

2013

# Report of the Library Vision Task Force

George C. Gordon Library

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## Suggested Citation

, (2013). Report of the Library Vision Task Force. .  
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# Report of the Library Vision Task Force

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*Gordon Library: Information, Inspiration and  
Innovation*

Tomorrow's Gordon Library – WPI's Library of the Future – must be more than just a library. As the intellectual partner of the students and faculty, it must actively support WPI's mission at the busy intersection of technology, research, and scholarship, and it must be designed to support and inspire lifelong learning. It must continue to be the bridge between the classroom and academic success. The library must address some of the misperceptions brought about by the digital age. Many people think the library has a diminished role in the digital age, when in fact the opposite is quite true at both the student and faculty levels. The explosion of information sources has made the expertise of the library and the librarian even more of an imperative for education and research purposes. This is true at all world class research universities. The torrent of information emerging at an astounding rate has made the library and its functionary duties a critical component of a well-rounded education. Library staff are dedicated professionals who are passionate about helping students and faculty succeed and whose sole purpose is to see members of the WPI community succeed in their educational pursuits and research.

As 21<sup>st</sup> century technology, research methods, and educational strategies continue to evolve, the library is challenged to consider where it should be in the next 5, 10, or 20 years. In partnership with campus stakeholders, the Library must consider what types of spaces, programs, services, and resources will best fit the needs of the WPI community at the local level but also globally. To remain a vital part of WPI, it is essential for the Library to ask, "What comes next?"

The library is a strong supporter of WPI's Strategic Plan and continually seeks to find innovative ways to align with its goals.

## **Spaces/Facility**

### **Challenges**

- Insufficient and inappropriate workspace for students working in groups and individually for the nearly 500,000 annual users
- Insufficient number of restrooms
- Obsolete HVAC system unable to efficiently maintain temperatures in any area of the building
- Original, inefficient windows from the 1960s
- Insufficient space and lack of proper environmental controls for WPI historical papers and artifacts putting items at risk for deterioration and loss
- Lack of office and academic support service space

### **Opportunities**

- Provide flexible, innovative spaces that encourage group and private study while inspiring creativity and collaboration in learning, teaching, etc.
- Provide appropriate spaces with cutting-edge technology for access to the ever growing digital collections
- Provide additional restroom facilities to support the growing number of users within the building
- Build an environmentally controlled area to protect and preserve WPI's historical items and investigate off-site storage possibilities
- Create additional office space for staff and new academic support services

***Recommendation:*** Maximize the potential of the current building while planning a state-of-the-art “green” facility that follows the WPI Sustainability Plan’s initiatives. The current building was constructed for a different time and different needs. The Task Force recommends that an architectural firm be consulted to plan a sustainable and efficient state-of-the-art facility that addresses the space, environmental and technology needs of the WPI community.

## Programs/Services

### Challenges

- Increased demand for standard information literacy programs
- New demand for support of MOOCs to assist distance learners
- Expanded engagement with faculty researchers requires specialized support services.
- Rising demand for digital initiatives programs
- Limited engagement with alumni for library services and resources
- Records management program needed for the entire WPI community to ensure valuable historical data in both print and digital format is not lost
- Lack of cohesive academic support for students across campus, making it difficult for students to find the help they need
- Student requests for 24 X 7 access to building

### Opportunities

- Expand the instructional program to meet demand by creatively weaving information literacy into every student's learning experience to improve critical thinking and problem solving skills, thus improving their research skills
- Design and implement a competency based assessment system that inspires students and demonstrates effectiveness
- Expand research assistance for distance learners by supporting and contributing to the use of MOOCs
- Assess impact on student success, collaborating with faculty to identify ways to improve programs
- Lead the university in digital initiatives, open access, and e-publishing for national and international exposure
- Showcase, distribute and preserve the outstanding scholarly work of WPI faculty and students on national and international levels
- Create a records management program that serves the needs of the community
- Investigate ways to expand services to WPI alum to continue to assist them in their pursuit of lifelong learning
- Collaborate with all academic support services across campus to create one point of service within one building to improve student services
- Expand operational hours with part time staff

**Recommendation:** Expand staffing to include experts in scholarly e- publications, open access initiatives, literacy assessment, distance learning support, records management and building supervision for extended hours. Negotiate with database vendors for access for alumni.

