With the exception of single department reading rooms, most campus libraries have their holdings listed in the shared online catalog and participate in other library services such as lending and document delivery. This study will focus on the GLS libraries that report to the Vice Provost for the Libraries and the Professional libraries that report to their college deans: Law, Health Science, Education and Engineering.

2.2 Previous UW-Madison Campus Libraries Planning Efforts

Prior to the initiation of the Facility Master Plan, the Libraries completed several planning efforts that will inform this project.

The first effort undertaken was “A Vision for Knowledge through 2020” that identified strategies to transform the library enterprise to become an essential partner in the academic success of the University.

In 2012 the Libraries issued a Campus Collections Plan, responding to the teaching and research needs, both current and future. Following this effort, a Consolidation Report was issued in 2015 which sets a path for the transformation of the libraries and is discussed further in Section 3.1 below. The committees behind these planning efforts; Library Consolidation Working Group, Library Space Planning Committee and the Space Planning and Shelving Group, have been engaged in the Master Plan process to ensure coordinated outcomes.

People and Programs Analysis

3.1 UW-Madison Campus Libraries Strategic Plan and Goals/Objectives

The UW-Madison campus libraries have embarked on a number of initiatives to meet the changing needs of their patrons and staff while staying aligned with the university's vision and mission. The UW-Madison Libraries Vision for 2020 seeks to "transform the library enterprise to become an essential partner in the academic success of the university." Along with the Strategic Framework outlined in 2014, there is a concerted effort to promote research, teaching, and learning with investments in expertise; capitalize on efficiencies to strengthen services; and provide more accessibility to materials through digital and physical means. Since 2015, the Consolidation Working Group has assessed individual libraries' capacity for consolidation in an effort to improve services and densify its spaces. Finally, the Service Delivery Framework also proposes densification with fewer spaces to shift staff focus towards providing more interactions with patrons and less maintaining the space.

3.2 Organizational Framework

3.2.1 General Administrative Structure (simplified org chart)

The Libraries' organizational chart (at left) reflects a vertical structure, with departments focused on Collections, Public Services, Technology and Data Services, and Administration.

3.2.2 Patrons (characteristics, demographics, historical data and future projections)

The following three tables provide insights to current and future enrollments by student level, school/college, and gender/ethnicity.

Table 1: Student and Faculty Headcount from 2011 to 2015, including 6 and 12 year projections

Headcount (a)	Student and Faculty Headcount					Projected	
	2011	2012	2013	2014	2015	+ 6 years	+ 12 years
Undergraduate	28,737	29,118	29,504	29,302	29,580	30,418	31,257
Special	1,630	1,745	1,815	1,987	2,082		
Graduate	9,470	9,384	9,430	9,445	9,247	8,965	8,682
Clinical Doctorate	2,604	2,573	2,526	2,459	2,480	2,397	2,315
Total	42,441	42,820	43,275	43,193	43,389		
Percent Undergraduate	67.7	68	68.2	67.8	68.2		
Percent Graduate	22.3	21.9	21.8	21.9	21.3		
Percent change in Undergraduate enrollment	-0.01	1.33%	1.33%	-0.68%	0.95%		
Percent change in Graduate enrollment	-0.19%	-0.91%	0.49%	0.16%	-2.10%		
Percent change in Clinical Doctorate enrollment	2.04%	-1.19%	-1.83%	-2.65%	0.85%		
Faculty FTE	1,986	2,039	2,057	2,085	2,064		

Notes:

(a) Beginning Fall Semester

(b) Beginning Academic Year

The above table indicates student headcounts for the previous five years. For the purpose of this Master Planning project, future student enrollment rates and demographics are assumed to mirror current figures.

USER RESEARCH FINDINGS

From November 2016 to February 2017, brightspot strategy engaged UW-Madison library patrons and staff to uncover key insights into patrons' current behaviors and future needs. Through a series of engagements, the brightspot team interacted with undergraduates, graduate and professional students, faculty, library and academic staff, and public patrons. A summary of the engagements and number of participants is listed below:

- Tours—17 library locations each tour lasting between half an hour and three hours
- Interviews—Six library leaders, five campus leaders
- Meetings/Workshops—Three library committees, seven faculty members, ten graduate/professional students, 12 library staff, nine academic staff, one staff UX workshop, and four Thematic Visioning Workshops with library representatives from all libraries in scope
- Town Halls—16 undergraduates, 50+ library staff, two student community members, and two public patrons
- Surveys—250 faculty respondents

Overall Characteristics

In addition to patron-specific insights, four key insights arose from the engagements that stretched across patron groups.

1. Differences across disciplines impact how and where patrons conduct research and scholarly work.

- Students and faculty in STEM frequently cited labs and offices as preferred physical locations for their day to day activities whereas those in Arts & Humanities cited the libraries and offices as their laboratories.

2. Patrons feel a greater sense of community and identity at smaller, subject-specific library locations.

- Students and faculty claimed that smaller library locations facilitated building relationships with staff as well as orienting them to spaces and collections.

3. Patrons are eager to see the libraries improve through greater access to amenities and shared resources.

- Specifically, patrons expressed a need for greater access to power, as well as a desire for access to food and drink. Requests for more comfortable and/or flexible furniture were common.

4. Patrons are often confronted by the physical inaccessibility of library spaces and expect the libraries to remediate this in the future.

- The topic of physical accessibility to spaces, services, and collections was discussed with great concern for the current state and excitement for the future.

On the following pages, the four sections describe patron-specific key insights.

- Undergraduates
- Graduate and Professional Students
- Faculty
- Public Patrons

More details can be found in the Appendix.

USER RESEARCH FINDINGS

UNDERGRADUATE STUDENTS

Engagement

- Town Hall with 16 participants
 - Intercept Interviews conducted in six campus locations
1. Undergraduates use the libraries as a de facto office—a space where they are expected to study and work towards their academic success.
 2. Undergraduates strongly associate the libraries with quiet spaces for study and thus are hesitant to use library spaces for collaborative study if they feel they will disturb others.
 3. The library is a communal study space for undergraduates who find that working alongside their peers is motivating.
 4. Undergraduates choose library locations based on convenience factors. Those factors may include the location of the library, proximity to other amenities, and the hours of operation.
 5. The academic calendar will drive undergraduate students to seek out quiet study space and support wherever they can find it.

GRADUATE & PROFESSIONAL STUDENTS

Engagement

- Focus Group with 10 participants
 - Student Community Focus Group with 1 graduate student
1. While graduate students have access to shared office space to complete individual work, they depend on library spaces for various teaching activities, such as consulting with students.
 2. Graduate students choose library locations based on the resources they provide. Those resources may include the types of spaces, collections, staff expertise, and general culture of that library.
 3. In addition to providing quiet study spaces, graduate students also view the libraries as places for collaborative study spaces; however, they may be more likely to default to quiet even in spaces designed for collaborative work.
 4. The variation between graduate, professional, and PhD student programs requires these students to access different types of spaces to accomplish their work.
 5. Similar to faculty and influenced by discipline, graduate students noted a preference for immediate access to physical collections.

More details can be found in the Appendix.

USER RESEARCH FINDINGS

FACULTY

Engagement

- Survey with 250 respondents
 - Focus Group with seven participants
1. For faculty, the libraries are a source of inspiration and motivation, and are symbolic reminders of their colleagues' scholarly work.
 2. Although equipped with office space, faculty often turn to the library to avoid distractions in order work and, thus, seek out quiet, individual spaces.
 3. Faculty are digital first; however, disciplines influence how frequently they use physical locations and collections.
 4. Faculty are consistently satisfied with the physical service interactions they have but are often frustrated by the digital ones.
 5. Despite inevitable changes, faculty maintain the same level of expectations with regards to spaces and services that they formed from their first interactions with libraries.

PUBLIC PATRONS

Engagement

- Town Hall with two participants

During discussions with two public patrons at an open Town Hall event, it was revealed that:

1. Public patrons use the libraries to conduct research and access resources that have not been made available to them elsewhere.
2. UW-Madison librarians have been instrumental in helping public patrons progress with their research.
3. Public patrons are unaware of additional library services beyond access to resources and spaces.
4. Public patrons value the relationships they build with library staff in the advancement of their work.

More details can be found in the Appendix.

