

ARTHUR LAKES **LIBRARY**
COLORADO SCHOOL OF MINES

Town Hall Meeting Findings Booklet

February 24th-25th, 2016

March 25, 2016

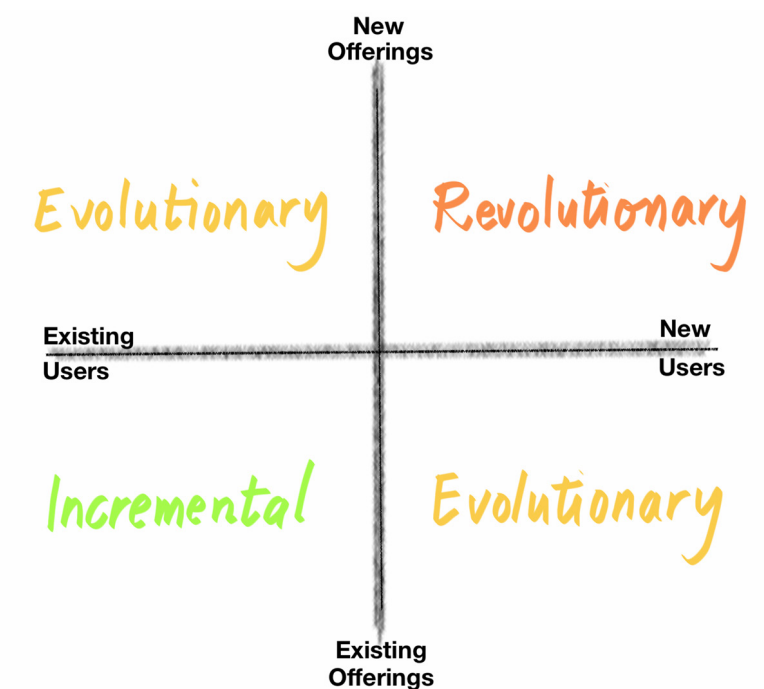
Purpose of Town Hall Meeting

The Arthur Lakes Library aspires to continuously evolve, improve its offerings, and to facilitate knowledge. The Colorado School of Mines chose to host two Town Hall Meetings to begin a dialogue surrounding this aspiration. The purpose of the meetings was to initiate a deeper understanding of the needs of the community the library serves, both users and non-users. While the findings in this document touch loosely on the spectrum of library services, programs, and systems, this forum sought to focus on the Library as a “building” and to primarily acquire feedback on the spaces that occupy the building. It is important to note that these meetings were meant to initiate and gain immediate feedback on the current thinking relative to an evolving library (building) paradigm on a very high level.

After a very brief presentation on the future possibilities of academic libraries, followed by a series of focussed exercises on the Arthur Lakes Library, respondents were asked to share their thoughts on topics ranging from the practical past to the unknown future. The purpose of these exercises was to capture generative ideas that might suggest opportunities for a healthy evolution of the library building.

Trends in academic libraries were presented and the attendees were asked how the Arthur lakes library can evolve to accommodate these trends.

Budget constraints, existing conditions, the vision of The Colorado School of Mines and the mission for the Arthur Lakes Library must be considered in concert with the findings in this report.



Trends in academic libraries were presented and the attendees were asked how the Arthur Lakes Library can evolve to accommodate these trends. Graph diagram borrowed from IDEO

Process

“A future-proof library makes no assumptions
about the information landscape of tomorrow”

— Chris Anderson from The Long Tail

The process chosen for the Town Hall Meetings endeavoured to find a relevant middle ground between being too broad or too narrow relative to future aspirations. As such, the questions asked were tailored to specific groups and known challenges but general enough to create an opportunity to explore a multitude of responses. Spaces discussed fell into general groupings such as spaces for;

- *access & connections*
- *research & entertainment*
- *learning & teaching*
- *collecting & creating*
- *inquiry & discovery*
- *collaborating, networking & showcasing accomplishments*

Contents of Findings Booklet

The findings outlined in this document have been divided into the three categories followed by a summary & appendix;

Online Survey

Results of questionnaire broadcast to all students, faculty, administrators and staff

Presentation Input

Polling of audience members at the Town Hall Meeting

Poster Sessions

Small group brainstorming discussions with attendees at the Town Hall Meeting

Conclusion

Small group brainstorming discussions with attendees at the Town Hall Meeting

Appendix

Small group brainstorming discussions with attendees at the Town Hall Meeting

Please note, there are repeating themes throughout the booklet as a result of objective refinement. These findings were gathered using only the three methods listed above and did not involve exploratory research methods such as user interviews, expert input, personal observations, anecdotal evidence, immersive experiences, existing condition analysis, or concept provocations.

In summary, the findings have been graphed as objectively and succinctly as possible into two categories;

Goals & Priorities

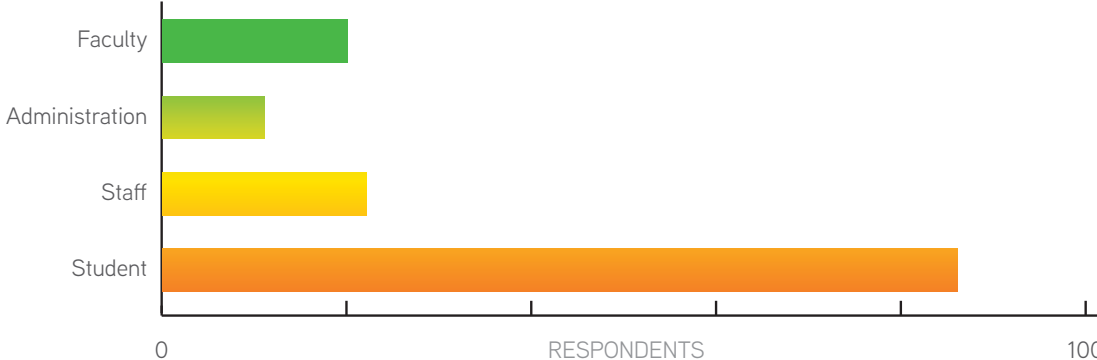
Attendees at the Town Hall Meetings were asked to 'think big' with 'fresh eyes,' looking 'down on the existing library building from 10,000 feet.' Even so, many of the ideas captured could be considered very common and expected. Occasionally the forum spawned an illumination that would not be considered obvious. These unconventional ideas did not fit conveniently into any of the targeted questions represented in the bar graphs contained herein and, instead have been sprinkled throughout the document. It is important these thoughts are carried into the next phase of this exploration.