## **Resources**

### **Challenges**

- Providing the most up-to-date technology to support research needs of the community.
- Providing collections which fully support curriculum and research needs while staying within budget
- Storage of collections, both virtual and physical
- Providing resources for new or expanding programs
- Staffing

### **Opportunities**

- Identify emerging technologies and experiment with them to provide innovative ways to access resources any time from any place
- Creatively reimagine our collections development plan to stay abreast of, and even ahead of, the rapidly changing publication environment to provide the highest level of resources available to support curriculum and research needs of the community
- Provide state-of-the-art storage for both digital and print collections to maximize availability and capacity while minimizing space needs
- Facilitate expansion of library resources to meet program needs
- Expand staffing

***Recommendation:*** Collaborate with IT staff to identify the newest technologies that support mobile access and explore innovative ideas. Expand staffing to include experts in emerging technologies and collections assessment.

## Summary

The library is no longer a place to simply store and make resources available, but a key member of the university as support for the discovery, access, creation and preservation of the intellectual output of WPI in support of the WPI mission and goals. Working collaboratively with academic support partners, the library will be a leader in WPI's local and global information initiatives to identify, experiment and implement new and exciting ways to support learning and research.

Gordon Library must enable users to become more efficient researchers regardless of their location. It must foster increased collaboration in a state-of-the-art facility and through dynamic online platforms, ensuring that any member of the WPI community can access, acquire, create, use and share information resources on demand in any format at any time and in any place. Continued collaboration and organizational support will be essential as the library seeks to sustain and evolve its pivotal role in bringing together services across campus and across continents in support of WPI's goal of helping students and faculty succeed in learning, scholarship and research.

To accomplish this, the building issues must be addressed. The current building does not meet the demands of the increased student population, faculty research needs and environmental concerns. Additional staffing is needed to ensure that WPI is a leader in digital initiatives, in helping students develop information literacy skills and in making the most current technological equipment available in this fast paced ever changing academic world.

Because the Gordon Library has many existing strengths from which to build, it is well positioned to become "The Library of the Future" for WPI. The work of the Library Vision Task Force has identified many strategic opportunities all aligned with the WPI Strategic Plan, and has made the needed recommendations for further action. Prioritizing and then implementing these recommendations will be an important next step to continue to keep the Gordon Library at the forefront of WPI academics.

## RESEARCH AND METHODOLOGY

The Library Vision Task Force brought together a broad group of WPI stakeholders to begin to identify and define the necessary investments needed to grow the Gordon Library into the robust, sustainable, and globally-oriented data, information, and knowledge center that can support WPI's unique global curriculum. The Task Force first convened in August 2012 under the leadership of Dr. Tracey Leger-Hornby, Dean of Library Services. Its membership includes representatives from the faculty, student body, library staff, alumni, and administration (see Appendix I).

To better inform internal planning efforts, the Task Force invited a number of experts to come to campus and engage in discussions regarding the future of academic library collections, services, and spaces. In November 2012, Dr. Lisa Spiro, Director of the National Institute for Technology in Liberal Education Labs (NITLE), offered three different presentations to campus audiences, including one entitled, "Perceiving and Shaping the Future of Academic Libraries," as part of a joint invitation from Gordon Library and the Digital Arts and Humanities Symposium organizers. Dr. Spiro focused on the future of academic libraries in the Digital Age and the implication academic library trends may have on the Gordon Library, as well as the impact of digital humanities and sciences scholarship generally on academic institutions. Dr. Spiro's sessions complemented a full-day campus visit and panel discussion by nationally-recognized leaders in information literacy, library technology, and learning spaces innovation held in September 2012. (See Appendix II)

To better understand current trends in the composition and use of WPI's and other peer library's collections and more strategically curate its collections, the Library contracted with Sustainable Collection Services (SCS) to assess the print collection to better determine the overall use and functional value, and to examine staff processing and circulation workflows.