USER RESEARCH FINDINGS

3.2.3 Employment (number, types, future projections, office requirements)

From November 2016 to February 2017, brightspot strategy engaged UW-Madison library staff to uncover key insights into current staff behaviors and future needs. A summary of the engagements specific to staff insights and the number of participants is listed below (note: this list includes several of the same engagements listed in the previous section. Patron-only engagements have been explicitly excluded from this list):

- Tours—17 library locations each tour lasting between half an hour and three hours
- Interviews—Six library leaders, five campus leaders
- Meetings/Workshops—Three library committees, 12 library staff, nine academic staff, one staff UX workshop, and four Thematic Visioning Workshops with library representatives from all libraries in scope
- Town Halls—50+ library staff

LIBRARY STAFF

1. Library staff both want and need collaborative work environments to be more effective and connected to their colleagues.
2. During renovations, patron spaces have historically been prioritized over staff spaces; the Facilities Master Planning project is an ideal opportunity to reconsider staff space needs.
3. Library staff at satellite library locations often sacrifice time and energy to collaborate with colleagues at centralized library locations.
4. Partnerships complement library staff roles and responsibilities while promising robust services to patrons.
5. Library staff engage in a variety of activities and require flexible, differentiated spaces in order to successfully accomplish their tasks.

More details can be found in the Appendix.

PROGRAMS & SERVICES

3.2.4 Programs/Services

In order to assess the current state of services within the Libraries, the brightspot team met with the same user groups mentioned in Section 3.2.2 of this report. Additionally, findings were discussed and vetted with both the Steering Committee and Working Group during in-person meetings and workshops.

Currently, although services offered by the Libraries are valued by patrons, many service points and offerings remain hidden and less accessible than desired by users. In order to increase the value and efficiency of services, the Libraries are looking to adopt a new service delivery model that will prioritize interactions over space maintenance.

The following five key insights highlight the current state of services at the UW-Madison Libraries.

1. Research services remain hidden and less developed than teaching and learning services, which are more evident throughout the libraries.
2. UW-Madison Libraries are in the process of adopting a new service delivery model to more effectively and efficiently address patron needs with existing or fewer staff.
3. Certain types of spaces are valued as a service by library patrons and are drawing people into library spaces.
4. Library staff expertise is highly valued and appreciated by all types of patrons.
5. Partnerships with non-library entities are a proven success.

More details can be found in the Appendix.

3.2.5 Program/Services Prioritization and Programs/Services Targeted for Growth or Reduction

Brightspot conducted four separate Thematic Visioning Workshops, dividing the libraries up into the following categories for the purpose of informed discussion: STEM, Patron-Specific, Social Sciences, and Arts and Humanities / Special Collections and University Archives. For each workshop, there were between seven to ten senior library staff members representing each one of the libraries covered in the scope of this project.

Each group discussed and agreed upon five images that represented the current state of their libraries and four that represented the future. Additionally, the groups highlighted key elements pertaining to collections, spaces, services, and partnerships that should be maintained or developed for their libraries in the future. (Full results for both activities can be found in the Appendix.)

Of note are the following characteristics across library groups that were identified as either required or requested in order to ensure success in the future:

Art and Humanities Libraries / Special Collections / Archives

- Collections: Physical access to collections, as well as security and climate control for sensitive and valuable materials
- Spaces: Exhibition and event space
- Qualities: Visible service points
- Services/Partners: Continued DoIT presence; IT support; and filming and recording technology; Research Data Services

Patron-Group Specific Libraries

- Collections: Access to reserves; some libraries require physical access to collections
- Spaces: Enclosed and private spaces for consultations and/or group work; exhibition space
- Qualities: Centrally-located service point, as well as a welcoming and accessible environment
- Services/Partners: Student support services (i.e. the Writing Center), as well as access to AV technology (filming, recording, and video conferencing)

Social Science Libraries

- Collections: Access to reserves; on-site access to physical materials is currently necessary for Social Work (but could be digitized in the future); Business requires on-site access to digital materials
- Spaces: Enclosed and private spaces for consultations; lab space for graduate students
- Qualities: Convenient and immediate staff support
- Services/Partners: Computer terminals with specialized software; DoIT; and IT help

STEM Libraries

- Collections: Access to reserves; on-site access to physical materials is necessary for Math and Geology; other libraries require on-site access to digital materials
- Spaces: Enclosed and private spaces for consultations and/or group work; exhibition and event space; instruction and lab space; TA and faculty advising space
- Qualities: Visible service points
- Services/Partners: Computer terminals with specialized software; IT help; AV technology (filming, recording, and video conferencing); Research Data Services

High-level findings from the workshops have been synthesized and summarized below:

The future of the UW-Madison Libraries requires a shift from serving as a repository for books to a campus hub providing exemplary services. Library leadership has recognized this critical need to prioritize space for people and services. To be sure, the future state of services at UW-Madison libraries must start with a strong internal structure. With that in place, the libraries may begin to offer more accessibility to materials and expertise; more interdisciplinary services through strengthened partnerships; and more flexible and diverse spaces in which to promote research, teaching, and learning.

The following five key insights highlight the future direction for services at the UW-Madison Libraries.

1. Delivering exemplary services requires the libraries to build a strong internal foundation that connects staff more fully to one another.

- In expressing their vision for the future of their libraries, staff discussed the need to be less siloed and more connected to one another, working together towards common goals. A desire to be more organized and centralized was noted, as well as the ability to be adaptable and flexible to accommodate change. Such strengthening of the internal structure would allow staff to deliver a seamless experience for their patrons.

2. Offering more accessibility to both materials and expertise requires increasing the visibility of both while also maintaining the strong sense of community the libraries have worked hard to develop.

- Certain disciplines will require the immediate accessibility of their materials, such as Math, while others depend on the browsability of their collections for research purposes, such as the humanities. Opportunities to digitize the browsing experience, and the success of the technology, remain to be seen; however, increasing the visibility of unique holdings, such as Special Collections and University Archives, will assist scholars in the research process while also setting UW-Madison apart from its peers. Continuing to foster a sense of community will encourage a sense of belonging for patrons and increase library usage. Such nurturing of their patrons is important to library staff as they see their role as instrumental in the research lifecycle.

3. Leveraging partnerships with academic departments and targeted student services will increase interdisciplinary learning opportunities.

- When entering into such arrangements it will be critical for the libraries to seek out those partners who share a core mission. Examples of existing partnerships to continue, and new ones to cultivate, include: tutoring and writing services, Research Data Services (RDS), grant writing support, IT support, and DoIT. Such partnerships will align the libraries to campus priorities, supporting collaboration between and among the disciplines.

4. Serving as a connector of people can also enhance collaboration to further support research, teaching, and learning.

- STEM library staff see the future of the library as a “facilitator” or “collaborative leader,” bringing together a diversity of people and disciplines in their research and work. Due to its interdisciplinary nature, the library is in the unique role to function as a coordinator, bringing patrons to one another within and outside the library ecosystem. Indeed, library leadership has highlighted the need for a global orientation, taking advantage of resources and expertise outside of UW-Madison.

5. Supporting new ways of teaching and learning requires offering new technologies and new types of spaces.

- Library staff recognized the urgent need to offer access to and support for new technologies, such as video conferencing, video/podcast studios, tech sandboxes, and other types of labs in which to experiment and produce work. In many cases, offering a new type of space is a valued service. Staff indicated that providing both variety and flexibility in spaces and seating is critical to supporting the fluid research, teaching, and learning needs of their patrons. Such flexibility can help them more easily adapt to changes in technology in the future. Staff also noted a need for spaces that (a) can accommodate large and small groups; (b) are available for short or long periods of time; and (c) serve multiple purposes.

Library leadership and staff envision a future in which all of the aforementioned priorities are enacted in service of inspiring discovery, creativity, and academic achievements. Ultimately, the library's role is to serve as an instrument for producing work, whether it's within the realms of research, teaching, or learning.

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USER RESEARCH FINDINGS

From November 2016 to February 2017, brightspot strategy engaged UW-Madison library patrons and staff to uncover key insights into patrons' current behaviors and future needs. Through a series of engagements, the brightspot team interacted with undergraduates, graduate and professional students, faculty, library and academic staff, and public patrons. A summary of the engagements and number of participants is listed below:

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- Town Halls—16 undergraduates, 50+ library staff, two student community members, and two public patrons
- Surveys—250 faculty respondents

Characteristics

In addition to patron-specific insights, four key insights arose from the engagements that stretched across patron groups.

1. Differences across disciplines impact how and where patrons conduct research and scholarly work.

- Different location preferences for conducting research and scholarly work emerged when looking across disciplines. Students and faculty in STEM frequently cited labs and offices as preferred physical locations for their day to day activities whereas those in Arts & Humanities cited the libraries and offices as their laboratories.
- Differences within disciplines also emerged throughout the engagements. Within STEM disciplines, for example, students and faculty interact with the libraries differently: both Math and Geology are unique among other STEM disciplines in their reliance on immediate access to physical collections whereas other STEM disciplines rely more heavily on access to up-to-date digital collections.

