Student Library Council Meeting (included iSchool students, ITS, DIIA representatives)
April 22, 2005

Attending:
Amber Feldman, Anna Gonzalez, Jules Vieau, Brian Wachholz; Fred Heath, Damon Jaggars, Joe Dobbs, AJ Johnson, Jocelyn Duffy

Transformation of Flawn Academic Center [Fred]:
- Fundamental transformation in the way FAC is used
- Collaborative project between the Undergraduate Library (UGL), Information Technology Services (ITS), Center for Instructional Technologies (CIT), Division of Instructional Innovation and Assessment (DIIA), School of Information, and the Undergraduate Writing Center
- UGL collections will be dispersed to other libraries
- Discussion placement of reserves, electronic and paper
- Building an information desk with all services represented

[Sarah Thomas]
At Cornell we’re dismantling our undergraduate collection. There’s no longer any segregation in collections.

Sarah Thomas, University Librarian at Cornell University, presented:
The Library as Intellectual and Social Crossroads
Examination of library environments and trends affecting facilities

Started by asking the audience what trends they’ve observed:

Google. Students start there rather than the catalog. They access resources online instead of coming to the physical space of the library. They are more independent, don’t feel that they require the help of a librarian.

Laptops. They provide flexibility, independence.

Chat reference. Instant messaging is growing, used by students and staff. There is a definite decline in the number of face-to-face dealings, a loss of human interaction.

[Sarah]
There was an interesting article a few years ago, about people abandoning the library. The Deserted Library by Scott Carlson, Chronicle of Higher Education, from the issue dated November 16, 2001 (http://chronicle.com/prm/weekly/v48/i12/12a03501.htm)

[Rebuttal from audience]
The undergraduate library is an agora, a meeting place. It is very active, especially the outer lobbies. There is a lot of social interaction.
Social dynamics of cell phones. Cell phones allow students to touch base with more people. They have a high degree of connectivity. Everything moves at an accelerated pace, including the spread of news. People expect immediate acknowledgement of a communication.

High connectivity leaves less time for reflection, for depth. Is there space for contemplation?

Paradox. Libraries are increasingly important as social spaces, but the tools and services that libraries provide are seen as less important.

[Sarah Thomas]
Many students do use library tools and don’t realize it. This is an opportunity for libraries for marketing and branding themselves. Identify the tools and databases that the library is providing. Let people know where their money is going. The library is relevant, make sure it’s not invisible.

Nobody uses the manual. People want interactive feedback. They want libraries to provide self-help.

Presentation

How are some libraries making effective use of their space? How can we make our buildings better places for our staff and students? There is a growing conflict between books and people due to finite space.

Trends
- View of libraries shifting from “vaults for books” to “space for learning and discovery”
- Increase in interdisciplinary and collaborative projects
- Need for flexibility – the trends you design for now will change again
- Libraries remain iconic
- Inspirational reading rooms with high ceilings, windows, comfortable seating and no books

Design space to be used
- Stimulate thinking, encourage new ideas
- Spaces need to be comfortable
- At Cornell removed card catalog, regained floor space and created an information commons
- Cafés
  - Circulation up 16% after café went in at Cornell
  - More people in library accessing resources
  - Berkeley has CNN feed in café
    - Staying connected or invasion of space?
- Should it be interactive and lively?
• Open space for speaking, presenters
  • Create a community space against feelings of depersonalization, alienation
• Dartmouth created a “street” of services where the original library joined the new expansion
  • Shortcut across campus
  • Entry points for reference, arts library, information technology, and café
  • Signs use language of the users, “check-out” instead of “circulation”
• Desks that provide a single points of service for most user needs
  • Cornell has 88 service points across its libraries – each point costs money

Access

• Moving from books → open spaces, vaults for books → windows, protection → openness
• Libraries are offering 24 hour service
  • Windows lit up at night provide an inviting façade on a darkened campus
  • Create zones of 24 hour service
  • Areas of the library that can be locked off or have controlled access
• Provide access to special collections, they are what makes a library unique
  • Most of the day-to-day collection (books, journals, online resources) is identical between university libraries
  • Let people know what makes your library special