The Library also partnered with the Insight Dimensions Lab on campus to analyze current library holdings against the most highly recommended publications and resources in a specific discipline. The Library also purchased a subscription to Bowker's Book Analysis System. This tool will allow the Library to analyze current holdings and suggest future purchases against Books in Print and Resources for College Libraries.



Under the banner of the Task Force, several information-gathering sessions were also carried out across campus during the 2012-2013 academic year.

- Visioning sessions and exercises with Gordon Library staff (see Appendix III)
- Campus faculty, student, and staff focus groups (see Appendix IV)
- Student surveys (see Appendix V)
- Regular meetings with Gordon Library's Student Advisory Group
- Faculty presentations and strategic planning exercises
- Special alumni open session during Reunion Weekend 2013

All of the events focused on how the WPI community currently engages with the library and asked participants to envision the collections, services, and support offered by a future Gordon Library. The findings of these activities have been compiled and used to inform Task Force recommendations.

By conducting community sessions and undertaking collection analysis, the Gordon Library is now better informed to make collection decisions and deploy new and refined services. At a higher level, the Task Force is able to use the data to help guide their strategic work on behalf of tomorrow's Gordon Library.

## Appendix I: Task Force Members

Tracey Leger-Hornby	Dean of Library Services, Gordon Library
John Arnold	Alumni
Deborah Bockus	Assistant Director for Access Services, Gordon Library
Jessica Branco Colati	Digital Initiatives Librarian, Gordon Library
Lora Brueck	Assistant Director for Collections Management, Gordon Library
Joan Dickert	Administrative Assistant, Gordon Library
Christine Drew	Associate Director for Research & Instruction, Gordon Library
Mike Elmes	Professor, School of Business
Joe Farbrook	Assistant Professor, Humanities & Arts
Arne Gericke	Head of Dept. of Chemistry & Biochemistry
Alyssa Graham	Undergraduate Student, Class of 2014
Mary Beth Harrity	Director, Academic Technology Center
Art Heinricher	Dean of Undergraduate Studies
Lorraine Higgins	Associate Teaching Professor, Humanities & Arts
Audrey Klein-Leach	Assistant VP, Leadership & Giving
Amy Morton	Executive Director, Marketing & Communications
Roberto Pietroforte	Associate Professor, Civil & Environmental Engineering
Don Richardson	Associate Director for Tech. & E-resource Mgt., Gordon Library
Tressa Santillo	Access Services Coordinator, Gordon Library
Bill Spratt	Director, Facilities Operations
Jim Wolken	Marketing & Communications
Paul Varadian	Alumni
Kristin Wobbe	Associate Dean of Undergraduate Studies

## Appendix II:

### Information Literacy, Library Technology, and Learning Spaces Experts – Presentations - September 2012

***Marilyn Billings, Scholarly Communication & Special Initiatives Librarian at the University of Massachusetts Amherst***

Billings provides campus-wide leadership and education in alternative scholarly communication strategies and is frequently an invited speaker at faculty department colloquia. She gives presentations on author rights, alternative digital publishing models and the role of digital repositories in today's research and scholarship endeavors. One aspect of her responsibilities is the oversight of the digital repository ScholarWorks@UMass Amherst. Ms. Billings will speak on capturing and providing open access to the student and faculty research. This entails the development of new services / re-tooling of existing staff to support digital publishing services. Open Education Initiative (library partnerships with Provost, Center for Teaching and Faculty Development and Academic Computing are critical here) where faculty are given small incentive grants to explore alternatives to high cost textbooks.

***Dr. Jeanne Buckley, Director of Library Services and Instruction Technology at Arcadia University***

Dr. Jeanne Buckley is Director of Library Services and Instructional Technology at Arcadia University in Glenside, PA where she is also a member of the faculty. Previously, she served as Vice President for Information Technology at two community colleges: Rockland Community College in Suffern, NY (2004-2006), and Delaware County Community College in Media, PA, and (1993-2004). Prior to her appointment as Vice President, she served as DCCC's Chief Information Officer (1997-00), Associate Dean for Instructional Support Services (1996-97), as well as Faculty Development Specialist (1993-96). Dr. Buckley has a B.A. in English from the University of Maine, an MLS. from Simmons College in Boston, MA, an M.S. in Instructional Design from Syracuse University, and an Ed.D. in Communication, Computing and Technology from Teachers College, Columbia University.