SKG

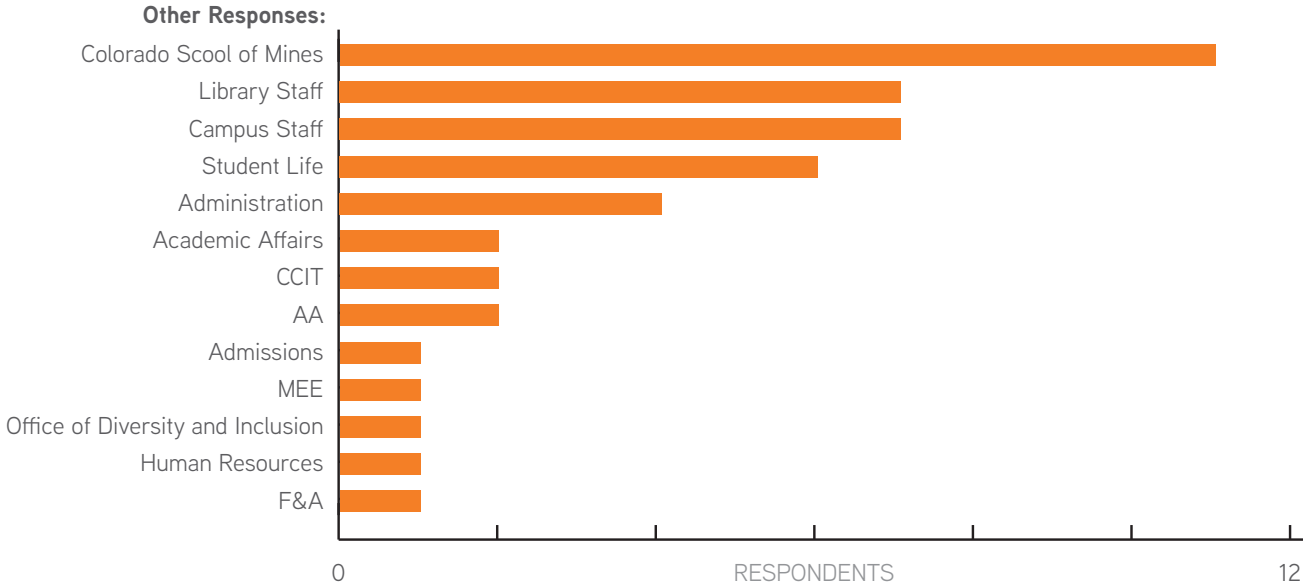
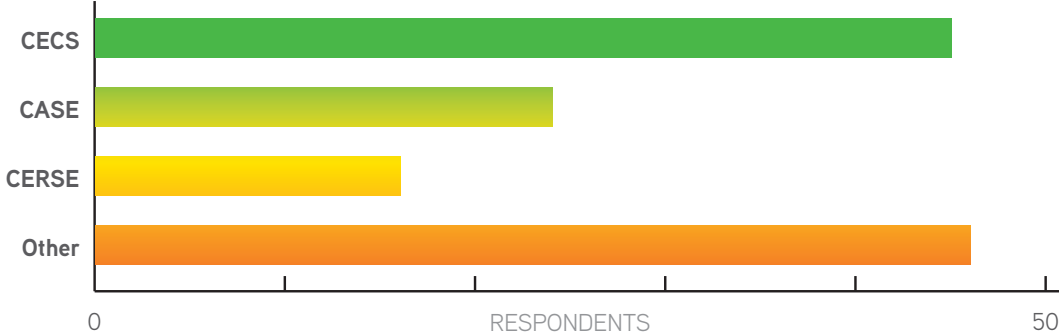
- Comfort
- Aesthetics
- Flow
- Equity
- Blending
- Affordances
- Repurposing

Spaces for Knowledge Generation, a study by LaTrobe University, Australia, which outlined a framework for designing student learning environments for the future

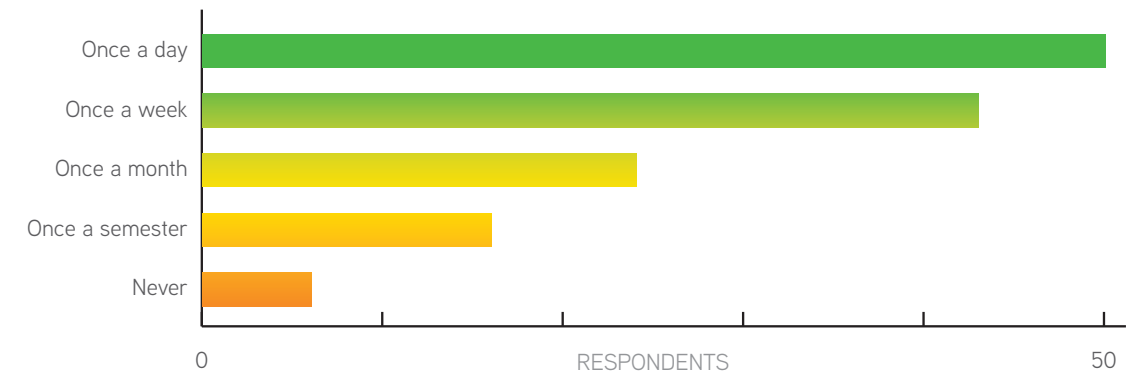
Respondent's position at Colorado School of Mines:



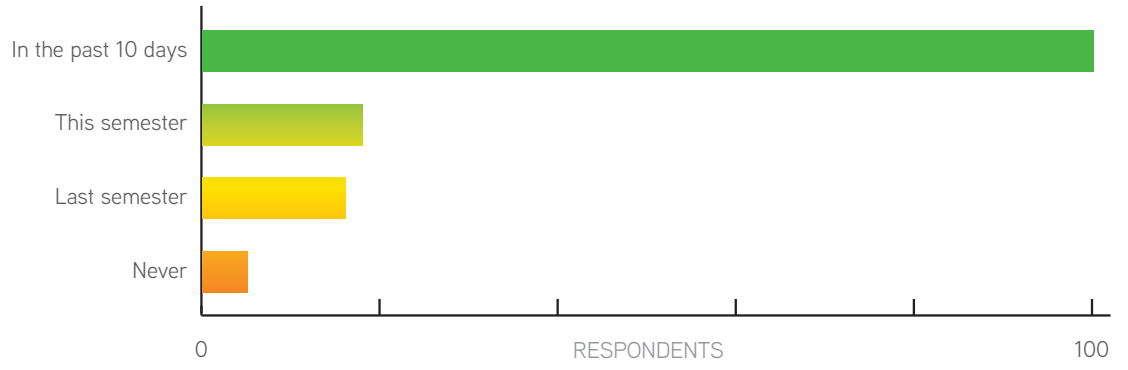
The colleges the respondents are associated with:



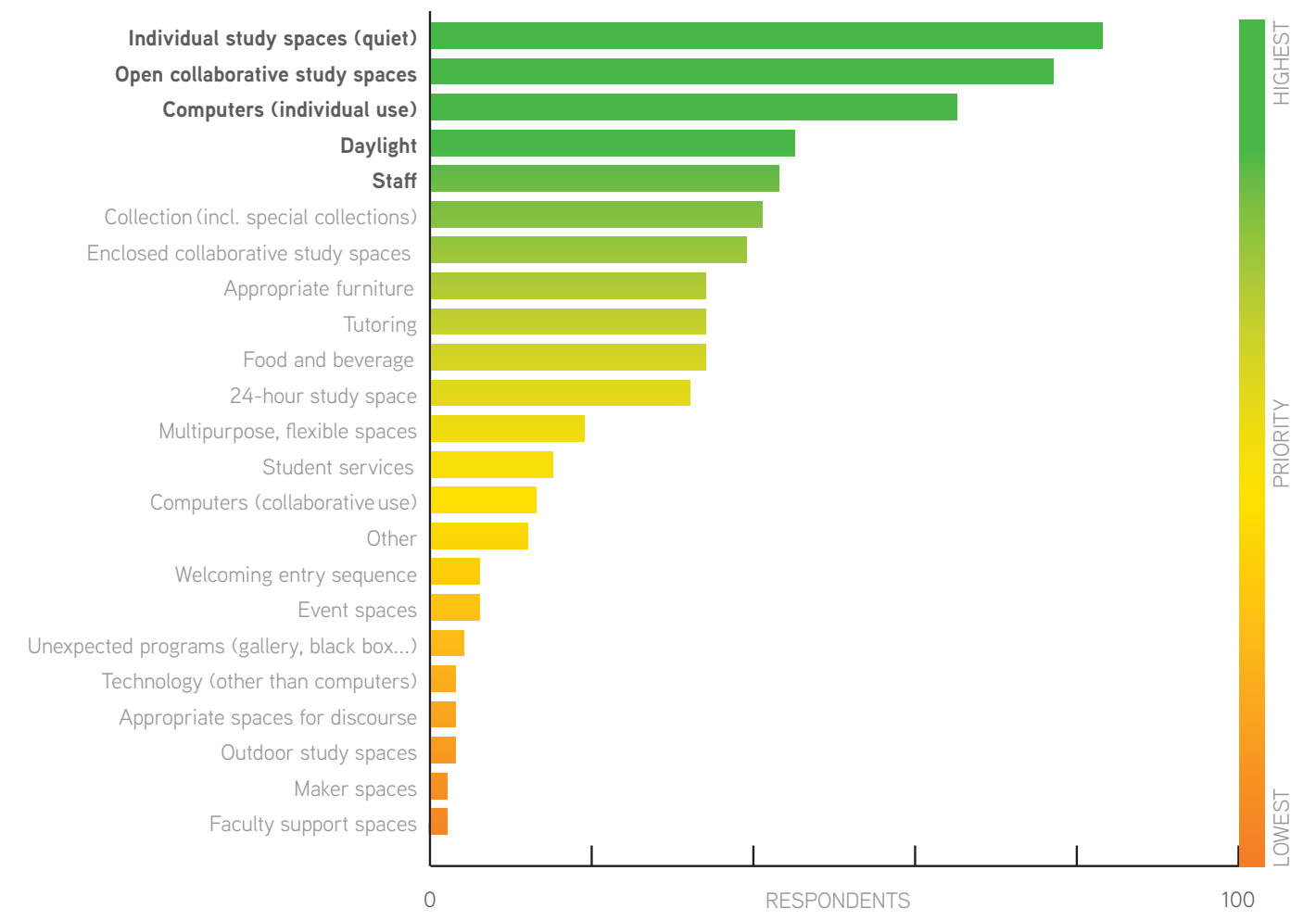
How often respondents use the existing Library building:



The last time respondents used the existing Library building:



Strengths of the Library building:

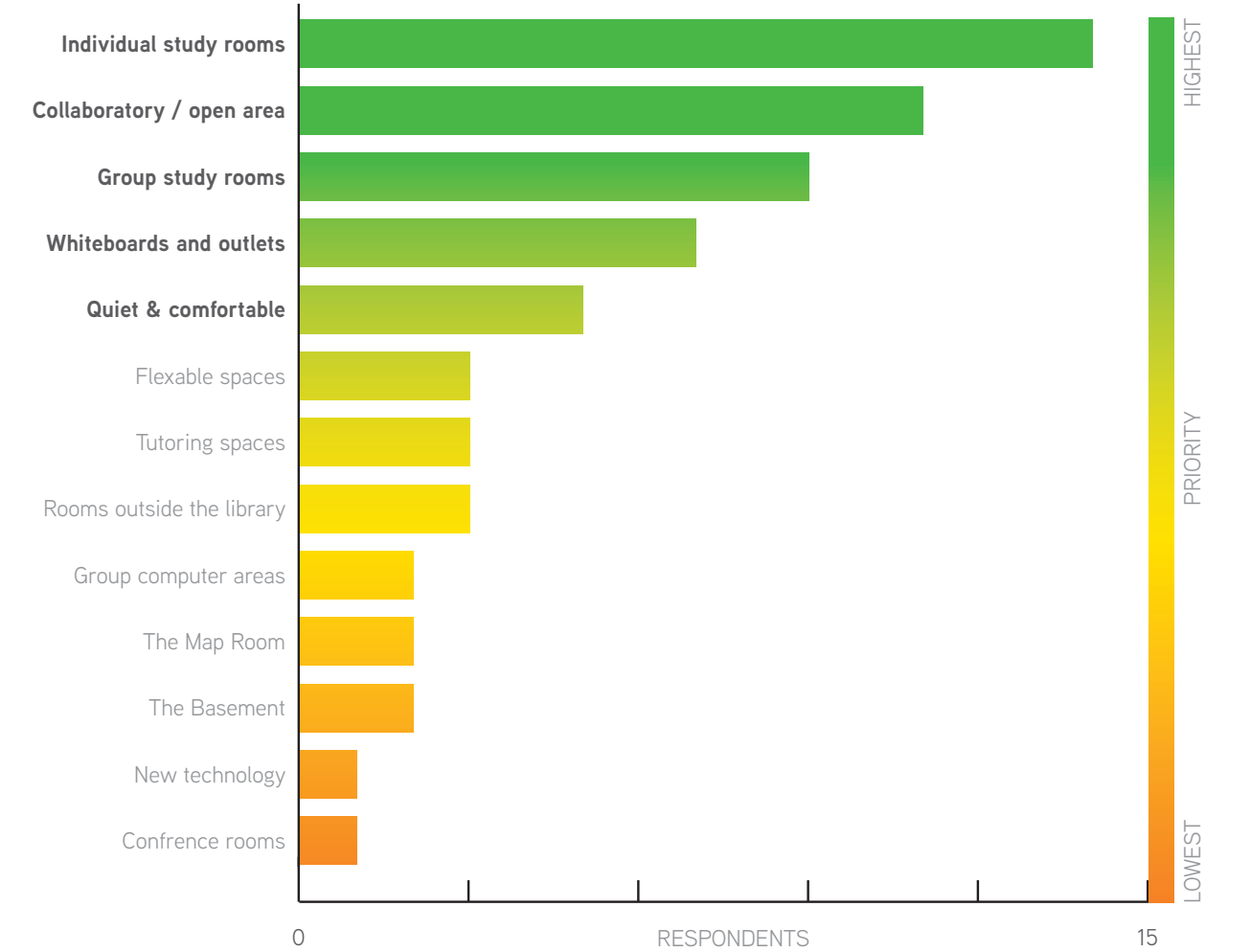
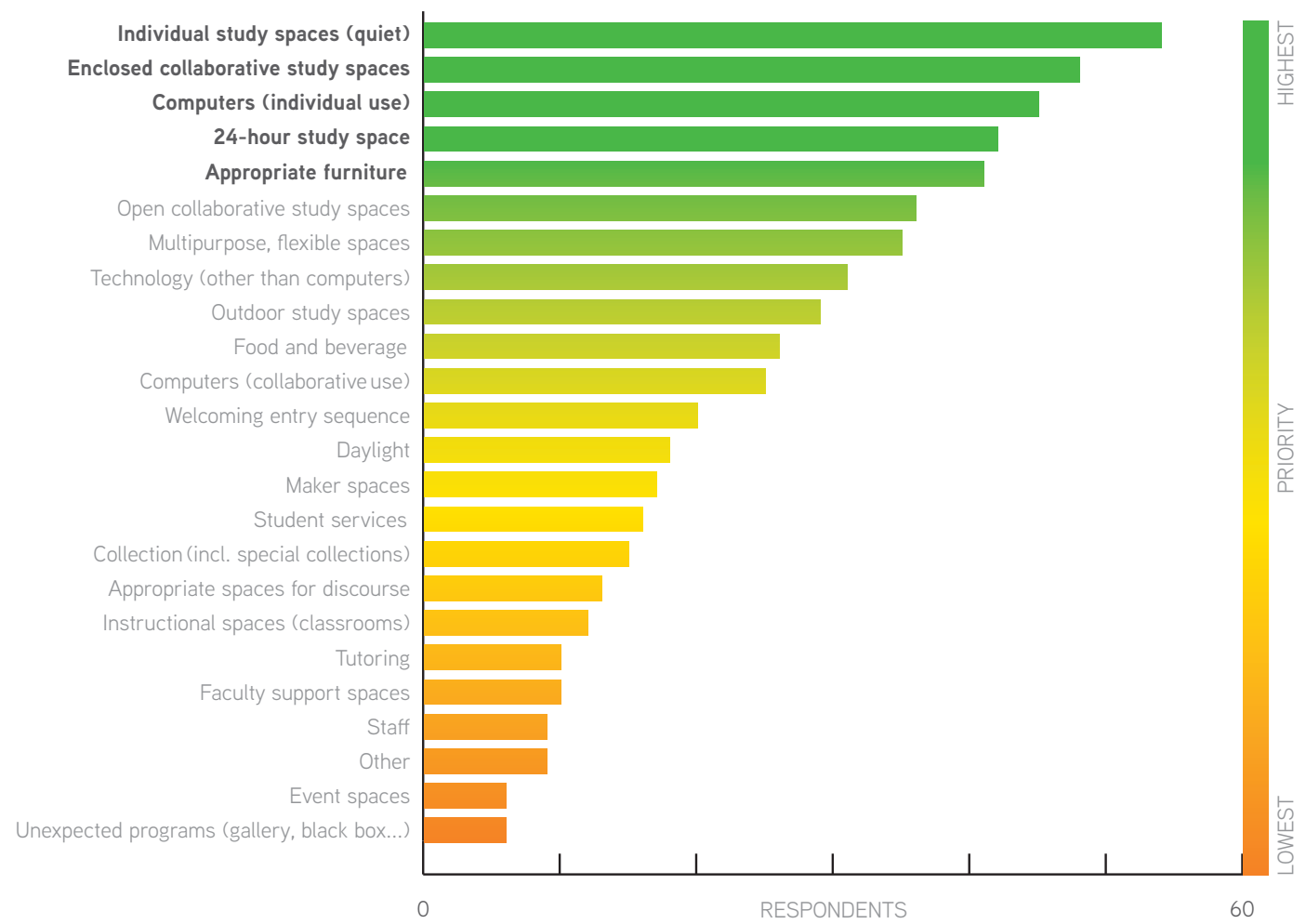


OPPORTUNITIES

LEARNING SPACES

Areas of the Library building that could be added or improved:

Places fostering learning & engagement for faculty and students.