Flexible assignments of space

• Study carrels
  • Not all assignments are semester-long, some are weekly, daily, hourly
• Increase the usage of your space
  • Decrease sense of ownership of library space, increase sense of universal space
• Create common study areas for different levels of students (graduate, undergraduate, faculty)
• Most students do not want to study in isolation, even if not studying as part of a group
  • Working in a space with others who are also studying provides a sense of discipline and community, belonging
• Nice, comfortable spaces for enjoying books
  • Use good quality furniture
  • Feels good, looks good, will last

Collaborative spaces

• University of Chicago has create a space that includes a cybercafé, collaboration booths, classrooms and multimedia stations
  • Provides IT and learning support
  • Focus on activity, communication and collaboration
• Cornell Library Collaborative Learning Computer Lab (CL^3)
  • Movable workstations
  • Each station has one hard drive, two monitors, keyboards and mice
Collaborative space

Community outreach
- Exhibit space, conference space, auditoriums
- Libraries are active partners in learning
- Invite speakers, ask people who’ve used the library on their way to success
- Build a connection between research, learning, libraries and the community
- Renovating older spaces for ADA compliance

Where are the books?
- Libraries still add books to their collection
  - Cornell has 800,000 sq. ft. of building space, 400,000 sq. ft. of books
- Where to put them?
  - Compact shelving
  - Underground
  - Off-site storage facilities
- Creating integrated collections between institutions
  - Combine resources in off-site facilities and reduce duplication
  - Less of the view, “Cornell’s book”, more of the view, getting information from where it is to where it needs to be
- MIT Libraries has created a book-less, staff-less, almost space-less presence in new Stata Center
  - Point of outreach, a footprint
  - Looking forward to seeing what develops
- Mergers between libraries are popular
  - City of San Jose, CA and San Jose State University united to create a joint library on university campus
  - Princeton is combining 4 science libraries into a single unit
  - Columbia is combining 8 small libraries

Library staff
- Moving staff who do not deal with the public on a daily basis off-site
  - “Hoteling” – create rooms on-site where staff can work, but not permanently assigned
- Document delivery services
- Bringing the librarian to the students
  - Medical libraries at Johns Hopkins have created Touchdown Suites
  - Non-permanent spaces across campus that allow librarians to touch down and provide services for a period of time

Q: Have you noticed a preference in the computer classrooms for the instructor to be based in the front or the back of the room?
Sarah: Some of the classrooms have been U-shaped so that the instructor can see what is going on. The technology that is being used has the ability to override the systems in the room and control what is viewed.

Q: What is the funding model for interdisciplinary spaces?

Sarah: Each partner in the project pays part of the cost. The payment can be monetary, but it can also be the contribution of space or human capital.

Q: What is the faculty reaction to the changes?

Sarah: We hold faculty focus groups. Some are comfortable, some are not. I try to find the tipping point, the number of faculty that will be alienated by a particular change. Most people don’t know what they need or want until they see it. It’s hard to picture a service, a tool, or an arrangement if you’ve never seen it, never talked about it, or don’t have the background to draw on.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Person(s) Responsible</th>
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</thead>
<tbody>
<tr>
<td>Cleaning schedule for study areas</td>
<td>Damon</td>
</tr>
<tr>
<td>Classics library – no printer or copier</td>
<td>Damon</td>
</tr>
<tr>
<td>Why are overdue notices sent via snail mail?</td>
<td>AJ, Joe</td>
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<tr>
<td>Interlibrary loan renewal</td>
<td>Joe</td>
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<tr>
<td>Amnesty day</td>
<td>Damon</td>
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<tr>
<td>Contact information for Parents Association</td>
<td>AJ</td>
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<tr>
<td>Bring Kay or Jim to an SLC meeting – discuss LCS</td>
<td>Damon</td>
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<tr>
<td>Student input in copier contract negotiation</td>
<td>Damon</td>
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<tr>
<td>Wireless access in FAL</td>
<td>Damon</td>
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