***Dr. Lisa Spiro, Director of NITLE Labs***

Dr. Spiro works with the liberal arts community to explore emerging educational technologies and develop collaborative approaches to integrating learning, scholarship, and technology. Her research interests include the digital humanities, user studies, open education, the transformation of libraries, and software evaluation. As part of her passion for tracking emerging educational technologies and analyzing their implications for research and teaching, she edits the Digital Research Tools (DiRT) wiki and authors the Digital Scholarship in the Humanities blog.

Previously, Dr. Spiro directed the Digital Media Center at Rice University's Fondren Library, where she oversaw the campus' central multimedia lab, worked with instructors on integrating technology into the curriculum, and contributed to digital library projects. An experienced teacher and trainer, she has led workshops in digital storytelling, digital research tools (particularly Zotero), and text markup. In addition, she was a member of the Digitization for Cultural Heritage Professionals teaching team and

collaborated with Rice's Information Technology department to host teaching-with-technology workshops. Dr. Spiro served as a PI for the Travelers in the Middle East Archive (TIMEA, funded by the IMLS and Ken Kennedy Institute for Information Technology) and for the Learning Science and Technology Repository (LESTER, funded by Microsoft Research). Committed to understanding user needs, she participated in CLIR-sponsored workshops on faculty research behaviors and undergraduate research practices. Dr. Spiro serves on the Executive Committee for the Association of Computers and the Humanities and the Program Committee for the Joint Conference on Digital Libraries, and she was a member of the Horizon Project Advisory Board from 2009 – 2011. She has reviewed grant applications for the National Endowment for the Humanities and the National Historic Preservation and Records Commission, conference proposals for Digital Humanities and EDUCAUSE, and journal articles for Digital Humanities Quarterly and Literary and Linguistic Computing. She held various officer positions in Rice's chapter of Phi Beta Kappa. A 2003 Frye Fellow, Dr. Spiro holds a B.A. in English and history (magna cum laude) from Rice University and a Ph.D. in English from the University of Virginia. While at the University of Virginia, she worked on text encoding projects for the Electronic Text Center and served (briefly) as managing editor for Postmodern Culture, one of the first humanities journals to be published on the Internet.

***Jeff Goldenson, Library Technology Consultant***

Jeff Goldenson works at the intersection of libraries, technology, and fun. He is the designer in the Harvard Library Innovation Lab where he imagines and builds new library experiences. He was an artist-in-residence at EdLab, Teachers College, Columbia University. He earned a Master's of Science from the MIT Media Lab as a Research Assistant identifying new metaphors for media browsing. He received his BA in Architecture from Princeton University.

***Kenneth Hartfiel, Senior Associate at DiMella Shaffer***

Kenneth Hartfiel, AIA works in architectural project design. He held similar positions at Kallmann, McKinnell and Wood Architects and at Koetter, Kim and Associates prior to joining DiMella Shaffer in 2002. His academic portfolio includes the Miller Performing Arts Center at Alfred University, NY, master planning for the National Institute of Education at Nanyang Technological University, Singapore, and residence halls at Bridgewater State University, Wheelock College, Brown University, and Northeastern University. Mr. Hartfiel was the project designer for the recent renovation and Information Commons project at the Gordon Library at WPI. He holds a Bachelor of Architecture with honors from The University of Texas at Austin.

***Randy Kreie, Principal and President of DiMella Shaffer***

Randy Kreie, is an active member of the Society of College and University Planning, Mr. Kreie has worked on a number of library projects, beginning early in his career with several small public libraries in various towns in Oklahoma. His recent library portfolio includes planning and programming at Leslie University and Fitchburg State University, several law firm libraries, and projects at the New England College of Optometry, the Boston College Jesuit Library, and the Gordon Library at WPI. Mr. Kreie holds a BS in Architectural Studies and a Master of Architecture from Oklahoma State University and is a member of the Boston Society of Architects.