2. Patrons feel a greater sense of community and identity at smaller, subject-specific library locations.

- Students and faculty claimed that smaller library locations facilitated building relationships with staff as well as orienting them to spaces and collections. Librarians at smaller, subject-specific library locations were often cited by full name in both the Consolidation Survey and the Faculty Survey.
- Smaller locations with fewer staff may also convey a sense of staff and patron ownership over the space. During tours of the various library locations, librarians at Social Work, Physics, and MERIT decorated and arranged the spaces to create vibrant, welcoming areas for the patrons in their specific departments (e.g., displays of influential thinkers within the subject, student staff recognition, etc.).
- Another contributor to the immediacy and sense of community at smaller, subject-specific library locations may be a result of their location within their departmental building. Librarians at Geology, for example, described how the department frequently hosts events within the space and takes advantage of its proximity to students and faculty work areas and classrooms. This embeddedness within the department creates a natural community within the discipline.

3. Patrons are eager to see the libraries improve through greater access to amenities and shared resources.

- Access to food and drink was mentioned by students and faculty both as a way to create more inviting and comfortable places as well as a way to help fuel the creative process inherent in scholarly work and research. For many students and faculty, proximity to these types of amenities influences their decision to visit one library location over another.
- Greater access to power (e.g., outlets) was also mentioned by students and faculty as they think of the libraries' future. Students in particular were vocal that the abundance of outlets could denote collaborative work areas, improve how they conduct their research or work, and ultimately help them along the road to academic success.
- Patrons were also eager to see the libraries offer a variety of furniture to accommodate a multitude of activities that might take place in the libraries. Furniture, as noted in the Graduate/Professional Student Focus Group and the Undergraduate Town Hall, can help signal to patrons which spaces are designed for quiet/individual/communal/collaborative study. Students also noted that furniture can help the libraries feel more inviting to patrons who may otherwise feel intimidated or unwelcome at a University library.

4. Patrons are often confronted by the physical inaccessibility of library spaces and expect the libraries to remediate this in the future.

- In each engagement with patrons, the topic of physical accessibility to spaces, services, and collections was discussed with great concern for the current state and anticipation for the future. During the Graduate/Professional Students Focus Group, it was highlighted as a necessary priority for the libraries to increase accessibility in current spaces.

On the following pages, the four sections describe patron-specific key insights.

- Undergraduates
- Graduate and Professional Students
- Faculty
- Public Patrons

USER RESEARCH FINDINGS - UNDERGRADUATES

1. Undergraduates use the libraries as a de facto office—a space away from the distractions of their residential halls and student unions where they are expected to study and work towards their academic success.

- When undergraduates enter a library space, they do so with a sense of purpose and seek out spaces that limit distractions. Though they may have different definitions of distractions (e.g., some students find any form of talking to be a distraction while others thrive in a cafe-style setting with background chatter) the libraries were consistently spoken about as a place to accomplish work.
- Unsurprisingly, library staff notice the purposefulness in which undergraduates use the libraries and note that beyond spaces, the libraries also offer undergraduates the resources they need to be successful students: “Students don’t think of the library as the book place necessarily. They look at it as their de facto office space, for scanners, copiers, software. I’m going to my job to study and the library is the place for that. Students are feeling the crunch of where are we supposed to go now that spaces are being consolidated.” - taken from the Academic Staff Focus Group
- When asked during Intercept Interviews how the libraries’ spaces and furniture contribute to their academic success, undergraduates routinely cited the variety of spaces and furniture that can accommodate different activities. One student noted that by “providing a quiet place to study and a good place to collaborate,” the libraries are helping to address the demands of her academic projects.

2. Undergraduates strongly associate the libraries with quiet spaces for study and thus are hesitant to use library spaces for collaborative study if they feel they will disturb others.

- Undergraduates strongly associate the libraries with quiet spaces for study. When asked to describe the qualities of quiet space and then list their preferred quiet spaces on campus, the vast majority of responses were explicitly naming libraries or describing the types of spaces historically offered at libraries. Beyond all other campus locations, the libraries are expected to offer quiet study space.
- Furthermore, undergraduates have formed stronger associations with other campus spaces than with the libraries for collaborative study space. When asked the same question to describe features of collaborative study space and list their preferred collaborative spaces on campus, the libraries were rarely cited. More often, students cited unions, residential areas, and specialty buildings such as the Multicultural Center, Wendt Engineering Hall, and the Discovery Building.
- Important to note, however, is that the qualities undergraduates use to describe collaborative spaces go beyond spatial attributes. Several noted that in order for a space to be considered collaborative, there must be a tradition of use as such and social cues that signal to others its intended use. Students also noted that when spaces are lacking these two elements—even if they are designed to be used for collaborative study—they hesitate to use them for fear of disturbing or out of respect for their peers. One student wrote, “collaborative space is where there is no worry that talking will disturb others,” while another noted, “collaborative space can be pretty much anywhere as long as there’s not ‘quiet area’ signs...” If the libraries are first and foremost dedicated to quiet study space, undergraduates will willingly look elsewhere to find collaborative space.

3. The library is a communal study space for undergraduates who find that working alongside their peers is motivating.

- While undergraduates prefer to work in quiet spaces, they also prefer to work with or alongside their peers.
- This may be partially explained by their desire to see others working diligently as a way of motivating themselves. Students at both the Undergraduate Town Hall and through the Intercept Interviews, noted that surrounding one's self with hard-working peers inspires them to work equally as hard. One student noted that, "seeing other people [studying in the library] motivates me," while another mentioned "public productivity" as one way the libraries contribute to their academic success.
- When students were asked to describe spaces that contribute to their academic success, most undergraduates painted a picture of communal study: quiet or silent spaces with long tables and plenty of chairs.
- Observations of student behavior in library locations indicate that students prefer longer tables than small tables of four or less. Conversations with students led to the conclusion that they avoid intruding on others' personal space. The longer tables seem to provide ample space to spread out one's possessions, whereas the smaller tables of four or less do not provide enough personal space for students to feel at ease.

4. Undergraduates choose library locations based on convenience factors. Those factors may include the location of the library, proximity to other amenities, and the hours of operation.

- When asked "Why did you choose this library to study in today?" the majority of answers included a variation on convenience factors. These included responses such as "close to home," "close to class," and "hours fit with my schedule."
- Undergraduates also frequently cited the cafe area in College Library as a primary reason why they choose that library over other library locations. The proximity to food—especially food that is housed in the same building and doesn't require students to venture outside—is a strong motivator especially when students are prepared to "hunker down" and remain in the library for long periods of time.

5. The academic calendar will drive undergraduate students to seek out quiet study space and support wherever they can find it.

- Students, faculty, and library staff alike all noted that the libraries are packed with undergraduates during exam periods. Undergraduates at the Undergraduate Town Hall recalled having difficulty finding chairs and space to study and shared tricks they use to avoid missing out on coveted study space (tricks include visiting more obscure/hidden library locations and camping out in a space so that others cannot take it).
- When asked how the libraries could help with a course or research project, undergraduates responded that they need extra support during end of term projects and papers both from the libraries and their partners. Some specified that they always need help citing sources, editing their papers, or even help printing and presenting their papers or projects.

USER RESEARCH FINDINGS - GRADUATE & PROFESSIONAL STUDENTS

1. While graduate students have access to shared office space to complete individual work, they depend on library spaces for various teaching activities, such as consulting with students.

- When asked where graduate and professional students conduct research or other scholarly work, responses varied from libraries to departmental offices to labs to private apartments.
- Graduate and professional students discussed the need for more consultation spaces where they can privately meet with undergraduate students to discuss private or sensitive topics regarding their academics. During the Graduate/Professional Student Focus Group, participants suggested the libraries create more “private, comfortable, and reservable spaces [to meet] with undergraduates.” Currently, these Teaching Assistants / Teaching Fellows will use open study space at the libraries to host these potentially sensitive conversations or ask undergraduates to stop by their shared office. Neither option is appealing to graduate students given the need for privacy.
- Graduate and professional students also discussed using large group study rooms to host multiple undergraduates at a time. In these instances, they are looking for spaces large enough to host their groups and flexible enough to accommodate presentations and small group work.

2. Graduate students choose library locations based on the resources they provide. Those resources may include the types of spaces, collections, staff expertise, and general culture of that library.

- Compared to undergraduates and faculty, graduate students are more likely to visit multiple library locations rather than return to the same one time and time again. This may be explained by the purposefulness in which they visit libraries: students visit a library because they are in search of a particular space, looking to access a type of physical collection, or are referred to a specific library staff member. Some students in the Graduate/Professional Student Focus Group noted that the “vibe”—or general culture and aesthetic—of a library might outweigh that of another.
- Of those surveyed, 100% of graduate students reported that interactions with library staff always left them better off than where they started; in fact, of the graduate students who participated in the Focus Group, approximately 50% reported having a strong relationship with an individual library staff member who they turn to for support.
- In addition to spatial qualities such as noise level and activity support, graduate and professional students are also looking for spaces that limit their interaction with undergraduates. One popular example is the Graduate Room in Memorial Library. During the Intercept Interviews, several students recommended the libraries create more such places (as well as spaces specific to other graduate activities such as dissertation writing).
- Despite a greater willingness to choose multiple library locations, graduate students often find themselves returning to Memorial Library because of the variety and amount of spaces it hosts.