Which of these potential services should reside in the Library:



Respondents were asked to rank their priority of these potential services from 1-6, 1 being the highest priority and 6 the lowest priority

BUILDING PERSONA

Hello, I am the Arthur Lakes Library,

I am a REFLECTION OF THE CAMPUS COMMUNITY,

I will SUPPORT you,

EMPOWER you,

and SURPRISE you,

I am OPEN,

WELCOMING, and a CATALYST FOR CONVERSATION,

I am THE PLACE TO BE

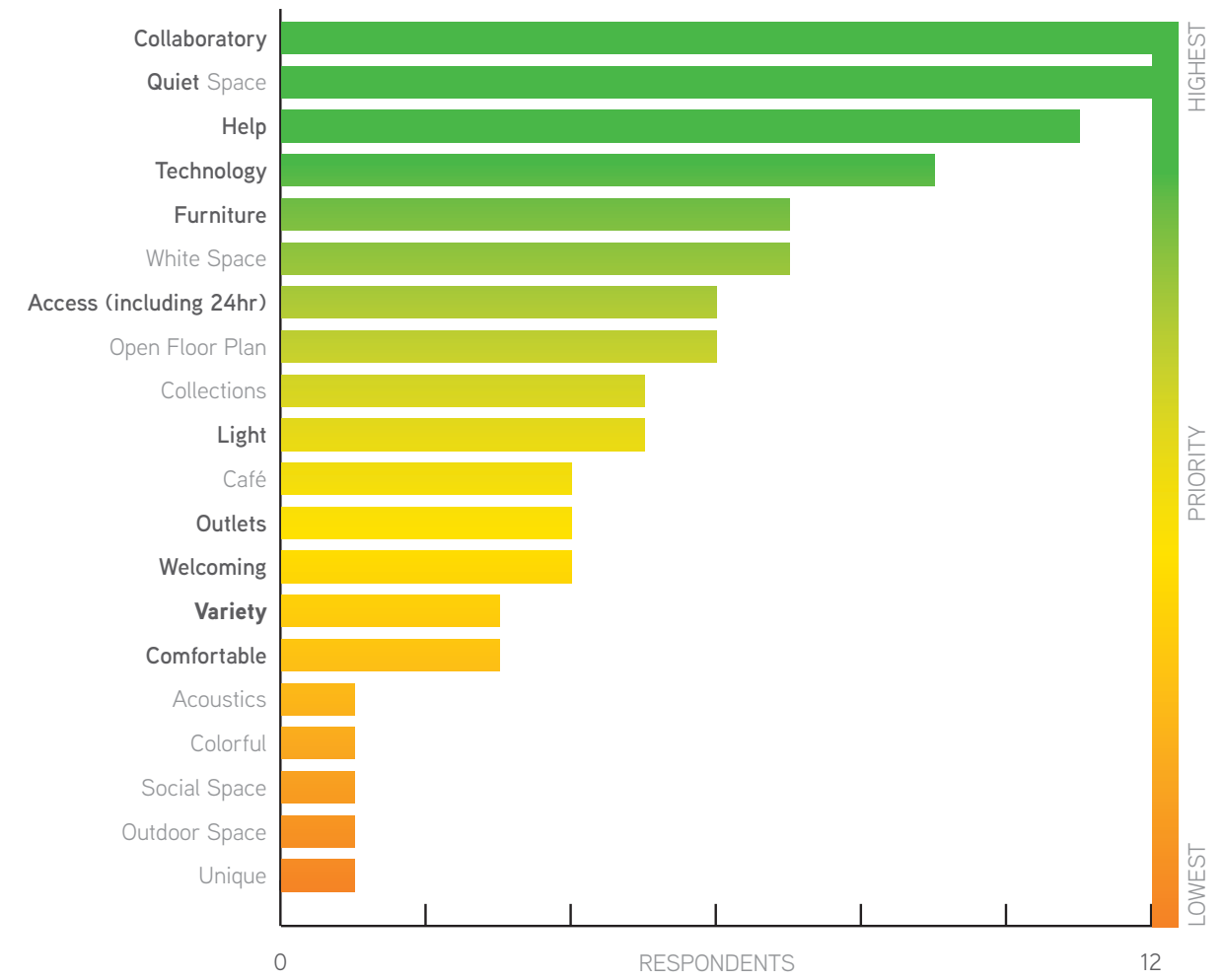
on the Colorado School of Mines campus.

The building persona represents what the library building would say if it could speak on behalf of the desires of the respondents.

USAGE

“A HEARTH FOR THE CAMPUS “

You find yourself using the future library building more often than the existing library because...



A common thread echoed during this poster session was a desire for the library building to support an enhanced culture of learning outside the classroom. A desire for a venue that is centralized on campus and projecting a beacon for cross-pollination and collaboration. A place with centralized resources.

The bold text represent the responses chosen by the respondents to be their highest priority, despite the fact these responses were not mentioned as often

WHY?

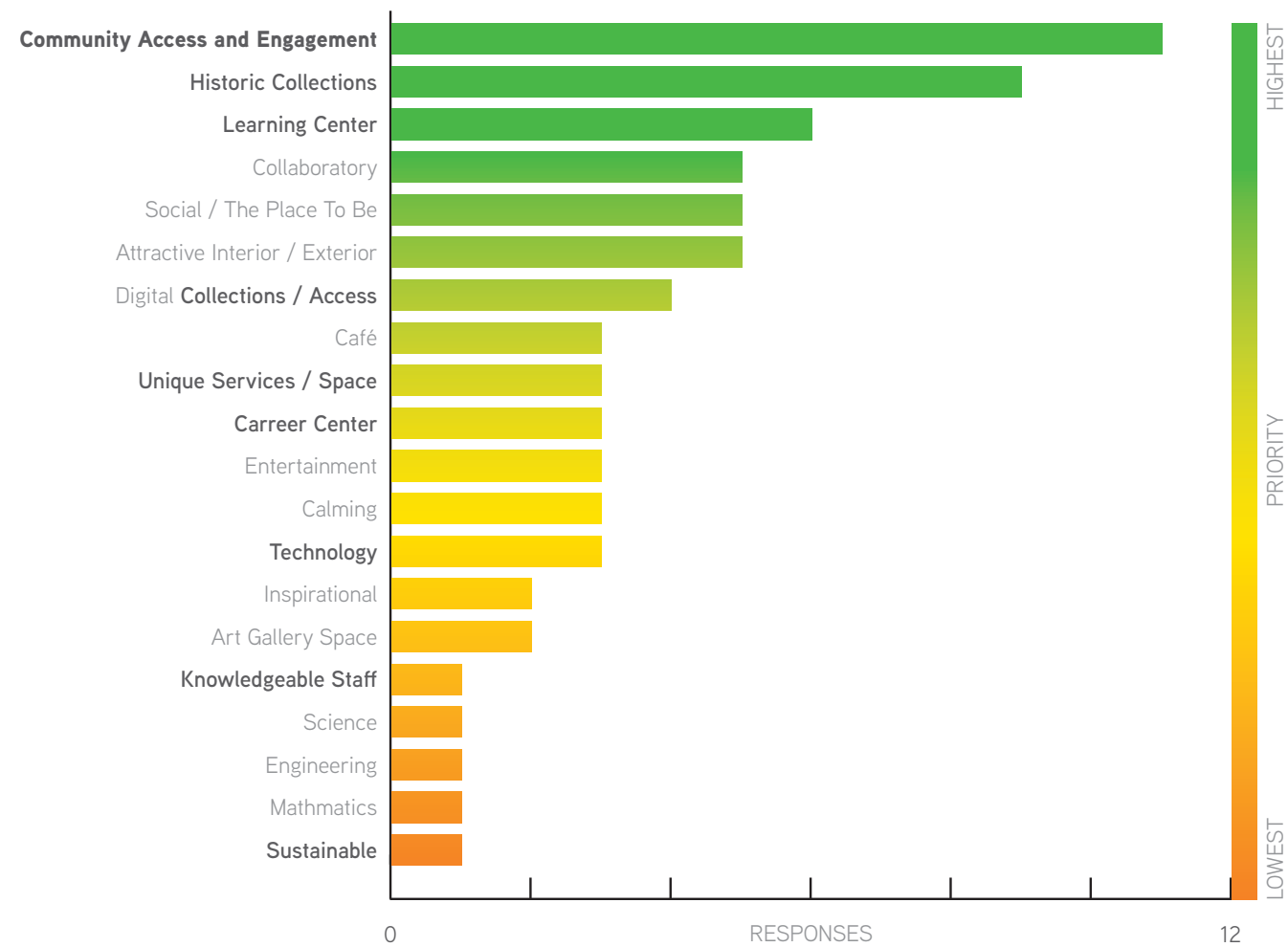
Bold text represents the most commonly repeated responses.