## Appendix III:

### Gordon Library Staff Visioning Exercise, Fall 2012

THEMES	ACCESSING INFORMATION	USING INFORMATION	CREATING INFORMATION	PRESERVING INFORMATION	SUSTAINING INFORMATION
<b>ROLE OF LIBRARY</b>	A place where researchers can acquire information resources on demand, regardless of format; The authoritative online resource for information	Enable people to utilize information in innovative ways	A center for emerging information technologies; The place to create new content	The place to preserve the history of WPI and provide inspiration; WPI's center for institutional records management	Organization that seeks feedback and responds to users' needs and embraces positive change
<b>COLLECTIONS</b>	Develop and strengthen collections in STEM, humanities, special collections and archives, with emphasis on digital access; A driver in creating accessibility to Archives and Special Collections	Home to a smaller, more focused print collection, as the collection shifts to digital, acquisitions and ILL will work together in a streamlined manner; The recognized center for historical university records and artifacts	Create and preserve of born digital information (content, data, etc) – both as a resource and leader	The leader in WPI's digital initiatives including the institutional repository; A storehouse for the preservation and sharing of WPI history with a strong digital presence; Insert itself into a records management process on campus	Library should play a key role as a support structure for the discovery, access, creation, and preservation of the intellectual output of WPI, including support campus data visualization efforts.
<b>EDUCATION</b>	An integral part of the education process at WPI	Full integration in the curriculum, instruction woven into curriculum, include resources in workflow that already exist	Embedded in key points in the WPI curriculum & partner with faculty	A source of academic help, instruction and inspiration for the entire WPI community, with Information Literacy embedded in the curriculum	Intersection of technology, research, and scholarship designed to support and inspire lifelong learning

THEMES	ACCESSING INFORMATION	USING INFORMATION	CREATING INFORMATION	PRESERVING INFORMATION	SUSTAINING INFORMATION
RESOURCES: BUILDING	HOURS at least some access open 24 X 7 or completely open 24 x 7 hours	FACILITY New building with state of the art amenities	CONSTRUCTION A new building: sustainable, green, flexible design for changing needs (incorporate other academic support facilities, technology areas, research consultation spaces, etc)	ENVIRONMENT To support interdisciplinary learning, library as building will be an aggregation of academic support services and a “safe place”; A provider of collaborative spaces for learning, teaching and creativity	A dynamic facility with varied spaces
RESOURCES: STAFF	Staffed by information experts and educators in expanded collaborative spaces; Staffed by additional personnel to support expanded services and hours	Sustainable in terms of services and staff, with continual development	Services will be scaled, beyond the “personal librarian” to support at some level all classes including future MOOCs; Working in the library will require collaborative spirit, and fluency in appropriate areas and specialized skills (technology, discipline, etc.)	Addressing patron needs at satellite locations (ex: opening a chat box when users can’t find what they’re looking for on the website)	
RESOURCES: TECHNOLOGY	Responsive to emerging technologies; Online with a true single sign on and real seamless access	Nimble as we adapt to new technology; Integrated seamlessly with our own systems and other systems on campus			Everywhere and will expand its integration into the WPI community with access to library services and resources wherever users are located.

THEMES	ACCESSING INFORMATION	USING INFORMATION	CREATING INFORMATION	PRESERVING INFORMATION	SUSTAINING INFORMATION
<b>RESOURCES: PARTNERSHIPS</b>	Collaborating with other institutions	Able to explore and build partnerships with other departments to provide seamless academic support to our students	A place that collaborates with other departments on campus and with other institutions to provide more and better services (patron driven)		