3. In addition to providing quiet study spaces, graduate students also view the libraries as places for collaborative study spaces; however, they may be more likely to default to quiet even in spaces designed for collaborative work.

- During an interview, one graduate student imagined the role that libraries could play in hosting academic student groups. She noted that some student groups are focused on more “serious” topics and that hosting meetings or events in the libraries would add gravitas to their discussions in a way that student unions or department spaces may not. Libraries are also more flexible with their spaces than department buildings and could provide more space than the shared graduate offices.

- Graduate students in the Graduate/Professional Student Focus Group also expressed their satisfaction with the Memorial Graduate Room but noted that often their peers default to quiet study. Developing clear indicators that a space is designed for collaborative work can give graduate students the permission they feel is needed to engage in these types of activities.

4. The variation between graduate, professional, and PhD student programs requires these students to access different types of spaces to accomplish their work.

- Whereas graduate students may engage in a combination of individual and collaborative work while in pursuit of a master's degree, doctoral students are more likely to be focused on individual work and require quiet—if not silent—spaces to work.
- Doctoral students were explicit in Intercept Interviews that the libraries should create an additional, segregated work area for students writing their dissertations.
- In touring the various professional school libraries, it is apparent from student activities and the furniture that supports them that the curricular differences between Law, Business, and Ebling are reflected in the libraries' spaces. Whereas Law and Ebling were largely focused on individual, quiet work space, Business offered more support for collaborative work.

5. Similar to faculty and influenced by discipline, graduate students noted a preference for immediate access to physical collections.

- During an interview, one graduate student strongly advocated for immediate access to the Math and Physics physical collections—primarily the textbooks and other reference materials, or reserves. According to this student and echoed from graduate students at the Graduate/Professional Student Focus Group, graduate students use these physical collections for quick reference but do not check them out. Having such materials close at hand is crucial for some departments whereas others can survive on book delivery or digital collections.

USER RESEARCH FINDINGS - FACULTY

1. For faculty, the libraries are a source of inspiration and motivation, and are symbolic reminders of their colleagues' scholarly work.

- For many faculty, the libraries have always been a source of knowledge and inspiration given their role as a curator of scholarly work. One faculty noted that he/she is “amazed at how many old books can be held in one’s hand” and that he/she “would continue to encourage physical—rather than digital—use of the library system here. This would be in the form of supplying [patrons] with beautiful rooms in which these old books form an integral feature.” - taken from the Faculty Survey

2. Although equipped with office space, faculty often turn to the library to avoid distractions in order work and, thus, seek out quiet, individual spaces.

- For STEM, Arts & Humanities, and Social Science faculty, quiet (including silent) and individual spaces rank most important above all other spatial attributes (see figure x.).

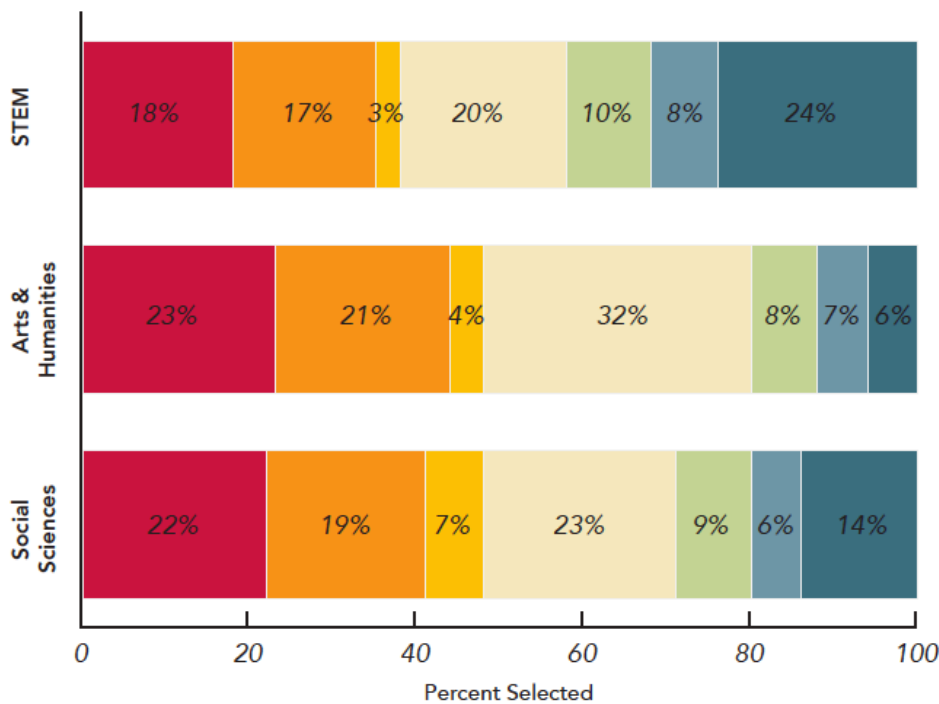
Figure x.

Source: Faculty Survey

Question: When I visit the library's physical location, I am most likely looking for the following types of spaces. (Check all that apply)

Legend

#	Answer	Color
1	Silent spaces with restrictions on noise	Red
2	Quiet spaces with limited noise, such as whispered conversations	Orange
3	Spaces with no restrictions on noise	Yellow
4	Spaces for individual work	Tan
5	Spaces for group work	Green
6	Other (specify)	Light blue
7	I do not work in the library's physical locations	Dark blue



- When asked to list spaces used for quiet work, faculty most often cited their department offices and library spaces. When asked to list spaces used for collaborative or group work, faculty rarely listed library spaces. Instead, they cited department spaces like lounges or conference rooms and specialty buildings such as the Discovery Building. One interesting characteristic of many of the collaborative spaces listed is proximity to food and beverage.
- Library spaces are also unique among other faculty spaces in that they prevent common distractions from impeding a faculty's motivation to work. Whereas department offices allow students and colleagues to easily access faculty, the libraries offer an opportunity for faculty to get "lost" and "hide" from those who may seek them out. One faculty member noted that "[a faculty carrel] gives [him/her] a place to think and write in silence, away from home, away from other users, and also away from [his/her] home department, which can be very disruptive. It gives [him/her] somewhere secure to leave all [his/her] belongings and work, but also make regular trips into the stacks as needed." Another faculty member said the faculty carrels "allow [him/her] to do nothing but research and writing, made possible by the silence and the ability to keep books and papers there. Plus it's in the heart of the library, steps from a ton of reference books and a short walk from a coffee show. It's one of [his/her] favorite places on campus; [he/she] wouldn't have finished [his/her] first book without it." - taken from the Faculty Survey.

3. Faculty are digital first; however, disciplines influence how frequently they use physical locations and collections.

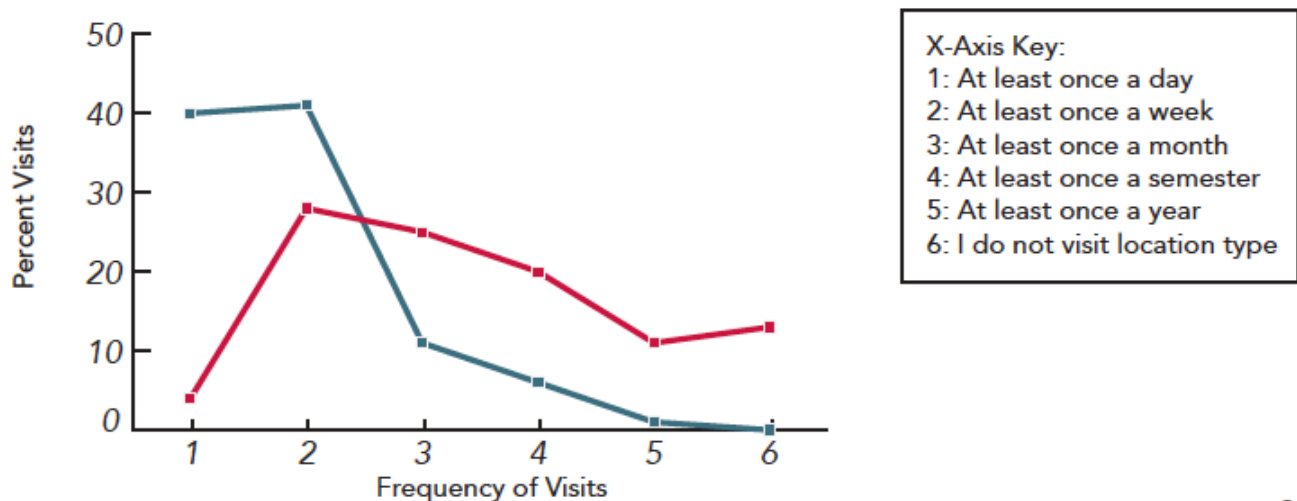
- Regardless of discipline, faculty who were surveyed reported visiting the library's digital presence more frequently than its physical locations (see figure vi.).

