

INNOVATIVE SPACES IN ARL LIBRARIES:
RESULTS OF A 2008 STUDY

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ARIZONA STATE UNIVERSITY LIBRARY

Classroom “flattened” to create a more flexible, technology-enabled learning environment.

The Library Instruction room was given an upgrade in Fall 2007. New projectors, new furniture configurations, and new computers were added. Projectors are now on both ends of the room, along with screens, and desks are arranged in pods, assuring that there is no "front" or "back" of the room, granting all students "equal" access to their instructional materials and their instructors. We also upgraded the instructor's equipment, including a wireless mouse and keyboard. Targeted audience was all students coming to the building for information literacy instruction.

Indicators of success:

- positive faculty and student feedback
 - external visitor jealousy
 - positive library staff feedback
-

BRIGHAM YOUNG UNIVERSITY LIBRARY

Comprehensive undergraduate commons popular with students.

The Information Commons is a space dedicated to providing the opportunity for students to have a space where adequate collaborative noise levels are accepted. There are two group study rooms, many group computers and study tables and individual study tables. In addition there is a multimedia lab with two analog-to-digital conversion racks. This space has personnel to provide assistance in research, computer help and multimedia support.

<http://net.lib.byu.edu/instruction/vtour/tour/3infocomm.php>
<http://www.emeraldinsight.com/10.1108/00907320610669498>

Indicators of success:

- Increased usage by groups
 - High marks for WOREP
-

UNIVERSITY OF BRITISH COLUMBIA LIBRARY

Immense learning complex serves both university and province.

The Irving K. Barber Learning Centre, University of British Columbia Library: 200,000 square feet of new space and more than 46,000 square feet of renovated space. Phase 2 opened in winter 2008. The complex includes:

- innovative learning spaces, including a 157-seat theatre - new technologies, flexible furniture to support large and small space work;
- breakout rooms;
- new spaces for the rare books collections;
- an array of seminar/ study rooms and classrooms, for groups ranging from 6 to 110 people
- support for onsite webcasting and video-conferencing capabilities
- simulation and gaming technologies for learning support
- office and study spaces for Arts One, Science One and Coordinated Arts Programs
- labs and offices for UBC's School of Library, Archival and Information Studies
- offices and other facilities for the university's Centre for Teaching and Academic Group (TAG)
- media commons -learning commons -many different study corners (beautiful spaces).
- Chapman Learning Commons offering learning support, services, and programs for writing & research, study skills, multimedia software, and tutoring support. <http://www.library.ubc.ca/clc/>
- <http://www.ikebarberlearningcentre.ubc.ca>

Indicators of success:

- space filled with people since day 1
 - the Chapman Learning Commons was filled as soon as it opened.
-

BROWN UNIVERSITY LIBRARY

Award-winning Student Study Center transforms basement into vibrant study destination; advisory board manages on-going improvements.

The Friedman Study Center in the 14-story Sciences Library comprises 27,000 square feet on the ground floor and mezzanine, as well as "Level A," a sprawling football field-size subterranean level with four outdoor atriums that supply daylight. The subterranean level is the heart of our vibrant new study center. The target audience is students and all new policies and services reflect this. Last fall alone, the gate count for the Sciences Library reached just shy of a quarter million, with an average of 3,000 visitors per day during reading period and finals. Overall the facility saw a 50% increase in traffic during 2007 when compared to the last several years of pre-renovation statistics. There is an official campus student group called FAB (Friedman Advisory Board) that ensures ongoing student input into decisions relating to the study center. The group has contributed to several enhancements to the Friedman Study Center and most new policies and added services directly reflect the desires of the students. Staff resources and services include a single service point where high-level support staff are available over 100 hours weekly to provide a broad range of library services. Student computing consultants are also found there about 90 hours weekly. The students work for Brown's Computing and Information Services Department, which also supplied all the technology in the Friedman Center. There are also "after midnight" Circulation student workers at the desk 10 hours weekly. Elsewhere there is an on-site evening multimedia consultant 20 hours weekly and students can get assistance with multimedia equipment during the day via email. There is a café in the Lobby that is open about 100 hours weekly. When Dining Services staff lock up, there are vending machines as well. Study resources include two projector-equipped rooms that fit 8-12. The rooms have a large whiteboard wall. These two rooms can be booked in advance by students. There are six smaller collaborative study rooms, five of which have "whiteboard" glass walls. There is an assistive technology room for students with special needs. There are over 70 workstations, five printers and three copiers. Various types of soft seating permeate Level A and the Mezzanine level, including areas for quiet study, moderately quiet study, and lively group study. Recent innovations include the introduction of a small entertainment DVD collection that is for students only. This is the result of a joint initiative between the Library and the Office of Student Life. 20 newly released (or relatively recently released) titles are leased from Baker & Taylor monthly and the collection will peak at 260, when we start sending back or buying 20 for every 20 we order. Students can check out the DVDs for 24 hours and there are no late fines. This has been very well received on campus. We are also about to unveil in spring 2008 an area for student-run exhibits of student art. Increasingly university departments and student groups who want to engage the student body are booking space in the Lobby for temporary high-visibility displays or information booths that must not impede traffic or impinge on the student's usual gathering places. One year since opening, there are still not many rules and guidelines for users of the new study center, and those that are posted are the result of student input. All of our long-

held library fears about allowing food and drink have not been realized. No equipment has been ruined and there has been virtually no vandalism. Late night there is card-swipe access only, with an entry guard and a roving guard to ensure safety. Students have been known to sleep over, but starting this year we are asking those who come fully equipped for "camping out" to go home to their dorms. Friedman has won two interior design awards and one construction/renovation award.

<http://dl.lib.brown.edu/libweb/about/friedman.php>

Indicators of success:

- dramatic increase in use - 3-fold
- continued demand for additional computing and study space
- additional services requested

UNIVERSITY AT BUFFALO, SUNY, LIBRARIES

"Cybraries" on campus will upgrade with student suggestions in mind, improving both quiet and collaborative zones.

The University Libraries are currently collaborating with Computing & Information Technology (CIT) to envision new learning spaces for the campus. CIT & the Libraries began their collaborations in the late 1990s, with the creation of "Cybrary" areas in the Libraries. The Cybraries feature individual and group computing spaces, and help desks. The latest work involves re-envisioning the public spaces to incorporate the learning and research needs of a new generation of users. Individual and group spaces are included, as are spaces with and without technology. The spaces respond to a number of requests from students for more and better collaborative areas, and quieter study spaces. The spaces are currently in the discussion stage, and we are working to prioritize projects and attain funding. For more information on cybraries at Rochester, see

<http://ublib.buffalo.edu/libraries/helpAZ/cybrary.html>

Indicators of success:

- Positive user feedback
- Streamlining of the help process as indicated from observation and feedback
- Increased productivity, less waiting time

UNIVERSITY AT BUFFALO, SUNY, LIBRARIES, CONTINUED.

New classrooms envisioned to better accommodate information literacy instruction.

The University Libraries are currently planning and soliciting funding for the creation of two new, hands-on, state-of-the-art computer classrooms in library spaces. The classrooms will be for the use of librarians teaching credit-bearing and course-related information literacy sessions, and will be managed by the Libraries. We envision two rooms, each seating 50-60 students, equipped with laptop computers, projection systems and movable furniture and room dividers to accommodate large and small groups. The need for these classrooms arises from factors related to the nature of course-related information literacy sessions - which are often one session scheduled in a short timeframe of one to two weeks - and a general shortage of hands-on computer classrooms on campus. The ones in existence are booked for entire semesters, and are generally not available for one-time use. The current Libraries' classrooms are too small to accommodate most class sizes. <http://ublib.buffalo.edu/libraries/ext/LearningLab.pdf>

Indicators of success:

- Increased usage
- Greater flexibility
- Positive learning experiences for students

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

New discipline-specific library mixes state-of-the-art technologies with rare collections.

C.V. Starr East Asian Library, the first freestanding building ever constructed for an East Asian Library in the nation opened on March 3, 2008. A \$52 million state-of-the-art facility all funded by private gifts, this new library serves the Berkeley and international community with the following features:

- a multi-purpose and multi-functional media center with advanced imaging, satellite and media equipment
- an on-site digitization service for faculty course development
- beautiful learning space with a large reading room, study carrels, and periodicals reading area
- a fully equipped Rare Book Room that allows teaching of imprints and documents dating back more than a thousand years
- Consolidated print collections of 400,000 volumes and an online collection of 800,000 e-resources. <http://www.cp.berkeley.edu/CVStarrEAL.html>

Indicators of success:

- This space opened in March 2008 so no data about assessment of use is available at this time
-

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY, CONTINUED.

Library provides customized environment for Institute for Research on Labor and Employment students and faculty.

The new Library Commons is visually stunning, extremely well designed for flexible use, and has become a focal point for community building among scholars who affiliate with IRLE. Elements of the design include:

- Comfortable lounge seating with area lamps
- Conference/study table with room for 12 persons (more tables may be added)
- Ubiquitous wireless access
- An Information Gateway with five public access workstations, two of which are fully available to the general public. These systems may be used for both library research and for "task" computing, such as word processing.
- A semi-private alcove for visiting scholars, with workstations, laptop space and locking private storage
- New, private staff offices and reference counter workspaces
- Digital projection and screen installed and ready for laptop access
- Relocation of approximately 50 percent of the print collection to nearby sites, including a connected room on the first floor, and secure storage in on the basement level.

<http://www.irle.berkeley.edu/library/index.php?page=7>

Indicators of success:

- Significant, positive impact on IRLE's organizational culture and also on how information is used
 - Fostered community-building among IRLE programs by providing a venue for faculty events and activities
 - Enormously popular with students, faculty, researchers, and visitors for various purposes
-

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Classroom to provide flexibilities for learning moments.

The UCI Libraries are beginning to plan for a new flexible high-tech classroom. Although we are still in the early stages of planning, we hope to incorporate a number of innovative elements including flexible seating that can be quickly reconfigured for a variety of group and lecture based instruction sessions. This would include the ability to relocate the instructor's podium and projector depending on the type of instruction taking place. In addition, we plan to incorporate technology that allows students or groups to display their work on several large plasma screens located on the walls of the classroom.

Indicators of success:

- Positive user feedback.
- Incorporation of new technology and space flexibility into library instruction

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES, CONTINUED.

Collaborative study needs addressed by incremental improvements to library spaces.