<h3>Collaboratory</h3>	<ul style="list-style-type: none"> Open Conference Rooms Collaborative with open views Open Presentation space Together Vicarious Study Large White boards 	<ul style="list-style-type: none"> Collaboration Noisy Large Study Space Open Stations Group Meetings Unscheduled Spaces
<h3>Quiet Space</h3>	<ul style="list-style-type: none"> 1 Person Study Space Micro Study space Variety of Quiet Spaces Napping / Pods Privacy Quiet Areas 	<ul style="list-style-type: none"> Private Study Rooms De-stress Room Deadened Noise Small Rooms Napping / Relaxing
<h3>Help</h3>	<ul style="list-style-type: none"> Faculty Space / Drop ins Student Access to Faculty Easier Access to Help with a Person Access to Expertise and Technology Connection Between Experts and Tech Tutoring Space with Room to Expand 	<ul style="list-style-type: none"> Integrated Librarians Learning Center Business Service Hub Student Services Friendly Librarians
<h3>Technology</h3>	<ul style="list-style-type: none"> Wifi / Cell Service Color Printing Projectors LCD Monitors Wireless 	<ul style="list-style-type: none"> Computers Software / Hardware Technology More Computers Specialized Software
<h3>Furniture</h3>	<ul style="list-style-type: none"> Variety of Furniture Comfortable Furniture Home Like Comfortable 	<ul style="list-style-type: none"> Variety of Furnishings Napping / Relaxing Tables Flexible Furnishings

GOALS

“AUTHENTIC BUZZ”

The library building has become known on a national level. It is known for...



The Arthur Lakes Library aspires to have a distinctive “sense of place” that connotes studying and academic pursuits. To embody the notion of an intellectual hub the library building must optimize the use of space, sharing that space with collections. Ideally this optimization introduces amenities that can act as a catalyst for prolonging study, and for attracting more community members to use the library building.

The bold text represent the responses chosen by the respondents to be their highest priority, despite the fact these responses were not mentioned as often

WHY?

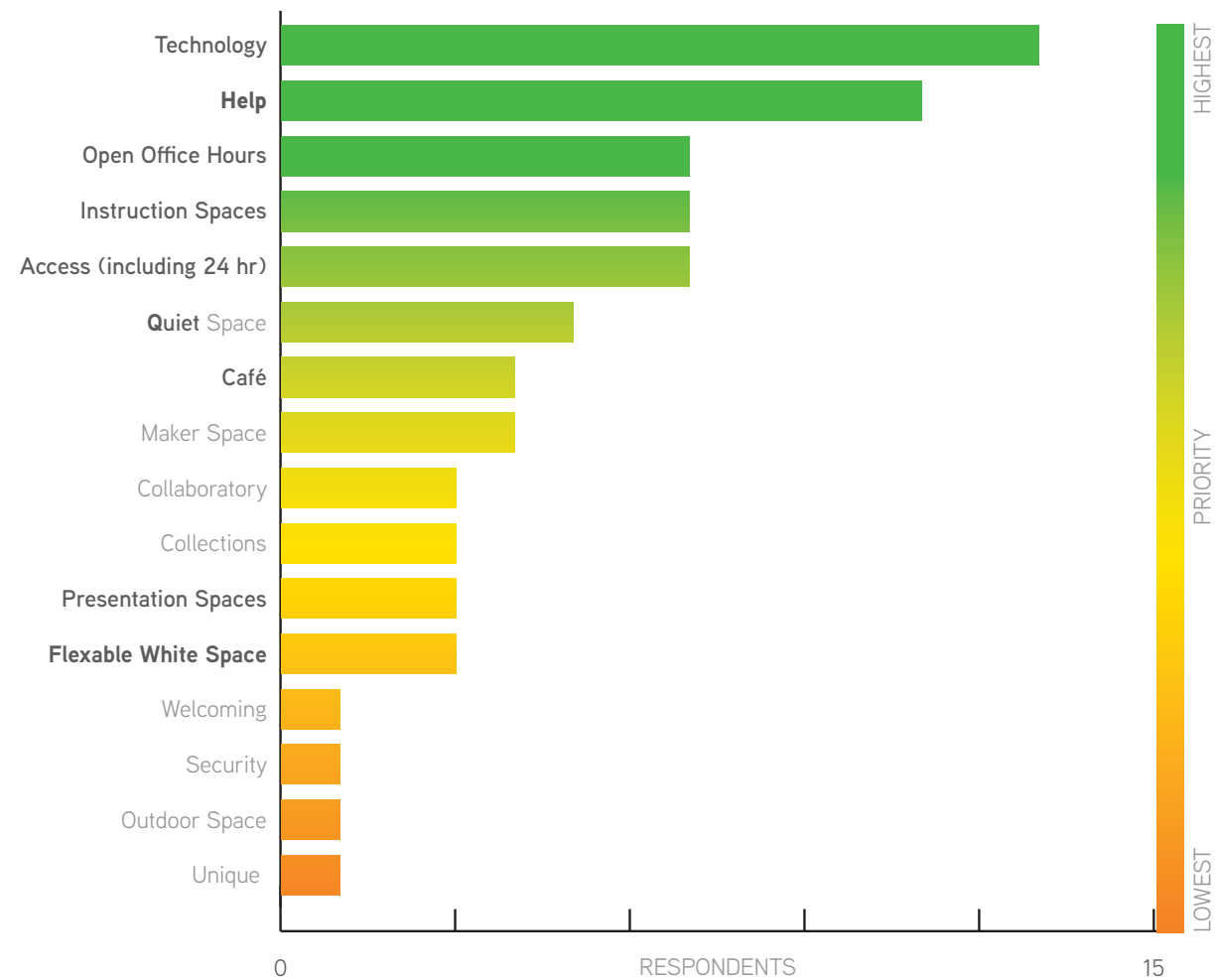
Bold text represents the most commonly repeated responses.

Community Engagement	Community Engagement Reflects Community (School of Mines) Accessibility to Collections All Community Welcomed Caters to Off Campus Users Accessibility	Open to All ADA and Learning Accessibility Includes Staff Access Readily available
Collections	Collections Mining Pictures Wire Rope Collection Special Collections Highlighted Portion of Collections	Special Collections Scholarly Sources Unique Archives Unique Collections
Learning Center	Variety of Learning Styles Tutoring Workshops	Teaching Effectiveness Learning Hub Learning Center
Collaboratory	How Well It’s Integrated on Campus Integrated Communicating Services Collaborative	Communal Area Robotics Lab
Social	“Place to Be” Activated Space’ Popularity	Lounge Authentic Buzz
Attractive	Looks Good Sense of Awe Recognized as a Library	Look And Feel Supports Attractive Design

PRIORITIES

“IF I DON’T SEE IT, IT DOESN’T EXIST”

Student or faculty services/spaces are available in the library building, these service/spaces are...