Figure vi.

Source: Faculty Survey

Question: How frequently do you visit a library's physical space and digital presence?

Legend: Red line = Physical Spaces, Blue line = Digital Presence



USER RESEARCH FINDINGS - FACULTY

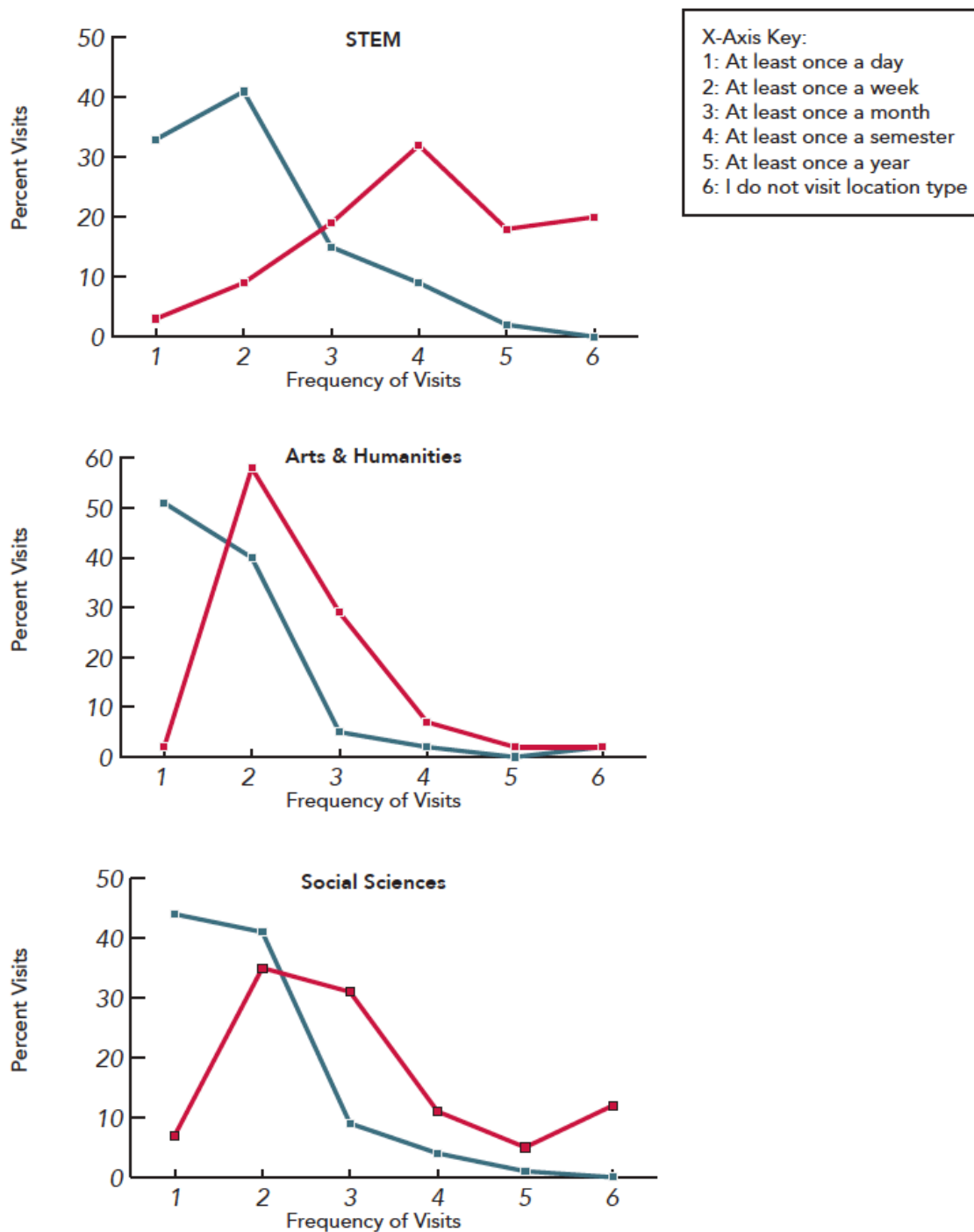
- When faculty do visit physical library locations, those from Arts & Humanities and the Social Sciences are more likely to frequent these locations more often when compared to faculty in STEM departments (see figure vii.).

Figure vii.

Source: Faculty Survey

Question: How frequently do you visit a library's physical space and digital presence?

Legend: Red line = Physical Spaces, Blue line = Digital Presence



- Faculty are often visiting physical library locations to access physical collections. For Arts & Humanities faculty in particular, the ability to browse through stacks and easily access collections contributes greatly to their success as researchers and scholars. Faculty from STEM and Social Science disciplines are less reliant on physical collections and rank access to digital collections as more important (see figure viii.).

Figure viii.

Source: Faculty Survey

Question: Rank the types of collections by importance to your academic work/research with 1 being the most important and 4 being the least important. Choose from physical collection, digital/electronic collections, special collections, or format irrelevant.

Categories	Importance of Collections Type			
	Most Important (1)	Important (2)	Less Important (3)	Least Important (4)
STEM	Digital (1.3)	Physical (2.3)	Special (3.1)	Format Irrelevant (3.3)
Arts & Humanities	Physical (1.6)	Digital (2)	Special (2.9)	Format Irrelevant (3.5)
Social Sciences	Digital (1.7)	Physical (2)	Special (3.1)	Format Irrelevant (3.2)
All	Digital (1.5)	Physical (2.1)	Special (3.1)	Format Irrelevant (3.3)

4. Faculty are consistently satisfied with the physical service interactions they have but are often frustrated by the digital ones.

- Faculty are likely to walk away from an interaction with library staff feeling better off than before.
- Many faculty applaud the professionalism and expert guidance library staff demonstrate with every interaction: “The staff is always very professional: knowledgeable, helpful, courteous, and patient.” - taken from the Faculty Survey
- Many of the comments regarding library services and positive library experiences explicitly named a librarian and the impact they have had on the success of that faculty member. In a library system as large as UW-Madison’s, identifying library staff by their full name demonstrates the strong relationships many faculty and staff have forged.
- Though faculty suggested ways to improve physical services, the majority of comments focused on improving digital services. Overall, faculty are eager to see more user-friendly and efficient digital services especially considering it is often the only interaction between faculty and the library.

5. Despite inevitable changes, faculty maintain the same level of expectations with regards to spaces and services that they formed from their first interactions with libraries.

- On average, Faculty Survey respondents reported a tenure of 11-15 years with outliers on both ends of the spectrum. In the span of a decade alone the libraries have undergone a number of changes prompted by advancements in technology, needs and make-up of the UW-Madison community, and organizational developments; however, in many respects faculty still maintain the same level of expectations they formed prior to all these changes.
- Faculty and staff alike noted in separate Focus Groups a stated “need” for speedy book delivery. The maximum amount of time patrons are willing to wait for delivery fluctuated greatly from person to person, discipline to discipline, and even from Focus Group to Focus Group. The large variation in time may be defined more as preference and expectation rather than need. Faculty are often accustomed to having immediate physical access to collections and while those collections have moved off-site or must be accessed through another school, faculty still expect to have immediate access.
- Similarly, faculty expect to be able to easily drop-off and pick-up books at any library location. Parking and inconvenient geographic locations were often cited as a nuisance in the Faculty Survey. One faculty member noted: “...suppose there were a centralized drive-through (or very conveniently located with easy free short-duration parking) facility for picking up books ordered for book delivery (shelf pulls) or ILL books—not necessarily attached to an existing library—open 24 hours (or at least until midnight every night). Memorial Library is certainly not quick and easy for picking up and dropping off books. And the problem with picking up books delivered elsewhere is that the library hours are too limited.” - taken from the Faculty Survey
- Faculty also expect the libraries to be a safe and secure—where they can momentarily leave their belongings while they search through the stacks. Of the faculty who have faculty carrels, having this enclosed space to store their belongings is incredibly valuable given how long they spend in the libraries.
- While collections have been digitized or moved off-site, many faculty still struggle with the concept of digital browsing and do not find it comparable to physical browsing. For many, the concept of consolidating collections not only means losing immediate access to them but also losing the ability to browse and discover new resources through browsing.
- Several faculty mentioned the appeal of food or drink options near library locations but hesitated to include these types of spaces in the libraries. This may stem from a traditional association of libraries with “no food or drink” policies to protect the collections.