We have made an effort to increase the amount of collaborative study space throughout the Libraries, both in private study rooms and in public areas. The group spaces are designed to accommodate changes in student study habits and to facilitate group collaboration and learning. The Libraries are planning to construct over 20 additional private study rooms in addition to the 50+ existing group study rooms. We are exploring options for providing collaborative computing, electronic whiteboards, and other technologies that facilitate group learning in these new spaces. In addition, we are increasing the amount of public space that can accommodate group work. As part of a recently completed renovation project for a two floors of the Langson Library, we purchased a substantial amount of casual furniture (couches, lounge chairs, etc.) and arranged the furniture in such a way to encourage group use. We plan to include similar public group study areas in a number of other future renovation projects.

Indicators of success:

- Usage levels
- Positive feedback

Usage of physical collection materials in conjunction with library computers or personal laptops in the Libraries.

UNIVERSITY OF CALIFORNIA, SAN DIEGO, LIBRARIES

Biomedical library commons optimizes group learning and individual productivity among cohorts.

The Biomedical Library Information Commons is an 80-user space with computers and software where the library provides expertise, technology, and content to help students, etc., work in an environment where they access, manage, and produce information all at the same workstation.

<http://tinyurl.com/yr6j6x> - also the Info Commons Blog

<http://biomedlinc.wordpress.com>

Indicators of success:

- Increased usage of facilities by grad/undergrads.
- Increase usage of Info Commons computer consultants.
- High attendance at Info Commons classes.

UNIVERSITY OF CALIFORNIA, SAN DIEGO, LIBRARIES, CONTINUED.

New classrooms increase attendance at library instruction sessions.

Two new teaching classrooms: a laptop classroom; a standard classroom. Both are wireless, etc., as well as a new presentation practice room. Classroom policies - tinyurl.com/29mt4p presentation practice room - tinyurl.com/2yww2n

Indicators of success:

- Increased attendance at Library classes.
- Positive feedback from class evaluations.
- Increased suggestions for additional class topics.

UNIVERSITY OF CHICAGO LIBRARY

New training and instruction classroom capitalizes on technology and re-configurability.

The Kathleen A. Zar Room, honoring the late director of the John Crerar Library, is a renovation of the Library's former Microforms area into a technology-equipped classroom. Existing glass partitions already separate the room from the general reading area. New window shades have been installed to provide privacy and decrease light glare during presentations. The existing tables and chairs were replaced with easily reconfigurable furniture. A screen and whiteboard were added to the walls. Two projector carts and a flat panel display provide multiple viewing options. The room is intended for both formal training and instruction by Library staff and faculty as well as informal group study space for students. The Zar room is also a venue for a speaker series.

Indicators of success:

- Evidence of informal use of the space
 - Positive user feedback
 - Faculty requests to use space for instruction
-

UNIVERSITY OF CHICAGO LIBRARY, CONTINUED.**Remodeled classroom improves flexibility; doubles as student collaboration space.**

Room 207 in Joseph Regenstein Library (JRL 207) was a glass-walled room seating 15-20. The room could be reserved by faculty for seminars, and was otherwise available on a first-come first-serve basis for group study. After surveying the Library's Outreach and Instruction Committee, and all faculty who had recently taught in JRL 207, the Library decided to remodel the space into a technology-equipped classroom. A ceiling-mounted projector, speakers, and a retractable screen, wall whiteboard, and privacy shades were installed. An audiovisual station in the south closet contains a multi-region DVD player and audio/video inputs for a laptop. New tables and chairs provide more flexible arrangements. To increase room capacity (a request of some faculty), the Library added soft seating in the east alcove behind the door for another 3-4 students. The room is intended primarily for faculty teaching, with a secondary purpose providing space for collaborative student work involving multimedia (e.g., watching assigned film clips).

Indicators of success:

- Faculty bookings of space for teaching
 - Evidence of informal use by students on evenings/weekends
 - Positive user feedback
-

COLORADO STATE UNIVERSITY LIBRARIES**Upgraded Electronic Information Center (EIC) centralizes workstations with improved ergonomics.**

Colorado State University's Morgan Library has just completed an upgrade of our Electronic Information Commons (EIC) area in order to provide new and improved spaces for collaborative computing and group work. In keeping with the current trend of lowering the density of computers within the library, 63 new computer stations were recently installed. Each station has larger table areas designed to accommodate individual research and/or group project workspace. Computer research stations, generously arranged for space, were first made available to students and researchers in the form of "pod" tables located near our Information Desk. These arrangements are much more conducive to research and privacy for students. Similar arrangements have now been introduced throughout the first floor of Morgan Library.

Indicators of success:

- High demand
 - Positive feedback
 - Requests for additional space
-

COLORADO STATE UNIVERSITY LIBRARIES, CONTINUED.

Presentation spaces accommodate groups of various sizes.

Two more presentation rooms were recently added to the Morgan Library Electronic Information Center (EIC), bringing the total number of presentation rooms to four. These presentation rooms are designed to accommodate small groups for study, research, and the development of class media presentations. In addition to seating 10 students comfortably, each presentation room has a computer, a ceiling-mounted projector and screen, and a whiteboard.

<http://lib.colostate.edu/infodesk/computers/presentationrooms.html>

Indicators of success:

- High demand
 - Positive feedback
 - Requests for additional space
-

COLUMBIA UNIVERSITY LIBRARIES

Digital social science center provides consolidated service with specialists for scholar support.

In the Fall of 2008, the Libraries opened a Digital Social Science Center in the Lehman Social Science Library. The objectives for the Center are:

- Provide flexible workspaces, furnishings, diverse software, and high equipment to support collaborative group study and research in the Social Sciences
- Provide visible and easy access to professional staff who can assist users with research and technical support questions
- Provide space, equipment, and software to support presentation practice
- Integrate DSSC into the services and equipment now offered by EDS and the CUIT lab.

<http://www.columbia.edu/cu/lweb/indiv/dssc/index.html>

Indicators of success:

- Positive user feedback
 - Intensive use of the space
-

Digital humanities center provides consolidated service with specialists for scholar support.

In the Fall 2009 the Libraries plan to open a Digital Humanities Center in the Butler Library, the University's main Humanities and History Library. This Center will be a counterpart to the Social Science Center and to a comparable space to open in the new Science Library in 2010.

Functions to be included are:

- identification of relevant information resources in all formats
- fullest effective use of such resources (which often have powerful advanced search and manipulation features) and the extraction of data from them
- creation of new digital content in all formats (both through the transformation of pre-existing print and analog material or the production of original material)
- editing and markup of digital content
- close study, annotation, and analysis of digital material
- incorporation of digital resources into writing or other scholarly production
- assembly and management of digital material in personal collections
- collaboration with colleagues in a variety of research and instructional activities · communication of digital scholarly content and research results, both to fellow researchers and to students
- storage of digital content
- formal training on the aforementioned resources, tools, and techniques, both in a classroom setting and in self-paced tutorials.

Indicators of success:

- steady and growing use
 - users asking for more capabilities and support
 - users recommending center to others
-

UNIVERSITY OF CONNECTICUT LIBRARIES

Learning commons a collaboration to support undergraduate students.

The University of Connecticut Learning Commons offers a suite of services, technologies, and study spaces to help students successfully complete academic assignments and attain proficiency in the five General Education competencies required by the University: computer technology, information literacy, writing, quantitative skills, and second language. Integrating the five General Education competencies into the structure of the Learning Commons affirms these skills as fundamental to the education of every undergraduate student. The Learning Commons will serve as a physical manifestation of the university's commitment to the principles of general education and visibly underscore the value of each individual skill set in the context of all the others.

<http://learningcommons.uconn.edu/>

Indicators of success:

- Increased usage of the services based on user statistics
 - Positive feedback from faculty and students
-

UNIVERSITY OF CONNECTICUT LIBRARIES, CONTINUED.

Classroom built as interactive learning space.

The Undergraduate Research Classroom (URC) was developed to provide an interactive learning space for information literacy. This 22 workstation collaborative space incorporates an instructor console which features a symposium to provide a dynamic demonstration of library resources and includes clickers to engage students with on-the-fly assessment of the comprehension of information literacy concepts within an immersive learning environment.

Indicators of success:

- All Freshman English courses utilize the Undergraduate Research Classroom for Information literacy instruction
 - Positive feedback from faculty and students
-

DARTMOUTH COLLEGE LIBRARY

Library collaborates with other units to support undergraduate group work, writing, and research needs.

We relocated our Document Delivery services and repurposed existing space on our main service floor of Baker-Berry Library to be a shared collaborative space. This room has video projection, a variety of group workspaces, the ability to share information on multiple laptops, converts to a practice presentation space, and for approximately 30 hours / week is the space for our student peer tutoring center. This is a collaborative effort with the Writing Program, Library, and Academic Computing, which is called the Research, Writing, and Information Technology Center [RWIT]. <http://www.dartmouth.edu/~rwit/index.html>

Indicators of success:

- RWIT Center is fully scheduled most available timeslots, including beginning parts of the term
 - Other campus partners are interested in joining and supporting this collaboration [Career Services, for instance]
-

DARTMOUTH COLLEGE LIBRARY, CONTINUED.

Media center supports full spectrum of production.

Our Jones Media Center was developed in 2000 with the opening of Berry Library, and quickly re-envisioned from a passive viewing center to an active media creation center. A suite of workshops in multimedia applications are taught regularly, there is a media equipment loan program, a media preservation lab space, and a set of student tech assistants to extend expertise through the evening hours, and group labs with high-end media equipment and space for 4-5 students to work together on a project. see <http://www.dartmouth.edu/~rwit/>

Indicators of success:

- increased usage
-

UNIVERSITY OF FLORIDA LIBRARIES

Information Commons supports various flavors of productivity in collaborative learning environment.

The mission of the George A. Smathers Libraries is to meet the information needs of the University of Florida community by serving as a catalyst for research and discovery. The burgeoning use of technology has had a profound impact on the information seeking and research behavior of library users. Library facilities are evolving from collection-centered to learning-centered institutions. A vital component of that process is the development of an Information Commons area designed to foster collaborative learning in a creative environment while matching patron needs with the latest resources and technologies. Commons specs--130 workstations divided into 5 zones: general production; digital media center; production studios; media viewing/video conferencing; and group presentation space. <http://www.uflib.ufl.edu/hss/infocommons/>

Indicators of success:

- usage of the facilities
 - usage of specialized software and computer
 - positive user feedback
-

FLORIDA STATE UNIVERSITY LIBRARIES

Faculty and graduate research center services informed by user population.

The Scholars Commons is a renovation of the ground floor of Strozier Library providing a collaborative teaching, learning and research space for FSU faculty and students. It opened in Fall 2008. The target audience is FSU faculty and graduate students, and available for undergraduates seeking primary sources and quiet research space. The Center is primarily a lab for faculty in the humanities, facilitating interaction with primary source materials and for the libraries to engage all users in the value of primary sources. The Center includes research consultation spaces, a reading room, a classroom, conference rooms, presentation practice rooms, a large presentation space, multimedia equipment and support, and primary source collections. Our most significant innovation in this space is that after making many decisions for collections, services and staffing based on what we thought users would want...we took the time to visit every academic department on campus to gather qualitative data on the collections and services they wanted in the spaces. As our insight and understanding increases over time, accommodations will be made to service programming.