## Appendix IV: WPI Community Focus Groups

Library Collections and Functions	Faculty Value	Staff Value	Student Value	Total Value	% of Votes
<b>Today's Library Services</b>					
InterLibrary Loan (ILL) services	13	3	14	30	21%
Endnote Instruction and Support	7	1	7	15	11%
Author Alerts/RSS feeds	3	3	8	14	10%
Project Group Research Consults	7	1	1	9	6%
Academic Instruction Workshops (copyright, using databases, research strategies, managing your scholarly identity, etc.)	7	2		9	6%
Custom LibGuides for classes	5	1	2	8	6%
One-on-One Research Consultations	2	1	5	8	6%
"Suggest a Purchase" collection addition requests	6		1	7	5%
On-campus In-class Instruction	5	2		7	5%
Research Assistance	5	2		7	5%
Distance/Online In-class Instruction	1	3	2	6	4%
Course Reserves (physical copies)	2	1	2	5	4%
Course support in myWPI blackboard	3	2		5	4%
eReadings Service in myWPI (Blackboard)	0	3	1	4	3%
Library Liaisons Program	3	1		4	3%
Project Group Consults	1	1	1	3	2%
Video consultations	0	1		1	1%
Library Skill-building Assignments/Quizzes	0			0	0%
Teaching Assistant Support	0			0	0%
<b>Total Votes by Customer Type</b>	<b>70</b>	<b>28</b>	<b>44</b>	<b>142</b>	
<b>Future Library Services</b>					
Research Instruction Workshops (data management planning, collaboration tools, protecting IP, etc.)	6	11	9	26	28%
Open Access Publishing	3	9	10	22	23%
Administrative Instruction Workshops (records/e-records management, using materials in marketing efforts, new employee orientation to library, etc.)	4	5	2	11	12%
Course e-Reserves for media	1	2	8	11	12%
Space and Technology for Foreign Language Learning	1	2	4	7	7%
Data Management Planning Assistance	4	1	2	7	7%
Storage for Departmental Records		4	1	5	5%



Records Manager Consultation		2	2	4	4%
"Request to My Desk" delivery service	1			1	1%
Book delivery to Circulation Desk					0%
More books and resources on new project sites					0%
"Need Help?" Pop-up chat boxes for online resources					0%
Virtual Stacks Browsing user interface					0%
Records Retention Schedules					0%
<b>Total Votes by Customer Type</b>	<b>20</b>	<b>36</b>	<b>38</b>	<b>94</b>	

**Other comments in this section:**

- Do not freeze in floor plans based on the current project curriculum
- Study spaces with priority for good students
- There should be some place on campus (not necessarily the library) where one can listen to 5.1 sound
- I also vote for books in print
- Electronic Replacement of stack-browsing, Yes, but let's keep the stacks for real browsing, too,
- Library version of Google Streetview
- More books on environmental subjects
- I want to say thank you to all the librarians for all your hard work, professionalism, and generosity
- What types of support are offered to CPE students?

**Library Collections**

Online eJournal Archives	18	2	13	33	20%
Online eBooks	5	9	9	23	14%
Online Databases	12	1	9	22	13%
Theses and Dissertations	5	1	10	16	10%
Books General/Circulating Collection	14.5	0		15	9%
Online eText books	1		8	9	5%
Online Newspapers	6	3		9	5%
eProjects	6	1	1	8	5%
Journal Archives (print)	2.5	2	2	7	4%
Bestseller Books Collection	2		3	5	3%
Digital Commons (Institutional Repository)	4	0		4	2%
Archives and Special Collections	2	1		3	2%
DVDs	2	1		3	2%
Online Digital WPI Collections	2	1		3	2%
Popular Magazines (print)	0	2	1	3	2%
Online Data Sets	2			2	1%
Text books	2			2	1%
Newspapers (print)	0	1		1	1%
VHS Tapes	1			1	1%
CDs	0			0	0%
Current Journal Issues (print)	0			0	0%
Microfilm/Microfiche Collections	0			0	0%
<b>Total Votes by Customer Type</b>	<b>87</b>	<b>25</b>	<b>56</b>	<b>168</b>	