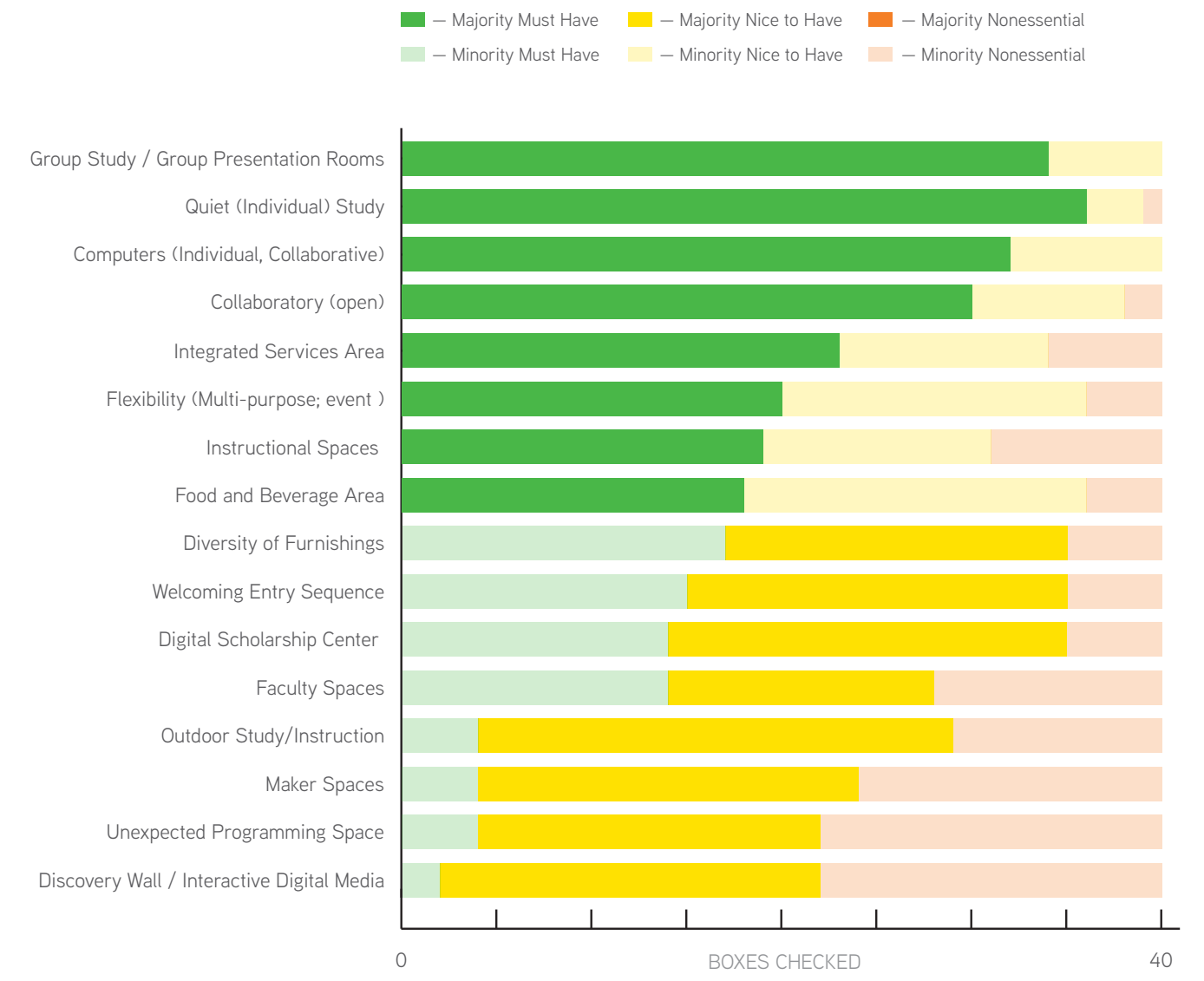
An overwhelming number of respondents commented on the desire for receiving help at the library via a multitude of mechanisms. They seek access to assistance and the elimination of barriers between themselves and the information or environment they seek. They also shared the sentiment that they have trouble knowing what resources are available, commenting that “everything seems to be hidden in a library.”

The bold text represent the responses chosen by the respondents to be their highest priority, despite the fact these responses were not mentioned as often

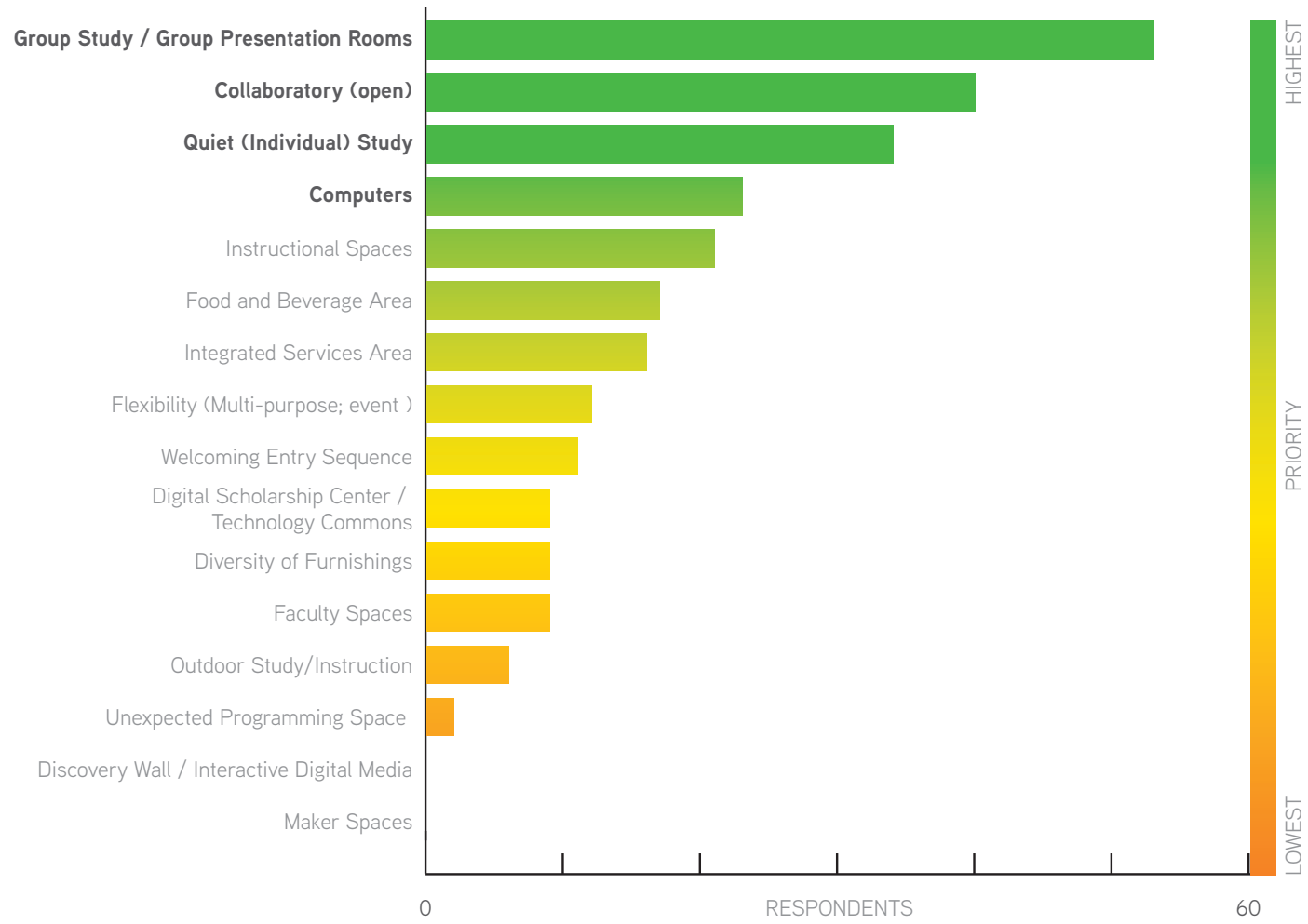
WHY?