Indicators of success:

- Results of ongoing assessment so the space is in a continuous improvement cycle
 - Positive feedback from faculty graduate students that this space is meeting their needs
 - Usage statistics
-

FLORIDA STATE UNIVERSITY LIBRARIES, CONTINUED.**User-centered assessment techniques render a vision for undergraduate commons.**

We are renovating the first floor of Strozier Library to create a high-energy, experience-rich space for students and faculty. The space may include multimedia computing, research stations, classroom, exhibit spaces, meeting spaces, individual study spaces, information stations, popular video and book collections, writing and computing assistance, subject tutoring, assistance for patrons with special needs, programming, circulation services and more. We have also established this space as 24/5. Inspired by Rochester's and Minnesota's qualitative research, we embarked on an ambitious agenda of information gathering that provided programming answers for the heart of this space. We have committed to create a user-designed space -- no matter how comfortable or uncomfortable the data may make us. That is how we are innovating. Our space, services, staffing will all be shaped by what users tell us--not by what we assume or by what we want to give users. In this way, we will never be finished building this space, it will be a dynamic, (r)evolutionary space.

Indicators of success:

- Results of ongoing assessment so the space is in a continuous improvement cycle
 - Increased retention
 - Usage statistics
-

GEORGETOWN UNIVERSITY LIBRARY**Multimedia room and production studio supply state-of-the-art facilities for digital media.**

a) The Picchi Multimedia Room has gone through several modifications and improvements since it was first created in 1997. In the last couple of years, all of the computers were upgraded to iMacs, a batch slide scanner and \$3000 test scanner, numerous flatbed image scanners, and the most up-to-date software packages for media development (CS3 suite and Final Cut Studio) were added. Last year we decided to keep this space open to all Georgetown users 24 hours a

day. It is also where we teach workshops and provide one-on-one consultation. In '06-'07 we taught 118 classes to 936 students in this space.

b) Editing Suites and Production Studio Editing suited with Mac desktop computers are available for advanced audio and video editing in a private, state-of-the-art environment.

The following resources are available: video editing with iMovie and Final Cut, Pro HD, DVD authoring with iDVD and DVD Studio Pro, and audio editing with GarageBand and Soundtrack Pro. The production studio can be used as studio space for video production or as a digital audio recording studio featuring industry-standard Digidesign Pro Tools software. Other amenities include a Yamaha keyboard and a Mackie control surface for hands-on operation of Pro Tools. All of these rooms are open to students, faculty and staff 24 hours a day.

Indicators of success:

- positive user feedback
- increase in workshop and usage statistics
- increase in projects completed in the space

GEORGETOWN UNIVERSITY LIBRARY, CONTINUED.

“Newsroom” connects passersby to video feeds; functions as screening room for campus.

The Georgetown University Library's Millennium News Room improves student and faculty access to international perceptions of world and business events through the means of two plasma screens in the library's lobby, featuring close-captioned news, financial, and C-SPAN channels, as well as broadcasting select campus events as they occur. The Library and other campus organizations regularly advertise their upcoming events on the screens. A separate screening room off the lobby features an additional plasma screen and a comfortable environment in which to catch up on the latest news and events. The Library has shown films in the screening room to complement the Program in Performing Arts' Friday Music Series concert performances. Each screen location includes a sound system connected to a full complement of audio, video, and computer equipment. A web form allows the campus community to request specific news and information programming.

Indicators of success:

- # of people watching the screens

GEORGE WASHINGTON UNIVERSITY LIBRARY

Reconfigurable classrooms accommodate individual instruction and learning styles.

In the past two years we have created 3 dedicated technology-enhanced classrooms. The most recent two are completely reconfigurable. The furniture can be easily rearranged to accommodate individual teaching styles; the classrooms can be separated or combined into a single large room; there are Smartboards on each end and a tablet pc for the instructor that can be easily moved so the instructor is not tied to a podium.

Indicators of success:

- increased usage--number of classes taught
- positive user feedback (students and faculty)
- learning outcomes (self-reported by students) from active learning applied in this space

GEORGE WASHINGTON UNIVERSITY LIBRARY, CONTINUED.

Animation of planned-for learning commons is selling tool to potential donors.

We have worked with architects to develop an animation of a renovated first floor (the main service floor) of our main library to incorporate a learning commons, centralized service hub, multimedia production center, and viewing room for multimedia presentations. This animation is being used to solicit donor funding for the renovation.

<http://www.gwu.edu/gelman/advancement/1stfloor.html>

Indicators of success:

NA

UNIVERSITY OF GEORGIA LIBRARIES

Large-scale, collaborative learning center combines classrooms with extensive study environments.

Opening in 2003, the Student Learning Center is the heart of undergraduate education at the University of Georgia. The SLC houses an electronic library and 26 classrooms. The library provides seating for 2,240 students with 500 workstations and 2,000 connections for laptops. Ninety-five group study rooms, a media presentation practice room, and a digital media lab are also available. The SLC is open 24 hours and is staffed with librarians and computer

consultants. Information literacy instruction is offered in four advanced learning labs. The building promotes research and study. A non-circulating leisure reading collection containing classics and new works is also located in a traditional wood paneled Reading Room. Partnerships with two university divisions are facilitated through the sharing space in this building. Part of the University's classroom support unit, the Center for Teaching and Learning, resides here. The campus computer center also maintains staff in the building and supervises the student computer consultants. A coffee shop completes the list of amenities the facility offers.

<http://slc.uga.edu/facility.html>

Indicators of Success:

- Students "live" in this building, they have made it their own
- Usage is very heavy throughout the semester; fy2007 boasted 2.25 million as the gate count.
- Students and faculty are enthusiastic about the study and classroom space

GEORGIA TECH LIBRARY

Learning Commons delivers popular productivity environment.

The Library West Commons is a renovation of a light-suffused space that had become underutilized in recent years. It is located adjacent to the consolidated reference desk, and offers 115 computer workstations, twenty-five of which have high-end multimedia software. All run a robust selection of applications supporting coursework. Technology infrastructure is provided by the campus computer center. Walk-up user support for information and technology assistance draws on experts from the library and the computer center. A presentation practice space completes this facility. Lessons learned in the West Commons informed programming for the East Commons.

<http://librarycommons.gatech.edu/lwc/index.php>

Indicators of success:

- Increased door count by 65%
- ACRL award winning
- Improvements to student productivity and multimedia skill sets garnering faculty praise

Second-phase learning commons informed by massive student input.

This renovated area complements the West Commons as a team-based support facility. Programming was derived from a multitude of user-centered discovery exercises, with considerable contributions and oversight from a student advisory council. The heterogeneous environment includes 40 workstations set up for collaborative work; study spaces that transform into lecture / performance areas; micro-exhibits and student art; and power cords hanging from ceilings. All furniture is on wheels so students may contrive personalized configurations for collaboration as needed. The East Commons was mentioned as a key factor in the library winning the ARCL University Library of Excellence award in 2007. <http://librarycommons.gatech.edu/lec>

Indicators of success:

- Increased door count 25 %
- ACRL award winning
- Student documentaries and newspaper editorials extolling the space

UNIVERSITY OF GUELPH LIBRARY

Learning commons' peer helper programs provide wide-ranging support for student endeavors.

The McLaughlin Library (building) has a very active Learning Commons, which integrates support for student learning by bringing together staff expertise in library research, learning and writing assistance, IT support, and support services for students with disabilities. The Learning Commons offers a wide range of peer helper programs, with students helping students through writing assistance, study workshops, supported learning group sessions (modeled on the University of Missouri - Kansas City Supplemental Instruction program) and one-on-one teaching of IT skills. Modest renovations were made to the Library's first floor to create the Learning Commons in 1999. Annual renovations to the Library's main floor over the past eight years have expanded and enhanced the Learning Commons. Service desks for research and computing help, learning and writing services, the Library Centre for Students with Disabilities, a resource area, staff offices, and consultation rooms are located in close proximity to each other. Like other libraries, Guelph recognized the importance of social study space. Therefore, renovations have transformed the first floor of the Library, incorporating a snack and beverage service, group study space, and soft seating for socializing. Computer labs and larger rooms required for workshops and supplemental instruction are located throughout the Library as well as on the main floor. The following steps were taken to enable the transformation of the first floor:

1. compact shelving was installed in the basement level to reduce the footprint of the collection of government publications located there, allowing us to move our map collection from the first floor to the basement;
2. a large area of the second floor was reclaimed by removing print journals held electronically and reducing the amount of growth space for the declining number of journal titles we were still acquiring on paper;
3. the area reclaimed on the second floor allowed us to move several collections from the first floor, including our collection of AV materials and the equipment to use them.

Indicators of success:

- The cafe opened on February 20, 2008, so we have not yet had the opportunity to assess its impact. However, demand so far has been high.
- Positive user feedback

UNIVERSITY OF HOUSTON LIBRARIES

Collaboration with medical library to yield "flexible" learning commons.

UH Libraries is working on a pilot project- "learning commons". The goal is to offer M.D. Anderson Library users a flexible and inviting space for both collaborative and individual work. The area will be equipped with sophisticated computing, technology, improved options for reserving equipment, and a variety of furniture with a focus on flexibility and collaboration.

Indicators of success:

NA

UNIVERSITY OF ILLINOIS AT URBANA CHAMPLAIN LIBRARY

Learning commons creates new opportunities for community interaction.

The Undergraduate Library has adopted a "Learning Commons" service that builds on its earlier success as the central hub of undergraduate research and learning on the University of Illinois at Urbana-Champaign. The Undergraduate Library learning commons encourages engagement with information in its various forms, reinforces the value of collaborative inquiry, creates new opportunities for community interaction, and serves as a hub for campus collaboration in support of undergraduate student success through the delivery of programs and services provided in collaboration with Campus Information Technology and Educational Services (CITES), the Campus Center for Advising and Academic Services, Writer's Workshop, and others. The Undergraduate Library learning commons provides access to an array of information technology tools, including mobile technology circulated through the Undergraduate

Library, including: USB drives, graphing calculators, digital cameras, and laptops. Also available for loan are a number of gaming consoles that support the University Library Gaming Initiative (<http://www.library.uiuc.edu/gaming/>).
<http://www.library.uiuc.edu/ugl/lc/>

Indicators of success:

- Increased usage of facility
 - Increased usage of library materials
-

INDIANA UNIVERSITY LIBRARIES BLOOMINGTON

One of first comprehensive information commons continues to inspire students.