USER RESEARCH FINDINGS - PUBLIC PATRONS

1. Public patrons use the libraries to conduct research and access resources that have not been made available to them elsewhere.

- Two public patrons in an interview reflected on their experiences at UW-Madison Libraries and stated that first and foremost they come to the libraries in search of resources and materials to support their research endeavors—whether for work or simply out of interest. Often the resources and materials they are accessing include physical collections, digital collections, and public access computers.

2. UW-Madison librarians have been instrumental in helping public patrons progress with their research.

- One public patron noted that without library resources, he would not have been able to progress his research and build connections with other researchers with similar interests. The libraries, in this way, helped introduce him to a topic and the researchers most involved in its exploration.

3. Public patrons are unaware of additional library services beyond access to resources and spaces.

- When asked if they used other library services such as workshops or consultations, public patrons were surprised that such services existed let alone were available to them.
- Both public patrons interviewed expressed interest in learning more about publishing and how the librarians could help them with citations and data management.

4. Public patrons value the relationships they build with library staff in the advancement of their work.

- As a result of forming these relationships, library staff consistently point them in the direction of where to find valuable resources for their research and often introduce patrons to resources they didn't know existed.
- Furthermore, these relationships make public patrons feel welcome, and encourage them to continue using library services. One patron noted that the librarian helped introduce him to other researchers and invited him to tour and use the library spaces. This personal introduction helped him feel included and established a strong relationship between him the librarian.

USER RESEARCH FINDINGS - STAFF

1. Library staff both want and need collaborative work environments to be more effective and connected to their colleagues.

- As the demographics and make-up of library staff continues to change, identifying opportunities to formally and informally connect staff to one another and develop relationships will enable the organization to deliver excellent support services. Offering more collaborative staff spaces such as lounges, conference rooms, and redesigning the layout of offices/desks can assist in enabling formal and informal interactions throughout the day.
- In an interactive survey conducted with more than 50 participants at a Town Hall for library staff, an overwhelming majority of staff agreed that they prefer to work collaboratively with their colleagues (see figure xi.) yet most staff do not feel connected to those colleagues (see figure xii.).
- Staff at the Law Library noted that they feel very connected to one another. Observations and tours revealed that their offices are situated in the same area of the library placing each department in close proximity to the others. Doors to offices allow staff the privacy they need while a shared staff lounge encourages informal gatherings and group work sessions.
- Staff at Memorial Library, on the other hand, noted they felt “disjointed” and that spaces seemed “neglected.” Observations and tours revealed that departments are spread across multiple floors and communal staff spaces are informally created and small in comparison to the Law Library’s staff lounge. Rather than encourage staff to make connections with one another, limited space and an abundance of materials effectively hide staff from one another.

Figure xi.

Source: “I Second That” activity from patron Town Halls and Focus Groups

Statement: I prefer to work collaboratively with my colleagues rather than on my own.

Legend: Green = I agree, Red = I disagree, Yellow = Not applicable to me

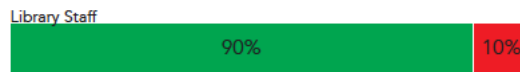


Figure xii.

Source: “I Second That” activity from patron Town Halls and Focus Groups

Statement: I feel connected to all library staff regardless of the physical location in which we work.

Legend: Green = I agree, Red = I disagree, Yellow = Not applicable to me



2. During renovations, patron spaces have historically been prioritized over staff spaces; the Facilities Master Planning project is an ideal opportunity to reconsider staff space needs.

- Staff noted that collections consolidation and space changes prompted by academic departments historically open conversations about improving the patron experience. At times, staff spaces have been condensed or eliminated in order to make room for patron needs as seen most prominently in Wendt Library. In both Town Halls and Focus Groups, staff voiced excitement to begin the process of rethinking their spaces and how they can transform to improve their work moving forward.

3. Library staff at satellite library locations often sacrifice time and energy to collaborate with colleagues at centralized library locations.

- The majority of staff meetings take place in Memorial, College, or Steenbock Libraries because they are centrally located when compared to other, smaller library locations and because they house a number of different meeting rooms with various capabilities. While hosting meetings in these three libraries is on average suitable to all library staff, staff located at more distant library locations may devote extra time trekking to and from a location for meetings or must relocate to one of the central libraries for an entire day but without the benefit of an office or touch-down space to hold their belongings.
- Several solutions were discussed in the Staff Town Hall and the Focus Groups:
 1. Establishing a remote conference calling system into each conference room so that staff at more distant library locations can remotely call into meetings and remain in their office.
 2. Provide more staff meeting spaces outside of Memorial, College, and Steenbock libraries to encourage staff to visit other library locations and learn more about the work of their colleagues.
 3. Create temporary touch-down spaces for staff visiting from other library locations to work out of on a short-term basis.
 4. Build more staff meeting spaces so that staff need not use a patron group study room.

4. Partnerships complement library staff roles and responsibilities while promising robust services to patrons.

- Partner services such as the Writing Center, DesignLab, and delivery services help enhance the patron experience but are also noted as complementing staff roles and responsibilities. These partners provide additional resources, people, and expertise that library staff rely on to help deliver services that meet patron expectations.

5. Library staff engage in a variety of activities and require flexible, differentiated spaces in order to successfully accomplish their tasks.

- Staff are either working independently or collaboratively and require spaces that accommodate both activities. In both activities, staff may require visual and aural privacy or the option to create barriers between work space and open space.
- Staff are also providing a variety of services to patrons that require specialized spaces. Liaisons, for example, may benefit from having their offices or consultations spaces to be located near main service points. Instruction spaces should also be flexible to accommodate staff meetings or patron activities when not hosting a class.

PROGRAMS & SERVICES

3.2.4 Programs/Services

In order to assess the current state of services within the Libraries, the brightspot team met with the same user groups mentioned in Section 3.2.2 of this report. Additionally, findings were discussed and vetted with both the Steering Committee and Working Group during in-person meetings and workshops.

Currently, although services offered by the Libraries are valued by patrons, many service points and offerings remain hidden and less accessible than desired by users. In order to increase the value and efficiency of services, the Libraries are looking to adopt a new service delivery model that will prioritize interactions over space maintenance.

The following five key insights highlight the current state of services at the UW-Madison Libraries.

1. Research services remain hidden and less developed than teaching and learning services, which are more evident throughout the libraries.

- Research gathered by brightspot indicates that research services lack visibility in library spaces although both patrons and staff alike recognize their value. Undergraduate students have commented that the libraries do not “advertise their services.” Opportunities to increase the visibility of these services should be addressed since all types of patrons have expressed their appreciation for in-person support. Indeed, the Steering Committee expressed an interest in integrating staff into public spaces during a discussion on library design trends.

- Currently, faculty are most likely to engage with library services when they are gathering information for their field of work or a different/related field of work as well as for teaching-related purposes (see figure xiii.). Looking across disciplines, engagement with library services differs slightly between STEM and Arts & Humanities with Social Sciences typically splitting the difference: STEM faculty are more likely to use the library when gathering information about a different/related subject and for organizing information and data whereas Arts & Humanities faculty are more likely to use the library for topic generation and assistance with publication and promotion.

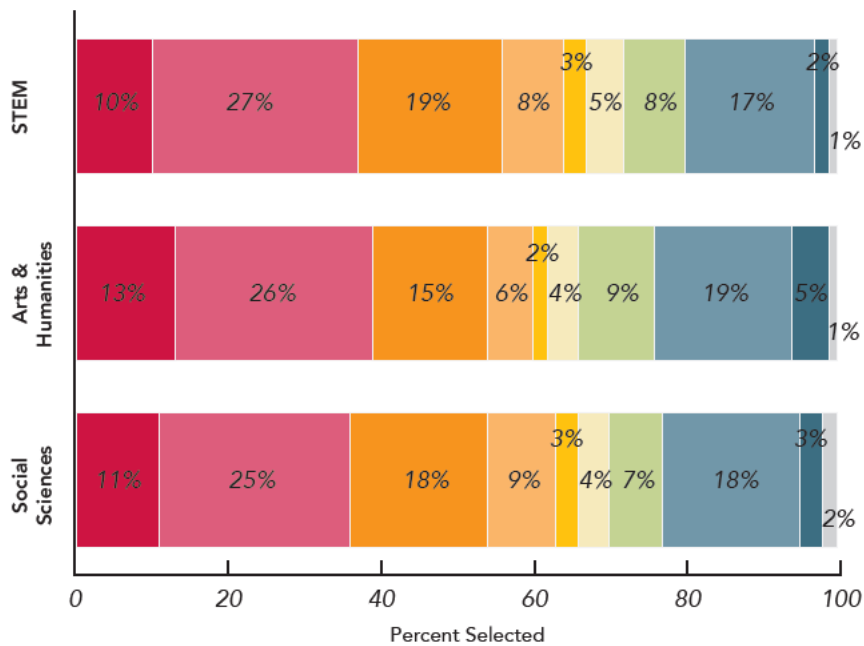
Figure xiii.