## Library Spaces

Multi-person technology suites, with computer	15	5	1	<b>21</b>	14%
Helpdesk	5	4	10	<b>19</b>	13%
Book Stacks	11			<b>11</b>	7%
Café space	4	4	2	<b>10</b>	7%
Multi-person, open study tables, with computer	4	1	5	<b>10</b>	7%
Seminar Instruction/Meeting spaces	3	6	1	<b>10</b>	7%
Web Conferencing spaces	5	4		<b>9</b>	6%
Individual computer stations	1	1	5	<b>7</b>	5%
Individual Study Corrals, with locker storage	2		5	<b>7</b>	5%
Multi-person computer stations	1	4		<b>5</b>	3%
Reception/Performance spaces	2	2	1	<b>5</b>	3%
Casual gathering spaces (chairs, sofas)	2	2		<b>4</b>	3%
Digitization Lab or Center for WPI Community use	3		1	<b>4</b>	3%
Gallery/Exhibit spaces	3	1		<b>4</b>	3%
Individual Study Corrals, no locker storage	1	1	2	<b>4</b>	3%
Media Lab or Center for WPI community use	3	1		<b>4</b>	3%
Special Collections Research Spaces	3	1		<b>4</b>	3%
Computer instruction classrooms/labs (25+ workstations)	1		2	<b>3</b>	2%
Computer instruction classrooms/labs (less than 25 workstations)	3			<b>3</b>	2%
Multimedia collections listening spaces	1		1	<b>2</b>	1%
Multi-person, open study tables, no computer	1		1	<b>2</b>	1%
Small Lecture spaces	0	1	1	<b>2</b>	1%
Faculty Study rooms (assigned by semester/term)	1			<b>1</b>	1%
Multi-person, partitioned study tables, no computer	0		1	<b>1</b>	1%
Faculty Study rooms (open)	0			<b>0</b>	0%
Large Lecture spaces	0			<b>0</b>	0%
<b>Total Votes by Customer Type</b>	<b>75</b>	<b>38</b>	<b>39</b>	<b>152</b>	

## Appendix V: Student Survey

### Most Frequently Submitted Comments

more Tech Suites	20	
more computers	17	
more tables/chairs	17	larger tables for groups, recliners, lounging
More quiet/private spaces	17	
more space	16	additional floors, larger group spaces
comfortable temperature	14	too hot,too cold
additional entrance	11	lower level
better wireless	11	
free food/coffee/tea	10	
café	10	comments on food, hours
noise level	10	moving noise blocking walls, better separation of group/individual areas
themed areas	6	relaxation, gaming, course specific, art creation
open later into evening	6	
open earlier	6	
24 X 7 hours	5	
décor needs upgrade	4	

## Appendix VI: Additional Resources

(Note: Websites are best accessed using Chrome or Firefox)

Association of College and Research Libraries, Research Planning and Review Committee. (June 2012). Top Ten Trends In Academic Libraries. *College & Research Libraries News*, 73(6), 311-320.

Association of Research Libraries – Transforming Research Libraries, Planning and Visioning  
<http://www.arl.org/rtl/plan/nrnt/index.shtml>

Brady, B., Goldenson, J., Schnapp, J., & Whiteside, A. (2012, Spring 2012). Library test kitchen. Message posted to <http://librarylab.law.harvard.edu/librarytestkitchen/>

Brenner, J., Madden, M., Purcell, K., Rainie, L., & Zickuhr, K. (2012). *Libraries, patrons, e-books*. Washington D.C.: Pew Research Center. <http://libraries.pewinternet.org/2012/06/22/libraries-patrons-and-e-books/>

Johnson, L., Adams, S., & Cummins, M. (2012). *The NMC horizon report: 2012 higher education edition*. Austin, Texas: The New Media Consortium. <http://net.educause.edu/ir/library/pdf/HR2012.pdf>

Malenfant, K., & Staley, D. (2010). Futures thinking for academic librarians: Higher education in 2025. Association of College and Research Libraries.  
<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/futures2025.pdf>

Murphy, K. (2012, June 7, 2012). The challenges facing academic libraries in the 21st century. Message posted to <http://mhpbooks.com/the-challenges-facing-academic-libraries-in-the-21st-century/>

Neal, J. (2011). *Library collections in the 21st century*. Retrieved 07/03, 2012, from  
<http://www.youtube.com/watch?v=6bofpsEciIQ>

University Leadership Council. (2011). *Redefining the academic library*. Washington D.C.: The Advisory Board Company. <http://www.educationadvisoryboard.com/pdf/23634-EAB-Redefining-the-Academic-Library.pdf>

Zenke, P. (2012). *The future of academic libraries: An interview with Steven J. Bell*. Retrieved 07/03, 2012, from <http://www.educationfutures.com/2012/03/26/the-future-of-academic-libraries-an-interview-with-steven-j-bell/>