The Information Commons (IC) is a place for students to interact, get technology support and research assistance, attend technology and research workshops or classes, and work in groups together or individually on course assignments. The IC supports and enhances student learning and research by providing state of the art technology and resources in an academic environment 24 hours a day. The IC provides various learning environments to accommodate the diverse learning styles and needs of students including:

- First floor: bustling group and individual workstations, large scale color printing, multimedia equipment, and two service points that support reference, software help, circulation, and hardware support
- Second floor: space for quiet individual work at computer workstations or wired tables and access to the undergraduate Core Collection
- Third floor: quiet reading room with comfortable booths, large tables, and more of the undergraduate Core Collection
- Fourth floor: group study space with open tables and access to group study rooms as well as practice presentation rooms, and video conference rooms. <http://ic.indiana.edu/>

Indicators of success:

- increased usage
 - positive user feedback
-

UNIVERSITY OF IOWA LIBRARIES

Learning center combines practice space, multimedia support, team facilities, and research and technical assistance.

The reference area in the Parks Library (near the new Bookends Cafe) was remodeled, re-purposed, and transformed into the Learning Connections Center. This new service point is designed to respond to today's student learning styles and to provide collaborative spaces for small group study and research. A grant from the Roy J. Carver Charitable Trust serves as a catalyst for transforming traditional facilities and services provided in the Library into collaborative and new media workspaces with expert assistance nearby. The reference book collection was reduced in size and is now housed in the Reference area (A-J) and in the nearby Tier 2 (K-Z). Space was cleared for several new activities: collaborative workspaces, multimedia production studios, and research and technical assistance. A presentation practice room permits individuals and small groups to practice classroom presentations. Specially designed workstations allow groups of 3-5 students to share a computer and workspace for team-oriented projects. Multimedia production studios allow individuals and groups to use state-of-the-art production hardware/software to create media products for their classes. The reference desk itself was relocated and is staffed by subject specialists and media/IT staff and students to help users with research and technical questions. With the addition of collaborative workspaces and media production facilities, the Library offers many different study/research options, from individual computer workstations and quiet study carrels to wired tables for laptop/group study, group study rooms, the cafe, and a designated quiet study room on the second floor. No matter what the mood, the Library has the space.

Indicators of success:

- increased usage
 - groups utilizing space
 - positive user feedback
-

JOHNS HOPKINS UNIVERSITY LIBRARIES

Center targets innovative teaching support for faculty and graduate students.

The Center for Educational Resources within the Sheridan Libraries is an instructional support center for faculty and graduate students (with many undergraduate student employees working as student staff). The Center includes meeting space, big screen collaboration capabilities and multimedia development space. The mission of the Center for Educational Resources is to partner with faculty and graduate students to extend their instructional impact by connecting innovative teaching strategies and instructional technologies.

The Center's mission aligns with the evolving role of university libraries as they advance from print-based repositories to electronic collaboratories that enable application of digital collections and networked services to new approaches in instructional and scholarly communication. Facilities are described in some detail on the Center website. www.cer.jhu.edu

Indicators of success:

- positive feedback from faculty and grad student "patrons"
 - increasing demand for access to our resources
-

KENT STATE UNIVERSITY LIBRARIES

Information Commons combines information and high-end media services, along with tutoring support in writing and math.

Goals include providing ready access to traditional reference services (desk, by appointment); support for creating multimedia and teleproductions; express multimedia workstations; Student Multimedia Studio; adaptive technologies; GIS workstation; Student Success Services (math and writing tutoring); quiet study and group study spaces; group instruction lab; open computer lab.

<http://www.library.kent.edu/page/10736>

<http://www.library.kent.edu/sms>

Indicators of success:

- increased usage for all services
 - positive feedback from other campus partners that provide tutoring
 - overall increased activity in the building
-

Collaborative Learning Space conforms to wall-less classroom.

This flexible learning space supports collaborative learning, and can be scheduled by a faculty member for regular class sessions. The area is in close proximity to the print collection and provides the opportunity for guided introduction to the use of materials. Teacher's workstation with computer, projector and document camera is available. Whiteboards are available. Area has wireless access. <http://www.library.kent.edu/tower>

Indicators of success:

- positive feedback from those faculty who have used it
-

UNIVERSITY OF KENTUCKY LIBRARIES

Retrofit of new library delivers commons facility for multimedia and general productivity.

The University of Kentucky Libraries opened our information commons, the Hub, in March 2007. The target audience is undergraduate students. One of our noteworthy elements is our "video windows"--six projectors that display student art and other exhibits that rotate on a monthly basis. I've written more about the "video windows" here:

<http://staceygreenwell.blogspot.com/2007/11/windows-in-basement.html>

Here is a general description of the Hub: Located in the basement of William T. Young Library, the Hub @ WT's provides library research assistance and IT help in one convenient location. The Hub features over 200 Windows computers as well as a Mac lab for student use. Mac video editing suites with Final Cut Pro are now available, and two presentation practice rooms will be completed in spring 2008. The Hub offers flexible, comfortable furniture for students to arrange to meet their group study needs, including rolling cubicle walls and whiteboards. In addition, the Hub features snack and beverage machines in the lounge area.

<http://www.uky.edu/Libraries/Hub>

Indicators of success:

- Positive user feedback
 - Positive user feedback
 - Increased usage of the basement
-

LOUISIANA STATE UNIVERSITY LIBRARIES

Information Commons a partnership with campus IT.

This information is from the web link listed below: "The space contains a Library Reference desk, an ITS Help Desk and ITS Print Center (large format printing, poster printing & resume/photo printing). The room also contains four Linux machines and 36 Dell PC's (24 single monitor and 12 High end Dell PC's with dual monitors). There are also 30 Macintosh computers (20 iMac's and 10 MacPro's with dual monitors). In addition to the computers, there are 2 b/w printers and 2 color printers, 2 located by the PC's and 2 by the Mac's." Target audience - mainly undergraduate and graduate students, although faculty are free to use the computers. There are also 10-12 public access computers. Password and logon ID are not needed.

<http://www.lsu.edu/its/infocommons.html>

Indicators of success:

- Most times, all the computers are being used.
- Students know that the service is available on campus.
- We are also meeting the needs of the Mac users versus just PC users.

UNIVERSITY OF LOUISVILLE LIBRARIES

Learning commons provides full suite of undergraduate services.

The Learning Commons is a newly dedicated space in the Ekstrom Library combining library and other campus units for teaching and learning activities. It includes media services, several computer areas, faculty services, the writing center and the Digital Media Suite.

The Kersey Reading Room is a newly remodeled suite for periodicals featuring tables with lamps and comfortable seating.

Indicators of success:

- increased usage
- positive user feedback
- reading room always filled with students

UNIVERSITY OF MARYLAND LIBRARIES

Upgraded Non-print Media Services enhances technology, spaces, and support services.

The central audiovisual library at the University of Maryland, moved to a newly renovated space on the ground floor of Hornbake Library in the summer of 2005. The new space features two large media classrooms, five small classrooms or collaborative workspaces, and 88 custom-designed multimedia carrels equipped with a variety of audiovisual formats including video (VHS, DVD and laserdiscs) and audio (cassette, CD and MP3) Dial Access and UMDigital Collections. Facilities are also available for 'legacy' formats such as 16mm film and U-Matic video. Wireless computer access is available on the entire floor. The new space is described in detail in *College & University Media Review*, Spring/Summer 2006, Vol. 12, No. 2, pg. 47-60. 'Nonprint Media Services Library at the University of Maryland,' by Allan C. Rough. <http://www.lib.umd.edu/NPRINT/nprint.html>
http://www.outlook.umd.edu/search_article.cfm?id=1950
http://www.lib.umd.edu/giving/06_illumination_web.pdf (see pages 10-11)

Indicators of success:

- Increased usage by students and faculty
- Positive user input, especially from faculty
- Positive recognition by peer institutions as a model space

UNIVERSITY OF MASSACHUSETTS AMHERST LIBRARIES

Learning Commons features collaborative support model.

As the heart of UMass Amherst, the Learning Commons (LC) provides a welcoming, flexible, and student-focused environment. Rich in services and technologies, the LC fosters community, innovation, and the creation of new knowledge. With long hours, peer support, and a relaxed and inclusive atmosphere, the LC encourages students to make the most of their educational experience. Campus service providers pool their expertise to provide convenient access to the core academic support services that enable students to succeed and excel at UMass Amherst. The LC strives to assist students to become self-directed learners and engaged adults to build a better future.

<http://www.umass.edu/learningcommons/>

Indicators of success:

- Increased gate counts (30-70% increase per month during first 2 years); long lines for workstations now; all 30 laptops in circulation simultaneously
- Positive user feedback through web-based comment forms, LibQUAL+ 2007 comments, various surveys, and focus groups
- Requests for additional services, equipment and hours

MCGILL UNIVERSITY LIBRARY

Cybertheque zoned to accommodate diverse learning styles in open landscape.

Cyberthèque blends a diverse range of studying and learning spaces for groups and individuals, various technology and multi-media installations, and timely assistance in accessing and using information. For the McGill Library, the Cyberthèque offers fresh opportunities to build on the essential teaching, learning and research support it provides for faculty and students at McGill University. The facility's zones include glassed-in group study pods and banquettes, quiet tables with or without computers for individual study, an e-classroom for information skills classes and programs, an assignment production area, a central information point dubbed the "genius bar", and casual study areas dotted with bright, comfortable lounges. The atmosphere is characterized by a fluid, functional distribution of spaces, coupled with subtle effects of colour, transparency and lighting. A 'green' design was also integral in developing the Cyberthèque, capable of accommodating 250 users on 125 workstations and additional seating for wired and wireless laptops.

The project was financed by student IT funds provided through the office of the Chief Information Officer as well as funds from donors and the Library's Operating Grant. The Cyberthèque reflects the emergence of a new type of academic library, geared towards meeting the reality of a largely digital world, and the diverse needs of a new, Internet-reared generation. Accordingly, library design has also changed, favouring multi-functional, user-centred facilities which contribute to successful information access and quality learning experiences. 'Libraries support a variety of experiences today,' said Janine Schmidt. 'Some students come to engage with knowledge; others to work on assignments with colleagues – they are accessing e-resources as well as borrowing books. The new Cyberthèque generates a sense of community, of being part of the wider world of knowledge as well as being a place to gain wisdom, inspiration and learning.'

<http://www.mcgill.ca/hssl/facilities/computers/cybertheque/>

Indicators of success:

- Use has been maximized within a short period of time.
 - Seen as a model for other campus renovation projects, as well as new approaches to student learning.
-

Comprehensive renovation triples library attendance.