Bold text represents the most commonly repeated responses.

<i>Modern Technology</i>	Computers Research Database Tech Help High Tech Cutting Edge Technology Electrical White Boards Digital Access to Collections	Technology Technology Outdoor Spaces With Wifi Displays Printing Computers
	<i>Help</i>	Librarians Consulting Tutoring Communication Expert Tech Consultant Guidance
<i>Open Office</i>	Faculty Oversight of Tutors Faculty Immersed, Not Segregated Staff Offices in Building Separation Between Class and Study	Tutoring Services Expanded Tutoring Space Writing Center Tutoring Center Writing Center
		Faculty offices Office Hours Workshops
<i>Instruction Spaces</i>	Testing Spaces Instruction Small Classes Separation Between Class and Study	Dedicated Instruction Space Class Partitions Dedicated Spaces
	<i>Access</i>	24 Hour Reserve-able Access to Textbooks and Collections 24 hour
		Access to Research / Info services 2:00 am Access Multiple Entries Open / Accessible



The majority of respondents feel all categories shown are essential for the library building, while Group Study and Computing areas are both considered entirely essential.



Clearly the desire for group study spaces, whether enclosed or open, is top of mind in current campus thinking. But also trending is a desire for adaptive spaces and spaces that offer new opportunities for learning. Demonstrative spaces and other flexible, undefined, unprogrammed spaces could support a common desire for free exchange of ideas between colleges. A space like a Collaboratory was appreciated as a space that could quickly become an incubator supportive of a social learning environment.



If the Arthur Lakes Library were to evolve over the course of several phases, and the evolution was to include the types of spaces listed here, the feedback collected suggests the phases would most effectively be divided as shown. Some of these spaces may already exist and only require minor enhancements while others will require more disruptive reallocation of existing uses.

Priorities

A common theme extracted from the findings herein is a community desire to embrace the changes evolving across the Colorado School of Mines campus. This may be the essential role of the library building.

Higher priority goals

Engagement between occupants and committed library staff / library offerings

Exposure of unique collections

Catalyse informal interactions (academic and social)

Cross-Pollination between colleges

Conveniences that would expanding opportunities

Connection to Colorado landscape

Integrated support services

Diversity of learning environments

Welcoming / Accessible entry & facility

Quiet study, but visibly open

Lower priority goals

Immersive technologies

Maker spaces (bringing the field work to the library)

Learning via performance spaces

Multi-use public spaces

Metrics

Attendees were polled to explain why they felt one type of space should be considered a higher priority than another. The responses to this exercise can be found in the appendix. Organizing the responses collected during this exercise is particularly informative when comparing what percentage of explanations fall into each of these two categories;

Enablers : The amenities needed for academic success

Enhancers : The qualities for effective learning experiences

Enablers are the amenities necessary to meet the demands of the library building occupants, primarily the spaces needed to accomplish desired tasks, either due to **quantity** or type.

Enhancers reflect the **quality** of a space and how it benefits the task or need, impacting the effectiveness of learning behaviours.

Below are the number of responses categorized according to these descriptors for the highest priority goals;

Group Study

Enablers : 36

Enhancers : 17

Collaboratory

Enablers : 17

Enhancers : 23

Quiet Study

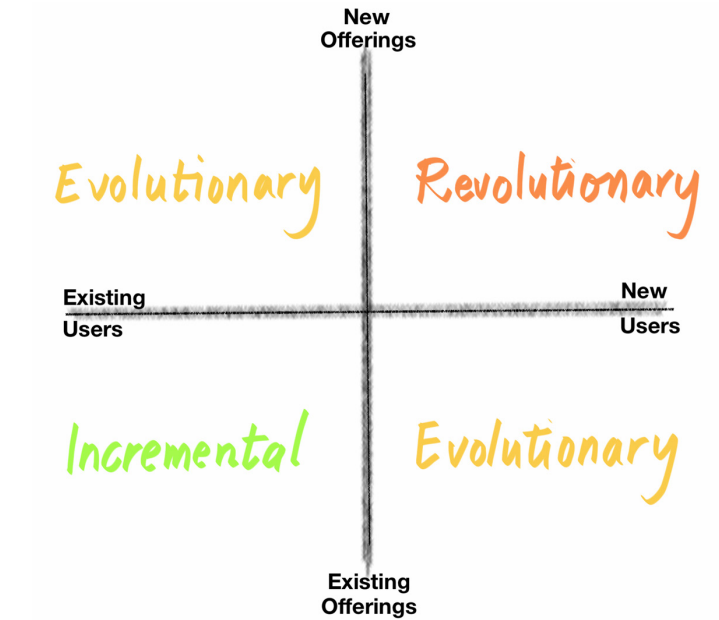
Enablers : 23

Enhancers : 11

This data suggests traditional study spaces, whether group or individual pursuits, are primarily needed to enable academic success, while an unconventional space like a Collaboratory is desired more-so to enhance the learning experience, triggering serendipitous discoveries across disciplines.

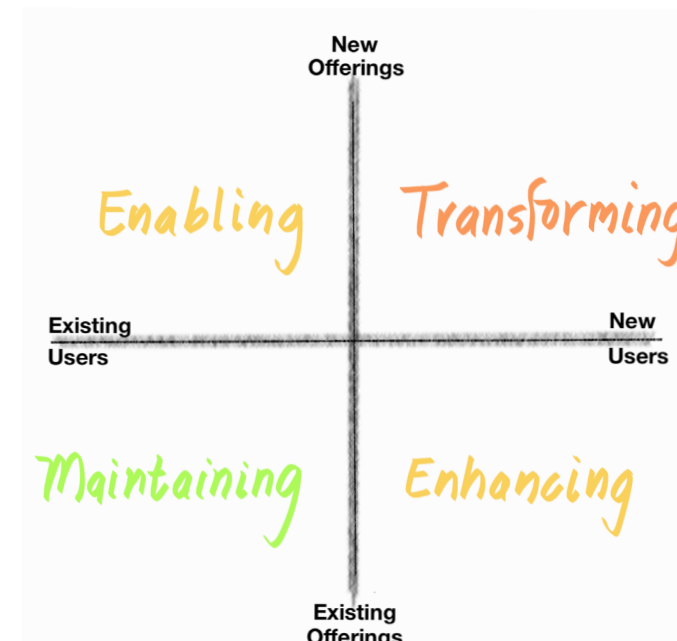
Next steps

The Colorado School of Mines will weigh the findings of this document, begin to discuss actionable themes, and weigh the values of proceeding with intentional changes to the Arthur Lakes Library,



Whether incremental, evolutionary, or revolutionary.

Now is the time to ask; "how might we...?"



Appendix

Organized from highest priority to lowest, the following pages show “why” respondents felt particular spaces must exist in the Arthur Lakes Library building.

1. GROUP STUDY / GROUP PRESENTATION ROOMS – WHY?

- Existing spaces in other buildings always full
- Not enough on campus
- Trend on campus
- Students like it
- Socialization
- Focus best with less distraction
- Think about life/contemplate
- Plenty of loud group spaces in other buildings
- Create traffic flow
- Student might find other library benefits
- Students don't realize the value of library/research
- To collaborate with others
- Exchange ideas, create combined ideas
- Team assignments
- Students enjoy studying together
- Students learn better and learn more
- Group projects
- Not a lot of space on campus
- Large tables
- Not enough on campus/never open
- Lots of presentations at mines
- Collaboration is important
- Need to collaborate frequently in groups
- Work on many projects
- Group study is essential to students
- So they can collaborate on ideas
- So they can get projects done
- We don't have them now
- Because building is inadequate and old
- Because campus has not embraced change that is needed
- Brings students together
- Not a lot of group study areas
- Shift to group oriented learning/projects
- No good space for this on campus; libraries would be
- Surrounded by help you can find in library (I'm bad at this)
- Students often work in groups
- They have class groups and teams
- They like to do same things in a group, and they benefit from the interaction
- Serves as a group study space
- Students need open space to collaborate
- Group projects/social engagement
- Nature of learning @ Mines
- Group work is essential
- Students successfully learn through group interactions, teaching others reinforces skills and knowledge
- I do most of my homework studying in groups of 2-6
- Learn best in collaborative open space with whiteboards and computers
- I have smart friends; I can learn a lot from them
- Students are already studying in groups
- Group work is a very important on campus
- So they have the tools they need to produce better group projects
- Students have more and more group projects
- This would give them space with access to resources/services
- They would also feel comfortable that they're not disturbing others around them