Source: Faculty Survey

Question: At which stage(s) of your academic work/research are you most likely to use library services?
(Check all that apply)

Legend

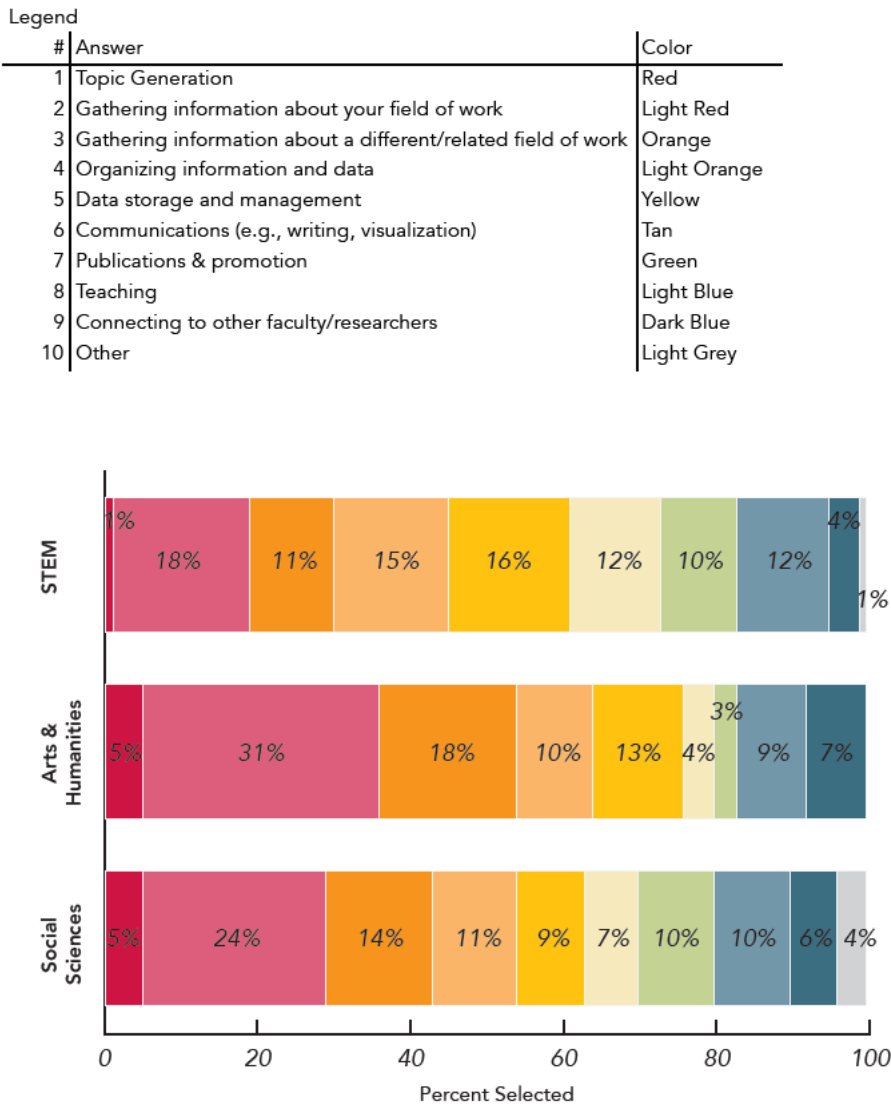
#	Answer	Color
1	Topic Generation	Red
2	Gathering information about your field of work	Light Red
3	Gathering information about a different/related field of work	Orange
4	Organizing information and data	Light Orange
5	Data storage and management	Yellow
6	Communications (e.g., writing, visualization)	Tan
7	Publications & promotion	Green
8	Teaching	Light Blue
9	Connecting to other faculty/researchers	Dark Blue
10	Other	Light Grey



PROGRAMS & SERVICES

- Unsurprisingly, faculty would like to see additional/improved library services that they are most likely to use currently such as gathering information for their field of work (see figure xiv.). Looking across disciplines, STEM and Social Sciences are eager to see additional/improved services in communications, publication and promotion, and data storage management whereas Arts & Humanities faculty are eager to see additional/improved services in gathering information about a different/related field and connection to other faculty/researchers.

Figure xiv.
 Source: Faculty Survey
 Question: At which stage(s) of your academic work/research would you like to see the library offer more/improved services? (Check all that apply)



2. UW-Madison Libraries are in the process of adopting a new service delivery model to more effectively and efficiently address patron needs with existing or fewer staff.

- The Steering Committee has noted the current opportunity for improving service delivery by developing a more unified approach. Indeed, leadership have indicated that the libraries' budget does not allow for the maintenance of all existing library spaces, and that some library staff could be better utilized delivering services rather than maintaining space. There are opportunities to repurpose staff and place them in front of patrons where they are both needed and wanted.

3. Certain types of spaces are valued as a service by library patrons and are drawing people into library spaces.

- Patrons value reservable rooms, group or individual, and want more of them. Such rooms require an improved reservation system that is seamless and easy to use. Indeed, offering certain kinds of spaces that require operational support should be categorized as a service. Such desirable spaces are potentially drawing people into the libraries where they will have the opportunity to interact with other services they may not have considered.

4. Library staff expertise is highly valued and appreciated by all types of patrons.

- In conducting user research, brightspot found that 100% of surveyed graduate/professional students, 88% of surveyed undergraduates, and 67% of surveyed faculty agreed that they find their interactions with library services leave them better off than where they started (see figure iv.). Indeed, 85% of surveyed library staff agreed that they are proud of the quality of services they deliver to library patrons. Faculty in particular expressed the value and usefulness of librarian expertise for their research needs. Additionally, undergraduates noted their appreciation for in-person consultations and librarians who visit their research-heavy classes.

5. Partnerships with non-library entities are a proven success.

- Moving forward, the libraries need to establish a clear direction and vision on partnerships to ensure alignment with university goals. As an example, the partnership with SOAR is expected to bring undergraduates into the libraries immediately at the start of their freshman year and familiarize them with library services. DoIT has noted positive results from their partnership with the libraries and would like to see more opportunities going forward. To that end, they require more flexible and mobile spaces within the libraries in order to achieve their goals. Library staff have expressed an interest in developing more partnerships with organizations that are aligned with the libraries on mission in order to help in the sharing of resources, such as the new partnership with the University Press.

KEY CHARACTERISTICS

Patron Group Libraries

	Spaces	Services	Partners
Similarities	Access to course reserves (near class rooms)	Coordinated services that centrally located	Departments using teaching spaces
	Access to more power		DoIT
	Display patron work		Partners who share a core mission
	Group study space (for 8-12 people)		Student service groups
	Inclusive spaces		Therapy dogs
	Patron-specific amenities (i.e. lockers)		
	Recording in classrooms and group study spaces		
	Staff support nearby		
	Tech sandbox		
	Video conferencing spaces		
Welcoming, accessible and secure spaces			
Differences	CCBC: physical access to materials (collection is non-circulating; patrons come to location)	CCBC: Distance education (already exists at Ebling & Law)	CCBC: tech company to provide children's book examination center
	College & MERIT: access to pick up and drop off for collections from other locations	College & MERIT: pick up and drop off services	College & MERIT: student groups
	College: 24 hour access to a variety of collections	Law: access hours from 7:30a-midnight	College: partner to create immersive space
	Ebling: electronic access		Law: primary vendors have dedicated space
	Law: access to books (lack of ebooks) for extended periods (hrs are 7:30am - 12am)		MERIT: potentially partnering with learning space designers
	MERIT: Digital art supporting spaces		
	MERIT: Video shoot and podcast studio		
	MERIT/CCBC: access to physical collections		