With refurbishment of the Macdonald Campus Library, a tired, old-fashioned library was upgraded. The entrance was altered. A new combined lending and information service point was opened. The entry door is combined with a display panel. Attractive colours and new furniture were acquired. An e-zone for a training room was installed, with glass walls and doors so that people could see right through the library. New lighting was acquired, including task and ambient lighting. Sustainable approaches were taken to carpet selection and other fittings. An advisory committee involved students as well as faculty. Spaces were differentiated with quiet individual study, specialist lockable desks for graduate students, group study, and tables so that students could spread themselves and their work. It has been extremely successful with use trebling since its re-opening. <http://www.mcgill.ca/macdonald-library/>
<http://www.mcgill.ca/files/library-about/LibraryInFocus.pdf>

Indicators of success:

- Use has trebled
- Positive user feedback from students
- Viewed by the Dean and faculty as a major success providing a significant and competitive marketing edge to the Faculty in attracting students at undergraduate and graduate levels.

Cyberthèque addresses various modes of learning.

The Cyberthèque is a library facility blending a diverse range of studying and learning spaces for groups and individuals, various technology and multimedia installations, and timely assistance in accessing and using information. It is comprised of:

- study pods with seating space for 10 people, a large viewing screen with a hookup for laptop, a DVD player, and a white board;
- Group study banquettes with white boards and large-screen monitors for laptop display;
- Electronic classroom;
- Individual productivity workstations;
- Quiet study areas.

<http://www.mcgill.ca/hssl/facilities/computers/cybertheque/>

Indicators of success:

- Use has been maximized within a short period of time.
 - Positive user feedback from all levels of users, but particularly at level of administrators.
 - Seen as a model for other campus renovation projects, as well as new approaches to student learning.
-

MCMMASTER UNIVERSITY LIBRARIES**Learning commons for humanities and social sciences is campus collaboration.**

The Mills Learning Commons is an integrated learning facility located in our humanities and social sciences library. The Commons includes a large concentration of desktops (about 120) for both collaborative and individual productivity, research and IT assistance, a writing clinic, the integration of traditional and emerging scholarly resources, instruction, services for students with disabilities, and workshop space (for academic skills counseling, etc.). The facility was built in collaboration with our campus IT unit, the Centre for Student Development and the Centre for Leadership in Learning.

<http://library.mcmaster.ca/mills/learningcommons/about.htm>

Indicators of success:

- Increased usage
 - Positive user feedback
-

MCMMASTER UNIVERSITY LIBRARIES, CONTINUED.**Incremental improvements to science and engineering library driven by customer feedback.**

The renovated Thode Library of Science and Engineering (Learning Commons @ Thode) will be a hi-tech/hi-touch facility that is attractive to students and faculty alike. It will be a changed space that changes attitudes, practice and outcomes.

<http://library.mcmaster.ca/thode/renovation/consult.htm>

Indicators of success:

NA

UNIVERSITY OF MIAMI LIBRARIES

Digital media lab offers skills training and production assistance to undergrads.

Expanded Digital Media Services (DMS) laboratory is planned for 2008-09. This space will offer classroom and one-on-one instruction as well as production space for new media integration in coursework. Primary audience is undergraduate. In 2007 DMS supported first-year English composition students with a combination of library-owned and student-owned Macs. Students were taught to incorporate media into their assigned projects as part of a joint collaboration between DMS and the instructor.

Indicators of success:

- Application of relevant information literacy skills
 - Use of appropriate media and design for projects
 - Revisions based on feedback
-

UNIVERSITY OF MIAMI LIBRARIES, CONTINUED.

Faculty “exploratory” focuses on exposure to and utilization of digital media for classes.

The Faculty Exploratory opened in late 2008. The space offers classroom and one-on-one instruction for faculty in the use of new media. Instructors include both librarians and digital media staff. Initial audience includes faculty who have been awarded new media teaching fellowships.

Indicators of success:

- Teaching and learning will be enhanced by faculty understanding and use of new media
-

UNIVERSITY OF MICHIGAN LIBRARY

Library Gallery showcases exhibits, programs, and personalities.

Even as technological advances make it easier to disseminate commonly held library materials through digitization and electronic publishing initiatives, we also seek to improve access to the unique and remarkable treasures held in the Library. The new Gallery in the Harlan Hatcher Graduate Library is a beautiful room with floor-to-ceiling windows facing Michigan’s tree-lined diagonal, the center of the U-M campus. For forty years, this room housed a portion of the Library’s technical services operation. Modifications in Fall 2007 transformed this

space into a flexible exhibit area, a library-specific classroom, and venues for collaborative learning. Future renovations will create display space that is secure and environmentally appropriate for exhibits of materials from our Special Collections Library. The Gallery allows us to mount exhibits; host lectures, presentations, and traveling exhibits; and collaborate with campus and community partners. The resulting program of exhibits and events is designed to enrich the intellectual, educational, and cultural life of the University of Michigan campus and larger community. Examples of recent and future events in the Gallery include:

- "A Conversation with Steven Levy": Steven Levy, Senior News Editor at Newsweek, and Paul Courant, U-M University Librarian and Dean of Libraries, engage in a public conversation about the future of the book.
- "Letters to Sala: A Young Woman's Life in Nazi Labor Camps": This compelling collection of rare Holocaust-era letters and photographs is part of The New York Public Library's Dorot Jewish Division.
- "Whose Story Is It: How an Archive Was Transformed into an Exhibition, a Book, a Play, and a Documentary Film": This special program and reception features Jill Vexler, New York Public Library curator, and Ann Kirschner, Sala's daughter and author of "Sala's Gift".
- Russian Caricature Exhibit: This exhibit highlighted Russian caricature drawings from the 19th and 20th centuries.
- Frances Kai-Wha Wang, Diversity Brown Bag Series: Public presentation by Ms Wang, Chinese American storyteller writer, sponsored by the Library Diversity Committee.
- College of Pharmacy Student Presentations: Public review of poster presentations designed by College of Pharmacy students.
- "1968": This exhibit highlights materials from the Special Collections Library's renowned Labadie Collection.

<http://www.lib.umich.edu/spec-coll/>

Indicators of success:

- Attendance at events is high; so is student use of collaborative space.
- We receive highly positive feedback on the space and the programming to date.
- Other campus units are approaching the library for use of the space and to collaborate with us on programming for the space.

UNIVERSITY OF MICHIGAN LIBRARY, CONTINUED.

Café adds welcome transition when entering library.

Bert's Café in the Shapiro Library Building The Shapiro Building houses both the Undergraduate Library and the Science Library. With a generous donation from alumnus Bertram Askwith we have recently renovated the entry space in this building to become a coffee shop; a welcoming transition from the outside into the Library that also functions as an informal social and learning environment. While there may be nothing intrinsically innovative about a coffee shop, this is a

new use of the space for us, and a new addition to the services we offer our users. Traditional café images—a student curled up in a comfortable chair with her shoes off and a book in her lap, students arguing and laughing around a table late at night, a faculty member meeting with a student to talk about her honors thesis—fit just as well with our image of libraries, and we expect the new café to be very popular with students, faculty, and staff alike. It will be open Monday through Thursday 8 am to 1 am, Friday 8 am to 6 pm, and Sunday noon to 1 am, and be closed on Saturdays.

<http://umich.edu/~uunions/berts/>

Indicators of success:

- The cafe opened on February 20, 2008, so we have not yet had the opportunity to assess its impact. However, demand so far has been high.

UNIVERSITY OF MICHIGAN LIBRARY, CONTINUED.

Technology infuses learning spaces.

- Collaborative Technology Laboratories (Main Library and branch) offer high-tech, multimedia, group work spaces available for reservation by all university constituencies with NetID and password.
- Presentation Lab: Practice and Video and Audio Record Speeches and Presentations. Playback in the room or take the DVD with you. Use the Interactive Smart Board and computer to enhance group work and collaborative efforts.
- Smartboard Labs: Use Interactive Smart Boards and computer with array of software to enhance group work and collaborative efforts.
- Intel Mac Dual Boot Lab: 2 Intel Macs which can boot into Windows XP or Mac OSX A moveable table and power outlets for using laptops, as well as a chalk board is also available. Software to enhance the creative processes is provided, including programs for audio and video editing, graphic design, CAD, Web design and 3D editing. Interactive
- Whiteboard Lab: Whiteboard that can save your work, print your work, or save it to the web. Also includes an Intel Mac computer that is both a Mac and a PC. Software to enhance the creative processes, including programs for audio and video editing, graphic design, CAD, Web design and 3D editing.
- Plasma Screen, Mac & PC Lab: Plasma screen to instantly access files, run applications, highlight key points and capture new thoughts by touching the screen. Share meeting with video conferencing capabilities. Print professional quality presentations, posters, and documents in vivid colors and sizes. Software to enhance the creative processes is provided, including programs for audio and video editing, graphic design, CAD, Web design and 3D editing.

- Engineering Library (branch) has two types of labs: * 2 labs with Smart Boards - use the Interactive Smart Board and DECS applications computers to enhance group work and collaborative efforts (CTLs 1 & 2) * 2 labs with large monitors and DECS applications computers (CTLs 3 & 4). <http://www2.lib.msu.edu/computer/ctlabs.jsp>

Indicators of success:

NA

MICHIGAN STATE UNIVERSITY LIBRARIES

Exhibit spaces shared with campus units portray university riches.

Traditional physical exhibit spaces in wall or free standing cabinets on every floor of the West Wing of the Library include a constantly changing array of artifacts, featured publication and engaging explanatory text on topics of current interest to the university community. Under the direction of the exhibits coordinator, themed exhibits are developed and installed by both librarians and in collaboration with other campus units such as university undergraduate research, service learning and the provost's office. Virtual "spaces" and guides often complement the exhibits; e.g., our exhibit on the Indonesian Tsunami was accompanied by an online research guide publicized by the provost's office to the entire university community. Our current exhibit on "Primary Sources" will be reproduced online and linked from our electronic resources page for use by distance learners and for library instruction. For example, see <http://www2.lib.msu.edu/features/?e=97>

Indicators of success:

NA

UNIVERSITY OF MINNESOTA LIBRARIES

Collaboration produces SMART Learning Commons (Wilson Library and Magrath Library): support for gateway courses and basic skills.