2. COLLABORATORY (OPEN) – WHY?

- Better ideas
- More “heads” the better to solve
- Allow a friendly space to study
- Need to bounce ideas off people
- Because school is hard
- Open spaces to think
- Work with groups/others
- Finish assignments/projects
- We study a lot
- I like a more relaxed space
- We study a lot
- I work on homework in groups often
- We need to bounce ideas off each other
- Homework is difficult – its nice to have a space that is quiet but we can still discuss
- Student study/engagement
- Build community
- Better exchange of ideas
- Ability to engage with students
- I don't have a space to collaborate in my office or department – no physical space available
- Students learn from each other
- Both weak and strong students would benefit
- Academic performance would normalize
- Provide opportunity for team work
- Team work is beneficial
- Enhances learning and understanding
- So students interact more
- More welcoming instead of everyone closed off in rooms
- Encourages use of library by all, when people observe behaviour, they are more likely to repeat it

- To provide an area for group learning
- To provide more tutoring space
- To create group learning
- Lots of group projects
- Homework done in groups
- Need group synthesis
- Students seem to enjoy social/safe space
- So that they can socialize and also bounce ideas off each other
- So that they learn new things and meet new people
- Creates welcoming study environment
- Benefits those who prefer collaboration over individual/silent study
- Increases scope of what the library space can be used for

3. QUIET (INDIVIDUAL) STUDY – WHY?

- To focus
- To discover & learn
- To really understand subjects
- Need to focus
- Silence is golden
- Show up to work
- I need a quiet space to focus
- Noises distract me
- School is hard
- There is a lot of rigorous studying to be done here
- Some students are here all day
- Some students are independent learners
- We don't have enough now
- Because of building design
- Because building is old and outdated
- Dorms are loud
- Hard to study with noise
- Read/study space
- I can't always borrow material
- Used to having this space available
- Designed in other parts of campus (as essential)
- Many of our students love quiet space
- Need secluded study
- Not wanting social distractions
- Need focused, uninterrupted study
- Students need a reliable quiet space to study
- So they can concentrate and not be disturbed
- So they can succeed at their work
- Allows individual to focus

- Good for times when other places on campus are hectic (i.e. midterms/finals)
- Creates resource that is readily available but might not be found elsewhere
- Students expect a level of quiet
- So they can focus on their studies
- To absorb what is needed to be known for tests, research papers, projects, etc.

4. COMPUTERS (INDIVIDUAL/COLLABORATIVE) – WHY?

- Sometimes don't have a laptop
- Group meetings for projects
- Specialized software
- Access to programs/software
- Able to complete assignments
- Work in timely manner
- Student study/discovery
- Build community
- Many specialty programs
- Cannot perform tasks on mobile
- Need high-powered computers with preinstalled specialty software
- Computers can provide versatile help
- Desktops outperform mobile
- Better processing, monitor size, and doesn't have to be brought to the library
- We use computers in addition to mobile devices
- Some work is easier on a computer
- The displays and software help with classes
- Need variety of programs and tools
- Classes require them
- Diverse tool used for engineering oriented career
- General lack of computing
- Spaces are spoken for others
- Building smaller than intended (?)

5. INSTRUCTIONAL SPACES – WHY?

- To deliver information for groups
- To be efficient & effective
- For better learning
- Informal instruction is needed for students/faculty/staff
- Important to have dedicated space without wasting human resources (setting up and tearing down)
- We don't have enough space on campus or it's so limited in who can access
- Would help bring students into one space
- Encourage collaboration between faculty, students and library
- Review sessions and tutoring access to faculty are critical for library
- Space across campus is limited – a central location can be helpful and promote learning
- Students know what's available and where – more likely to utilize resources
- To provide additional educational areas
- To provide areas for groups to meet
- There is a need for basic non-subjective classroom areas on campus
- Student services – tutoring – consistent need
- Engages students
- Creates community
- Late night programming
- Libraries give informational literature, instruction and need a class room
- Help students use the collections/electronic resources
- Classroom could be used by other faculty

6. FOOD AND BEVERAGE AREA – WHY?

- Convenient
- Need energy while studying late
- Health – need to eat
- I need to eat at the library
- I'm here for very long hours
- Engineering

- I snack/drink coffee regularly while studying
- Keeps me sharp, thinking w/ easy non-disruptive access to snacks
- Students and faculty want area to meet, drink coffee and eat
- Students spend extended periods in library
- At mines, freshman and sophomore may not have access to other buildings for study into late hours
- Draws in more people and keeps them
- Inviting communal space for conversation, collaboration and study
- Helps those who thrive in somewhat less formal environment
- Experience shows collaborative study is popular
- Students often do not have time to eat and study
- Good place to exchange ideas

7. INTEGRATED SERVICES AREA – WHY?

- One stop shop to help students anytime
- Needs access all times, centrally located
- Questions answered
- Where to find information
- Able to complete tasks faster
- Greater understanding of what's available in library
- Better access to library staff expertise
- Then library staff themselves can also provide common and greater access to their expertise being among library staff
- I'm not a librarian
- I may need help
- Need for guidance
- Directions are helpful to find information
- Information is needed to succeed or learn
- One place to go for help
- Students don't know who will be able to help them
- Could be first time visit or international student

8. FLEXIBILITY (MULTI-PURPOSE; EVENT) – WHY?

- Current space is inflexible; needs to change
- Allows for future changes
- Future changes unknown at this time. Don't want to be stuck with orange shag!
- Students can configure their own space
- They can make the space suit their current needs
- They get things done and perform better
- Multi uses as needs evolve
- Cannot predict future
- Future methods can help learning
- Allow people using the space to use it better
- To attract all types of the Mines community
- So the Mines community will work together at the place where ALL feel comfortable

9. WELCOMING ENTRY SEQUENCE – WHY?

- Collaboration across library services is important especially in bringing in multiple campus entities
- Welcoming, service-oriented, student centered space – students like to have individual space/service
- To welcome students/faculty
- To make the area more inviting
- To provide a one stop shop of information
- The entrance is the students' first impression of their library
- You don't get a second chance to make a first impression
- First impression needs to be a good one so they will make repeated visits
- Events/happenings are not well advertised
- Lack of electronics in commons (?)
- Tech level is behind infrastructure – is dated

10. DIGITAL SCHOLARSHIP CENTER / TECHNOLOGY COMMONS – WHY?

- Mines campus should be tech focused
- Assist faculty/students artifact creation
- Improve instruction/enhance brand
- Greater access to technology I don't have
- Ability to learn new techniques
- Ability to get support for making my own digital presence
- Provide technology to those who can't afford it
- Finances should not be a hurdle to learning
- Access to new technology provides skills for real world

11. DIVERSITY OF FURNISHINGS – WHY?

- Come to library for different reasons
- Collaboration, quiet study, research
- Library offers many services (food, computers, quiet study, etc.)
- Can help create "private" feeling areas
- Encourage use of library by all
- Comfort when studying and create more welcoming space
- Students study in different ways
- They have different ideas of what is the desired space for what they need to do
- Library needs to attract all students on campus

12. FACULTY SPACES – WHY?

- High quantity of adjuncts on campus
- Don't have offices
- Need space to meet with each other/students
- Tutoring is done on site
- Increased student/faculty interactions
- Faculty can assist in insuring students get the best info possible
- The faculty would have rooms, study rooms, offices for them
- It would make them feel they are part of their library
- Faculty support of their library is essential for library growth and change

13. OUTDOOR STUDY / INSTRUCTION – WHY?

- Library doesn't have it
- Raised/many levels
- Architecture dictates it
- Relieves stuffiness of study space
- Less "pressure" on students
- Concerns about mental health prevention

14. UNEXPECTED PROGRAMMING SPACE – WHY?

- Interested in what could be found
- More variety