Libraries: CCBC
College
Ebling
Law
MERIT

KEY CHARACTERISTICS

STEM Libraries

	Spaces	Services	Partners
Similarities	Access to more power	Color and large-scale printing	Departmental Advising
	Access to textbook, references and reserves	Computer clusters	Faculty office hours and TA office space
	Consultation and group study space	Grant writing (does not need to be everywhere)	IT help desk
	Display space	IP consultation	Research Data Services
	Event space for social activities for STEM departments	More appropriate hours for access to spaces and services	Social activities for STEM departments
	Lab meetings space for grad students	Presentation practice space with recording technology	Student groups (that align with library mission)
	Large, flexible spaces to accommodate advanced technology	Research consultation	Tutoring and Writing Center
	Larger meeting spaces (10-30 people)	Self-checkout	
	Public lecture room and event space (not at every library)	Virtual conferencing	
	Safe and secure spaces		
	Study and collaborative spaces		
	TA/Faculty advising space		
	Teaching & instructional spaces (except for Math)		
Differences	Chemistry / Physics / Geology: electronic access to journals		Geology: available partner space
	Geology & Math: physical access to collections		
	Geology: Community patron spaces (for meetings)		
	Wendt: access to microfiche storage		
Libraries:	Astronomy Chemistry Geology Math Physics Steenbock Wendt		

KEY CHARACTERISTICS

Arts and Humanities / Special Collections / Archives

	Spaces	Services	Partners
Similarities	Access to more power	Café for patrons and staff	Digital group to help with curation for exhibitions
	Better signage and wayfinding to expertise	Filming and recording services and spaces	DoIT
	Enclosed private/group study space	Guiding and teaching role	IT for onsite support
	Flexible and supported event space	Mediated access for some collections	Research Data Services
	Instruction space for interaction with collections	Visibility of services and subject experts	Student Groups that align with library
	Loading dock	Visible IT help desk	
	Onsite access to microfiche	Virtual browsing and discovery	
	Private consultation spaces (with resources, tools and tech)		
	Project rooms for long periods of time		
	Video conference rooms and variety of meeting rooms for staff		
Visible and accessible exhibition space			
Differences	Art: a staff-only space (i.e. break room)	Memorial: single service point with lots of expertise	Art: partnering with department to display student and faculty work
	Memorial: better coordinated exit and welcoming entrance	Special Collections: Supervised reading room	Memorial: Friends of the Library
	Memorial: defacto quiet study space		Memorial: interdisciplinary groups around campus that use collections
	Memorial: Physical access to digital materials		Memorial: Student services (i.e. Writing Center)
	Special Collections & Archives: Appropriate security for collections/materials		Memorial: the ISchool (library school)
	Special Collections & Archives: Climate appropriate storage and spaces		Music: maintain close relationship with academic department

Libraries: Archives
Art
Memorial
Music
Special Collections

KEY CHARACTERISTICS





Social Science Libraries

	Spaces	Services	Partners
Similarities	Access to more power	Immediate access to IT help and support (for staff and patrons)	DoIT
	Access to textbook reserves (except Geography)	Immediate access to librarian expertise	Student services (except for Business)
	Group study space (6-8 people) with tools and technology	Speedy delivery of collections	Writing Center
	Immediate access to physical collection is NOT a requirement	Terminals with specialized software	
	Individual spaces		
	Presentation space with recording technology		
	Private consultation space with side-by-side tech		
	Variety of seating		
Differences	Business & Social Work: private consultation space due to sensitive and confidential topics	Business & Social Sciences: Data analytics technology	Business: library acting as partner to the department
	Business: physical access to digital collection (i.e. digital materials can only be access on computer terminal on site)		Social Sciences: SSCC virtual desk
	Geography: Makerspace		
	Geography: textbook reserves need to be nearby to classrooms and offices		
	Social Work: access to monographs and immediate physical access to videos for teaching		
Libraries:	Business Geography Social Sciences Social Work		

THEMATIC VISIONING






Patron-group specific libraries

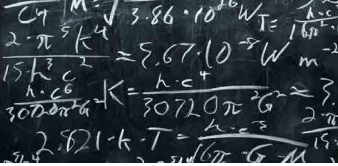




Vision Card—Current State	Description—Current State
	<ul style="list-style-type: none"> • Adapting to survive; hope for the future; no matter what there's always change; being flexible; working with limited resources/support
	<ul style="list-style-type: none"> • Don't function in isolation; each point unique but impacts the others - living in a larger ecosystem; connections to other patrons and content beyond primary focus
	<ul style="list-style-type: none"> • Enthusiastic community; sense of community for primary patron group
	<ul style="list-style-type: none"> • Providing a variety of resources / tools / spaces to help patrons produce / create
	<ul style="list-style-type: none"> • Incubation - nurturing patrons and work that they are / will be doing; staff & spaces (ideally) provide sense of community (and safety?)

Vision Card—Future State	Description—Future State
	<ul style="list-style-type: none"> • Variety of spaces; multipurpose spaces; diversity of patrons and meeting their needs; recognizing the individual within the group
	<ul style="list-style-type: none"> • Flexible everything (space; staff; processes) to accommodate change; and digital money to support it
	<ul style="list-style-type: none"> • Facilitating; staff working together for common goal / shared vision; developing trust and relationships; orchestrating seamless experience across locations / spaces / digital vs. physical
	<ul style="list-style-type: none"> • Creating inspiring spaces / moments (could be quiet or collaborative); looking forward to new possibilities
	<ul style="list-style-type: none"> • Strong sense of community (continue work done in current)

THEMATIC VISIONING



STEM libraries

Vision Card—Current State	Description—Current State
	<ul style="list-style-type: none"> • Potential for innovation and growth - GLS and structures make it hard; STEM libraries are changing; want to experiment more
	<ul style="list-style-type: none"> • Many ways of getting to the same destination (eg. knowledge, graduation); could do more of this; need more types of spaces to help
	<ul style="list-style-type: none"> • Physical wayfinding is confusing, in excess; but other things are hidden; complexity of collection; how much should we lead patrons?
	<ul style="list-style-type: none"> • Disconnect between patrons and staff
	<ul style="list-style-type: none"> • Lots of change: in space, patron needs, processes

Vision Card—Future State	Description—Future State
	<ul style="list-style-type: none"> • Research getting done; the library facilitating this
	<ul style="list-style-type: none"> • Homework getting done
	<ul style="list-style-type: none"> • Library as “collaborative leader” or facilitator; bringing together people and disciplines; interdisciplinary work
	<ul style="list-style-type: none"> • Creating spaces that are: inspiring, playful, creative (eg. Makerspace, and long-term project space)
	<ul style="list-style-type: none"> • Variety of space that are open to all; inclusive

THEMATIC VISIONING



Arts & Humanities / Special Collections & Archives libraries





Vision Card—Current State	Description—Current State
	<ul style="list-style-type: none"> • Diversity of collections and resources, spread across locations; multiple paths; confusion for patrons and staff
	<ul style="list-style-type: none"> • Memorial = mountain (eg. "go to" place); much more happening below the surface (eg. Special Collections and Archives)
	<ul style="list-style-type: none"> • Patrons working across disciplines; patrons working individually; staff spread thin
	<ul style="list-style-type: none"> • Patron experience: uninviting; no clear sense of where to start; lots of collections and resources but hidden or not easily accessible
	<ul style="list-style-type: none"> • Moving forward at a slow pace; shell = protecting (eg. collections); risk averse - can be positive or negative

Vision Card—Future State	Description—Future State
	<ul style="list-style-type: none"> • Unity of diversity (and being able to differentiate); cohesive staff and spaces
	<ul style="list-style-type: none"> • Hands-on; interactive; inspiring creativity
	<ul style="list-style-type: none"> • Nurturing spaces, people, collection; green, healthy spaces
	<ul style="list-style-type: none"> • All working together; adaptable; strong; being connected / working together for a purpose
	<ul style="list-style-type: none"> • Happy staff and patrons; community

THEMATIC VISIONING

Social Sciences libraries

Vision Card—Current State	Description—Current State
	<ul style="list-style-type: none"> • Cozy spaces; sense of community; sense of place rather than space; shared ownership of space
	<ul style="list-style-type: none"> • Human component in service delivery and building community; helping our patrons (especially those that may be intimidated by the library)
	<ul style="list-style-type: none"> • S.S. libraries going in similar direction with slight variations; patrons may not know exactly where they're going - "voice of consumer is murky"; need clarity for future
	<ul style="list-style-type: none"> • Cluttered; at capacity of collection and in spaces for people; seeking balance
	<ul style="list-style-type: none"> • Mismatch of high density and empty spaces; seeking balance (multipurpose? and flexible? spaces)

Vision Card—Future State	Description—Future State
	<ul style="list-style-type: none">• Flexibility of spaces and staff
	<ul style="list-style-type: none">• Finding balance rather than living in extremes (eg. high density vs. empty)
	<ul style="list-style-type: none">• Interconnectedness of the community (staff, locations, services, etc)
	<ul style="list-style-type: none">• Maintain sense of community mentioned in current state
	<ul style="list-style-type: none">• Excitement over change! Exciting new spaces