There is also a SLC in Klaeber Court, situated with the Multicultural Center for Academic Excellence (not a Libraries facility). The SMART Learning Commons is a true partnership between the Vice-Provost for Undergraduate Education, the University Libraries, the MCAE, several academic departments, and several other campus units. (Following is an overview description of the SMART program.) Consultants offer one-on-one assistance for help in gateway courses and skills such as mathematics, sciences, statistics, economics, writing, and library research. Additional courses may be supported, based on the backgrounds of our Peer Learning Consultant staff in any given semester. SMART is home to the Peer-Assisted Learning program, which pairs experienced

undergraduates (PAL Facilitators) with specific course sections to facilitate group learning experiences. See the PAL pages for more details. Individual and group study spaces are available in SMART centers for self-directed study on a first come, first served basis. The SMART also hosts short introductory workshops in Excel, PowerPoint, academic services and skill development, and library resources. <http://smart.umn.edu/>

Indicators of success:

- Spaces are heavily used
- We receive positive user feedback
- Other campus partners have joined SMART

UNIVERSITY OF MINNESOTA LIBRARIES, CONTINUED.

SMART Learning Commons and Media Services (Walter Library).

SMART Walter shares the same goals and programs as the other SMART locations, but will also house the newly defined Libraries' Media Center. We are transitioning an old facility called the Learning Resources Center (essentially a traditional library media center) to a more forward-looking version of this service. We relocated all media except for DVDs and videotapes to free up space for student use; DVDs and videos are in open stacks and available for check-out in addition to classroom booking. We have mid-level multimedia creation stations for student use. There is also a small group viewing room that doubles as a practice presentation room for students. None of this is terribly new; the more innovative idea we plan to pilot is making available peer consultants for research in the same way SMART now provides peer consulting for math, chemistry, etc. <http://smart.umn.edu/>

Indicators of success:

NA

BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL

Information Commons sustains mixed environment targeted to students.

Although information commons have been around for several years now, it is still a good example of combining space and technology for teaching and learning. At Université de Montréal, we have two existing information commons (one in the Social Sciences and Humanities Library and one in the Health Sciences Library), and a third launched in winter '08.

Targeted audience: Although not limited to any category of users, information commons are aimed at students more than at faculty. Services and resources offered:

1. For individual work: Computer stations with access to catalog, databases, Internet and a variety of productivity software (MS Office, Acrobat, image manipulation, web page editor, etc.). Possibility of reserving workstations - Wireless access for laptops - CD writers - Scanners (text, slides) - Printers (b&w and color) - Projector - Photocopiers
2. Group study rooms on site
3. Group instruction lab via workshops
4. Help available on location: One computer technician is available to help students with use of computers and software. Websites (in French)
 - a) Information Commons of the Social Sciences and Humanities Library: <http://www.bib.umontreal.ca/SS/carrefour/index.html>
 - b) Information Commons of the Health Sciences Library: <http://www.bib.umontreal.ca/SA/carrefour/default.htm>

Indicators of success:

- use of the facilities and equipment
 - use of the technical support services offered in the facilities
 - staff and students' feedback
-

BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL, CONTINUED.

Large display screens facilitate collaborative work.

Large computer screens for group study rooms. Some group study rooms of our Social Sciences and Humanities Library have been equipped with large computer screens. This is aimed at students working collaboratively and facilitates their work. Indeed, they can plug their laptop to the screen in order for everybody in the group to see more easily the page or the document they are working on together. The library already has wireless access so it can include displaying a website. This is relatively low cost to setup but makes it much more convenient for students who do team work for a class.

Indicators of success:

- use of the facilities
 - positive user feedback
-

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES

Collaboratory supports faculty online course development and student digital and multimedia projects.

The Collaboratory, located in the UNC House Undergraduate Library, is a space designed to help faculty and instructional staff with online course development and for students and faculty to work together on projects involving digitization and web development. The Collaboratory is managed by our Instructional Design and Technology Librarian who trains a staff of graduate assistants and who is always on call when more in-depth assistance is needed. In addition to the individual and collaborative workstations, the room doubles as an instruction lab where training sessions can be scheduled. The library often offers joint workshops with our colleagues from ITS Teaching and Learning, the people on campus who manage the University's course management system.
<http://www.lib.unc.edu/house/collaboratories.html>

Indicators of success:

- Increased usage
 - Positive user feedback
 - Anecdotal evidence of integration into academic coursework
-

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES, CONTINUED.

Video/audio editing suite supports digital media creation and re-purposing for students and faculty.

The Digital Media Lab, also located in the House Undergraduate Library, offers an array of audio and video editing software and hardware to assist faculty and students with projects ranging from the integration of birdcalls into an online course to the development of a documentary short film. Trained assistance is always available and both online tutorials and hands-on classes provide an introduction to both the hardware and the software available.
<http://www.lib.unc.edu/house/mrc/pages/mediaLab/>

Indicators of success:

- Increased usage
 - Positive user feedback
 - Anecdotal evidence of integration into academic coursework
-

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Learning commons supports rich suite of production capabilities for students in media-rich surroundings.

The Learning Commons in D. H. Hill Library is a 14,000 square foot media-rich learning space that supports collaboration, group and individual study, research, communication, and socializing. NCSU undergraduate and graduate students are the targeted primary and secondary audiences for this new space. Services provided in the Learning Commons include:

- Reference and research assistance
- Print reference collection
- 105 workstations with 100+ productivity and specialty software applications, moveable furniture
- Two geospatial and numeric data workstations
- Multimedia and document scanning workstations and support
- Device lending (laptops, tablet PCs, audio and video iPods, iTouches, mp3 players, GPS devices, graphing calculators, digital cameras, digital camcorders, console video game controllers)
- Video gaming (Xbox 360, Wii, and PS3 consoles plus growing collection of games)
- Two group study rooms with wall-mounted 38" LCD monitors for group display
- Presentation practice room with ceiling-mounted LCD projector and Polyvision Write-and-Cite interactive whiteboard; and
- a network of 11 digital signs providing library and campus information as well as highlighting student- and faculty-submitted works.

The Commons hosts events and special activities, including video gaming competitions, study breaks, and welcome events for new and returning students.

<http://www.lib.ncsu.edu/renovation/lc.html>

<http://www.lib.ncsu.edu/learningcommons/index.php>

Indicators of success:

- Increased usage
- Positive feedback from users (students, faculty, staff, student advisors, university library committee)
- New types of questions and requests for assistance.

NORTH CAROLINA STATE UNIVERSITY LIBRARIES, CONTINUED.

The Learning and Research Center for the Digital Age (LRCDA).

The LRCDA provides services, staff, equipment, and space to fulfill the role of educating faculty, students, and staff in all aspects of new information technologies as they relate to knowledge of and training in the digital environment. Components include: Digital Media Laboratory (provides

assistance in creating digital materials and converting all types of media to digital formats); Usability Research Laboratory; Information Technologies Teaching Center (teaching labs); Scholarly Communication Center (deals with issues related to scholarly publishing, intellectual property, and copyright); DELTA Instructional Services (assists faculty in developing digitally delivered instruction and in promoting the integration of library resources and services into online and distance education courses); Digital Library Initiatives Department (explores and creates new digital services, technologies, and collections); Assembly Room; Multimedia Seminar Center (under renovation).

Indicators of success:

- Positive user feedback
-

UNIVERSITY LIBRARIES OF NOTRE DAME

Library and campus IT collaborate on computer facility.

Learning commons-style computer area next to main library's reference desk. Provided in conjunction with the University's Office of Information Technologies.

http://oit.nd.edu/clusters_classrooms/cluster_information.shtml#GtoM

Indicators of success:

- Positive user feedback on new way of providing computer cluster
 - Increased communication between Reference Department and Office of Information Technologies
 - Use statistics
-

UNIVERSITY LIBRARIES OF NOTRE DAME, CONTINUED.

Classrooms improved with technology.

Upgrades to existing instructional facilities to include SMART Boards, wireless laptops, keyboards & mice, and audience response technology (clickers).

<http://www.library.nd.edu/instruction/resources/HesburghLibraryInstructionRooms.shtml>

Indicators of success:

- More effective library instruction
 - Positive user feedback on instruction experience
 - Positive feedback from librarians/others providing instruction
-

OHIO UNIVERSITY LIBRARIES

Collaborative commons offers various flavors of assistance to undergrads.

The Learning Commons, a collaborative endeavor with Academic Technology, University College and Dining Services, provides the following services in a technology-enriched environment:

- Up-to-date technology: computers (both Mac and Windows), scanners, printers (including color), photocopiers, production tools, loan of laptop computers
- Library Services: reference librarians who can help you find information for your research
- Technology Services: technology assistants who can help you with software
- Writing assistance: the Student Writing Center can help with the writing process
- Media: a large collection of videos in Instructional Media
- A café, student lockers, new books display, and much else...

<http://www.library.ohiou.edu/serv/lc/index.html>

Indicators of Success:

- Increased gate count
- Stable reference statistics (in an era when most libraries are reporting a decline of reference statistics)
- Pressure to expand the hours of the rest of the building because of overcrowding in the Learning Commons

OHIO UNIVERSITY LIBRARIES, CONTINUED.

Faculty commons collaboration offers classroom skills support, meeting space, connection to library services, and convening ground.

Ohio University's Faculty Commons opened in September 2007. Located on the 3rd floor of Alden Library, this 9,000 square-foot facility provides support for teaching, scholarship and engagement. It places three key offices for faculty development – the Center for Academic Technology (CAT), the Center for Teaching Excellence (CTE), and the Center for Writing Excellence (CWE) – in a highly visible and convenient location. In addition to providing a home for CAT, CTE, and CWE, the Commons houses the Campus-Community Engagement Office, the Libraries' Media Production Department, and the Libraries' Collection Development Office.

These offices, along with three 'smart' conference rooms for faculty use, surround a large, open, lobby-like space that contains workstations, desks and tables, and soft seating. Mac and PC stations equipped for video and audio editing are available, as is a 'sandbox' for faculty to try out the latest in academic

technology. In focus groups, faculty asked for a quiet place to read and study in Alden Library, and the Commons also provides an ideal space for these activities. The Commons has a small kitchen, and can be reserved for social events – coffees, luncheons and the like – by faculty groups. Display areas, both high-tech and traditional, showcase faculty research and teaching projects.

The one-stop shopping concept of the Faculty Commons is patterned after Alden Library's highly successful student-focused Learning Commons.

The purpose of CAT, CTE, and CWE is to enhance the classroom skills of teachers (including faculty and graduate students), while the Media Production Department provides a variety of graphic art and multi-media creation services to support faculty research as well as teaching. The Campus-Community Engagement Office supports engagement in partnerships with the communities surrounding our six campuses through education, services, research, training, and technical assistance. Use of all of these services is expected to increase sharply now that they are housed in this high-quality work-and-study space dedicated to faculty use. <http://www.library.ohiou.edu/fc/>

Indicators of success:

- Increased demand for media services
- Collaboration between units in the Faculty Commons has improved.
- Collaboration between the Library and the FC units has improved. For example, the new version of Blackboard has a greatly expanded presence for the Library.

UNIVERSITY OF PENNSYLVANIA LIBRARY

Weigle Commons tied to faculty instruction needs and student learning outcomes.

David B. Weigle Information Commons Sponsored jointly by the University of Pennsylvania Libraries, School of Arts and Sciences, and Office of the Provost, the Commons provides an integrated array of services to support student work and helps to meet the demand for campus spaces that are conducive to group learning. This 6,600 square foot facility is located in the Van Pelt-Dietrich Library Center—the main humanities and social sciences library on the Penn campus—that has traditionally served as a communal hub for students in the School of Arts and Sciences. The Commons reports directly to the Libraries and is open to the entire Penn community, though School of Arts and Sciences' students comprise the majority of users. The Information Commons was conceived as a space that would provide:

- centrally located academic support services that otherwise can be difficult to negotiate on a large decentralized campus
- work spaces that facilitate collaboration
- hardware, software, and technical expertise to support the use of digital media

- tools to aid faculty with the integration of new technologies into the classroom Central to the Commons' mission are its support services provided by the "Program Partners," a group of administratively disparate services that have joined forces to collaboratively support undergraduate education.

Together the partners develop services, design workshops, and plan events geared to undergraduate students. Full-time staff and peer tutors offer walk-in and appointment-based one-on-one assistance as well as group workshops.

Within Commons students can find help with:

- research provided by subject-expert librarians
- project management, reading, and study skills provided by the Weingarten Learning Resources Center
- writing skills provided by the Writing Center
- public speaking skills provided by CWiC – Communication Within the Curriculum
- digital media production provided by media consultants. Students can focus on developing individual skills but can also approach the experience of producing a paper or project in a more comprehensive way through participation in workshops scheduled both individually and in series, such as "From Assignment to Endnotes." In this series each session focuses on a single aspect of the creative process, including project management, research, writing, plagiarism and citation styles, poster production, and oral presentation skills.

In addition to providing direct support to students, the Commons offers faculty the resources and tools necessary to experiment with new technologies that can be incorporated into the classroom. Staff work with faculty interested in creating assignments that explore the potentials of media, and then assist students in the execution of their projects. These partnerships help to build collaborations in ways that directly benefit the student learning process. <http://wic.library.upenn.edu/>

Indicators of success:

- The space is typically filled to capacity
- Positive user feedback
- Requests for additional support, in terms of both technology and training workshops

PENNSYLVANIA STATE UNIVERSITY LIBRARY

Vision for knowledge commons will address student suggestions.

Planning is underway to create a knowledge commons on the 1st floor of the main library building. This is not only a response to national trends, but to student assessment that told us that our seven-year old building is cold, unwelcoming, too beige, and lacks action. A five-person Steering Team is sponsoring four teams: Concierge Team; Collaborative Spaces and Workstations;

Services Points and Provisions; and Academic Services. We have begun working with University Partners on projects such as relocating the University Computing helpdesk into the Libraries. We have hired an architectural firm to work with us on a vision and feasibility study; a day-long workshop is scheduled for this coming week. The Knowledge Commons will be a priority in the upcoming University Campaign. Our challenge will be to retrofit an existing facility that was designed around collections to incorporate the newest technologies and learning spaces.

Indicators of success:

NA

RICE UNIVERSITY LIBRARY

Digital media production gets boost from special center.

The Digital Media Center supports the use and creation of multimedia in education, scholarship, and creative expression. Towards this end, we provide hands-on training, consult with patrons on digital projects, and offer access to the essential tools for creating digital resources such as web pages, digital images, digital video, digital audio, PowerPoint presentations, and animations. http://library.rice.edu/services/digital_media_center/about_dmc

Indicators of success:

- Usage
 - Positive user feedback
-

UNIVERSITY OF ROCHESTER LIBRARIES

Gleason Library learning spaces benefit from exceptional user-centered discovery.

The learning commons space in Gleason Library is designed specifically for undergraduate students to support collaborative learning. No service desk occupies the space—rather it is a self-regulated environment. Furniture is quite light so that the students can rearrange the space to fit their needs. Lots of white boards; no private rooms, but 8 areas that give some sense of privacy for a group to work in. The commons space includes a popular "quieter" study area. Located near a cafe and just above the main campus computing center.

http://docushare.lib.rochester.edu/docushare/dsweb/Get/Document-27280/chapter_four.pdf

Indicators of success:

- consistently in high use
 - positive comments on "feedback" flip charts
 - positive editorials in the student paper
-

RUTGERS UNIVERSITY LIBRARIES

Multimedia lab a popular addition to library.

The Sharon Fordham Multimedia Lab is a recent addition to the Rutgers University Libraries. Housed at the Douglass Library on the New Brunswick campus, this lab features high-end Mac workstations loaded with cutting-edge software for the design, creation, and sharing of multimedia works. The lab is also fully equipped with specialized software such as Sibelius and Caliban. The lab also features peripherals such as digital cameras and electronic keyboard to provide for a complete multimedia development experience.

<http://www.libraries.rutgers.edu/rul/libs/fordham/fordham.shtml>

Indicators of success:

NA (recently opened)

UNIVERSITY OF SOUTHERN CALIFORNIA LIBRARIES

“Mother of all learning commons” continues to evolve.

Leavey Library was conceived of as USC's “teaching library” and also housed the nation’s first Information Commons when it opened in 1994. 12 years later we have renewed the concept of a full service information commons for students by incorporating additional service points within the commons including: the addition of instructional technologists at an integrated customer services desk, providing a podcasting studio as well as video conferencing facilities.

- Research and Computing Consultation: Leavey librarians, staff, student navigation assistants (SNAs) and Information Technology specialist are available at one service desk to assist patrons with research using a combination of print, electronic and Internet resources. They can also assist with computing questions regarding productivity software and E-mail.
- Customer Support Center: The ITS Customer Support Center walk-in area is located in Leavey Library's Lower Commons at the Reference and Computer Consultation Desk. This new location allows ITS and the USC Libraries to offer the university community a common point of contact for IT and reference help. ITS walk-in services such as account assistance, software support, and statistical software distribution, which were previously available in the Jefferson building, room 150, are now available in this new location between the hours of 9 a.m. and 5 p.m., Monday through Friday. For more information, please see the CSC site:

www.usc.edu/its/csc/

- **Computing Facilities:** Leavey Library still supports a full range of computing facilities. The Lower Commons, located on the lower level of Leavey, has 39 Macintosh and 71 PC computers. The Dorothy Leavey Memorial Commons, or Upper Commons, is located on the second floor and has 70 PC computers and 40 study carrels with network connections for laptop computers. All computers in both Commons have USB ports and CD/DVD drives. In the Lower Commons, Express Stations, marked with signs, are available for a maximum of 5 minutes to send print jobs or for short computing sessions (such as checking E-mail). Public access stations, which have Internet access but no productivity software, are also available on the first and second levels of Leavey as well as in the Lower Commons. To facilitate research, the commons is also equipped with a color photocopier.

Reference Collection: Leavey has a wide variety of print and electronic reference resources that are available to aid your research. The reference collection is located in the Lower Commons in bookcases along the perimeter of the room and behind the reference desk. Leavey also has two special collections located behind the reference desk to aid you in your research.

- **Computer collection:** We also provide help books in the Information Commons on Leavey's major productivity tools, such as Microsoft Word, Excel, Powerpoint, statistical programs and graphics software. Issues collection. Additionally, we have an "Issues" collection which focuses on current events and "hot topics." for introductory English writing papers. The issues collection includes the serials Current Biography, CQ Research and The Reference Shelf. This collection helps users become familiar with an issue's key points and people, as well as providing an overall perspective on the issue.
- **Collaborative Workrooms:** Both information commons on the upper and lower floor have rooms available for group study. The Lower Commons has 19 rooms, designed for groups of 5-12 people. The Upper Commons has 13 rooms, designed for three to four people. All workrooms provide a white board, dry erase markers and network connections for laptops. Workrooms 3K through 3X in the Lower Commons have PC computers. Reservations may be made in advance at the reference desks in the Upper and Lower Commons. You must make reservations in person; reservations are not taken over the phone. You will need to show your USCard while using the room. Other important information on reserving and using collaborative workrooms is on the Collaborative Workrooms page.
- **Writing Consultation:** In cooperation with the Writing Center, writing consultants are available Monday through Thursday from 7-9 p.m. in room 3Z (lower level, northwest corner) during the fall and spring semesters.
- **Adaptive Technologies Room:** The adaptive technologies room is located in room 3AA in the Lower Commons. Leavey and the Center for Academic Support and Disability Services and Programs work together to provide users with disabilities equal access to computing resources through a variety of adaptive technologies.

- Video Conference Rooms: The videoconference rooms are located in Collaborative Workrooms 3B and 3V. Faculty, staff and students may reserve these rooms for single or group point to point video conference use up to three (3) times each semester subject to availability.
<http://www.usc.edu/libraries/locations/leavey/ic/>

Indicators of success:

- IM logs that track the number of reference questions asked at the 'full service' information commons desk
- Larger numbers of questions asked at Information Commons desk and categorized as IT questions logged

UNIVERSITY OF SOUTHERN CALIFORNIA LIBRARIES, CONTINUED.

Multimedia commons concentrates tools and applications into one area.

The Multimedia Commons was developed to provide the necessary equipment and software for working with graphics, audio, and video projects. It is located at the west end of Leavey's first floor. It contains six (6) Dell Dimension 700 PC computers, each with 3.73 GHz Intel Pentium D processor, 2 Gb RAM, 250 Gb hard drive and 24" wide screen flat panel monitor. The computers include CD/DVD Burners and card readers (SmartMedia, SD, xD, CompactFlash, Memory Stick, etc). Attached to each computer is a flatbed scanner for scanning documents up to 8.5" x 11.7" The computers are provided with the multimedia productivity software also available on Leavey's Information Commons PCs. Including: Adobe: Photoshop/ImageReady CS2 9.0, Illustrator CS2 12.0, Premiere Pro 1.5, Adobe Acrobat Professional. Macromedia: Director MX 2004 v10, Fireworks 8, Flash Professional 8. Any USC faculty, staff, or student with a CURRENT library account and USC user name may use the equipment. Patron must check out a Multi-media Station Card, available at the Circulation desk. Cards/computers are available on a first-come-first-served basis and patron may use station for 4 hours. The Multi-media Station Card may be renewed ONCE if there are no other patrons waiting for station. We do not take reservations, nor is there a sign up sheet. The following accessories are available for check out at the circulation desk for use in the Multimedia Commons area:

- Headphones will work with the computers.
- WACOM 9"x12" Pen-tablets - these provide greater control of a cursor when working with graphics or retouching photos.
- Film trays for the scanner to facilitate scanning of 35mm, 6x4.5, and 4x5 film. <http://www.usc.edu/libraries/locations/leavey/mmc/>

Indicators of success:

- Logs that document 24/7 usage of the Multimedia Commons for students creating multimedia projects

UNIVERSITY OF TENNESSEE KNOXVILLE LIBRARIES

Richly comprised learning commons reflects advantages of collaborating with logical campus partners.

In the library's commons, the targeted audiences are undergraduates and those who work with undergraduates. More specifically it is designed to accommodate both groups and individuals in a 24-hour space. Ours is an equal partnership (administratively and fiscally) between the University Libraries and the campus Office of Information Technology. Units offering services in the space include Reference, Circulation, Media Center, and Studio employees from the Libraries; and Lab Services, Help Desk, Innovative Technology Center from the Office of Information Technology; and various academic service units that offer instruction or tutoring such as the Writing Center and the Stat Lab. The Student Success Center on campus also sets up informal tutoring sessions. Instructors often hold study group sessions in the Commons as well. We offer reference, circulation, media production services, paging services when the stacks are closed, a media collection, media reservations, and group media presentation rooms that may be reserved for classes by faculty. We check out laptops, scanners, disk drives, head phones, etc. We have about 150 desktop computers (PC and Mac) loaded with the same software offered in computer labs and we have about 50 laptops for circulation. The Help Desk offers assistance with wireless registration (the wireless network is available throughout the libraries), operating system and computer repair, password assistance, etc. The ITC supports the two practice presentation spaces available with Smart Sympodiums and Smart Boards for reservation and provides assistance to faculty who are setting up Black board pages etc. We also offer digitizing services for instructors in support of teaching. Furnishings are geared to be flexible and the newly renovated space is divided in "pods" or zones to help with noise control (not all that successfully when the space is full at night). There are both mobile and fixed white boards, group rooms, and one enclosed room designated as quiet between the hours of midnight and 7:30. That same room acts as a faculty lounge and reception area during the day. There is a 24-hour Starbucks with an adjacent study lounge and there is a small store that sells supplies, food, and drink.

<http://commons.utk.edu/>

Indicators of success:

NA

UNIVERSITY OF TENNESSEE KNOXVILLE LIBRARIES, CONTINUED.

Dynamic spaces complemented by quiet areas for focused, contemplative work.

We are in the process of designing a more traditional quiet/reading room space to balance the Commons space. This area will be on the floor below the Commons and is where our Reference room is currently located. It will be a bit more traditional so I hesitate to call it innovative, but these days quiet spaces in big Main libraries are becoming innovative. We plan to create a more scholarly atmosphere (and actually that already exists in that area) where group work will NOT be encouraged. It will be targeted toward individuals who want to study or work alone in quiet, and toward upper division undergraduates and graduate students, and faculty if they want to use it. Besides a change in the type of furnishing used in the area, the big change will be to close the service desks (reference and periodicals) to make it a quieter reading room area and to centralize those services in the Commons. We will have consultation services only in an enclosed area on this floor. We are proposing is to keep the area open until 3 am, if we can get the funding to do so, thereby providing a quiet space in contrast to the Commons that is open past midnight. There will be 50-60 desktop workstations in this area and wireless access for laptops. Furniture will be mostly fixed and geared toward individual study. We want to have a PR campaign to highlight this quiet space and try to educate our students about the differences in quiet and group space. We plan to integrate this into orientation to try to create a new culture where students are more understanding of respect for fellow students who are studying in a quiet space.

Indicators of success:

NA

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Fine Arts Library Reading Room outfitted with state-of-the-art AV/multimedia production technologies; collaboration with College of Fine Arts.

The Fine Arts Library Reading Room is a newly renovated space, collaboratively funded by the University of Texas Libraries and the UT College of Fine Arts (CoFA). The target audiences are undergraduate and graduate students from the College, but the space is available to all UT Austin students, faculty and staff. The space is also staffed collaboratively with the CoFA supplying technical support to end users (help with software packages) and the Libraries supplying content expertise and hardware/network infrastructure support. The space includes 20+ media workstations enabling students to access and manipulate various media formats in a collaborative environment. The space includes: - Wireless Access is available throughout the library. - Color printing. - Windows PCs and Macs with DVD/CD-RW drives, Office XP Suite, Adobe Creative Suite, iTunes, iMovie. - Audio editing workstations with Audacity software, DAT,

cassette and M-Audio input interface. - MIDI stations with Sibelius and Finale software. - Video editing workstations with DVD +/- R, RW drives with Final Cut Express and iDVD. Hardware includes S-VHS deck and Mini DV deck. - Scanning stations with PhotoScore scanning program. Hardware includes flatbed and slide scanners; slide scanning and negative strip and large format negative scanning is also available. - Listening and viewing stations with DVD/VHS, S-VHS and Worldwide player functionality. LaserDisc and U-Matic players are also available. - Listening/dubbing station with turntable, dual cassette, and CD player. Other available equipment: - Headphones - Digital Cameras - Laptops - MIDI Keyboards - Slide scanner attachments - Portable CD players In addition, the space was designed flexibly, and we often use it for donor receptions and other outreach activities associated with the College of Fine Arts. We also added electrical outlets everywhere we could.

<http://www.lib.utexas.edu/fal/index.html>

Indicators of success:

- Increased usage
- Positive feedback from students and faculty
- Renovation was catalyst for naming opportunity for the renovated space

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES, CONTINUED

Student Learning Commons renovation features malleable furnishings and multi-purpose spaces.

The new Student Learning Commons is a newly renovated space made possible by a generous gift from the University Federal Credit Union. We renovated a large space on the entry floor of the Perry-Castaneda Library, including new ergonomic, flexible (and movable) tables and chairs, new carpet, new wall and window treatments, and new lighting. We installed several modular group study pods that have proven to be an extremely popular way to increase group study space without building walls. The pods are wired for electricity and have dry erase boards built into the fabric walls. We also added new study tables wired for electricity, as well as adding dozens of additional outlets around the room. The entire space is covered by our wireless network. The room is also equipped with a retractable projection system and screen and can be reserved by student groups for events. The Libraries can also use the space for events as needed. This space is targeted at undergraduate students and is hugely popular as a study facility. It was designed to promote collaborative study, but interestingly students have claimed it as a quiet study space (except for the group study pods). We've also included a small (200 - 250 titles) popular magazine and journal collection in this space. <http://www.lib.utexas.edu/pcl/commons/index.html>

Indicators of success:

- Massively increased usage
 - Positive feedback from students including pressure to renovate more library spaces in this manner
 - Positive coverage in the student press
-

VANDERBILT UNIVERSITY LIBRARY

Classroom doubles as productivity space when not reserved for instruction.

Our Peabody Library Learning Commons provides a variety of software and serves as a training and instruction room for both library staff and teaching faculty. When not reserved for classes, the room is open for general use.

<http://www.library.vanderbilt.edu/peabody/commons/index.html>

Indicators of success:

- increased usage
 - software facilitation
 - collaborative learning environment
-

UNIVERSITY OF VIRGINIA LIBRARY

Digital media production boosted via special center.

Digital Media Lab: provides support for media creation and use to students and faculty. The DML includes a dozen workstations that enable audio, video and image creation and editing. Full-time staff and student assistants provide one-on-one and group training and support. The space is also used for media classes offered through our library "short course" series.

<http://www.lib.virginia.edu/clemons/RMC/DML/index.html>

Indicators of success:

- The space is filled to capacity during almost all of its open hours
 - Feedback is positive.
 - Attendance at the short courses is high.
-

UNIVERSITY OF VIRGINIA LIBRARY, CONTINUED.

Adaptations to existing study space emphasize comfort and accommodations for personal computers.

Clemons Virtual Lab (pending implementation Spring and Summer 2008) --Large area on main floor of undergraduate library where students would bring their own laptops and mobile devices (i.e., no computing would be provided by the UVa library, although laptop chargers, mouse, larger monitors, etc., would be provided). Atmosphere would emphasize comfortable environment, natural lighting, numerous convenient outlets, flexible workstations and space intended to accommodate group or individual study.

Indicators of success:

NA

UNIVERSITY OF VIRGINIA LIBRARY, CONTINUED.

Small-group study/teaching rooms with multipurpose capacities.

In 2007, School of Medicine and the Library collaborated on building 12 small group study / teaching spaces. Funding was provided by the School of Medicine, space was provided by the Library. The rooms hold 10-17 people, each contain projector, instructor computer, whiteboard, and light box (for medical images), and moveable furniture. Rooms are used primarily for small group instruction for first- and second-year medical students Principles of Medicine courses, but are also frequently reserved by other constituencies of the Library for educational purposes. Rooms are also available on a first-come, first-served and short-term reservation basis for student study. The Library's entire book collection was relocated to carve out the space for these rooms.

<http://www.healthsystem.virginia.edu/internet/library/wdc-lib/admin/policy/group-study.cfm>

Indicators of success:

- increased usage
 - requests for changes or enhancements
-

UNIVERSITY OF VIRGINIA LIBRARY, CONTINUED.

Health sciences library extends collaboration to informatics team. (Health Sciences Library)

The Library plans to incorporate space for members of the SOM Clinical Informatics department to provide more seamless access to informatics support. The proposed unit will be called the Bioconnector and is part of the University's CTSA proposal to NIH. The Bioconnector will also be a virtual door to bioinformatics and clinical informatics support. It will capitalize on the HSL's existing service and educational infrastructure to provide additional access to clinical technology support. The anticipated audience will be faculty (research and clinical), graduate students, medical students and interested staff.

Indicators of success:

- Requests for changes or enhancements
 - Increased educational opportunities for clinical informatics support
 - Positive user feedback.
-

UNIVERSITY OF VIRGINIA LIBRARY, CONTINUED.

Health sciences library responds to students' requests for collaborative and quiet study areas across 24 hours. (Health Sciences Library)

A collaborative room and expanded quiet study areas, both with 24-hour access, were added to the Library in 2007. The innovation in this area, which was an expansion of existing 24-hour study space, was the attempt to designate different areas for different purposes through furniture and layout rather than signage. The collaborative room has brighter lighting, group tables, and mobile whiteboards in a room with doors that can be closed. Initially, computers were also included in the collaborative room, but they were at individual workstations rather than at the group tables. The computers were moved at students' request recently, since they were being used for quiet, individual work that was easily disrupted by the group activities at tables elsewhere in the room. The computers were moved into the larger, quiet study area of the space.

<http://www.healthsystem.virginia.edu/internet/library/wdc-lib/admin/news/060509b.cfm>

Indicators of success:

- increased usage
 - requests from users for changes
-

Flexible special collections space serves both instruction and researchers' needs. (Special Collections)

We have a small room located off our main reading room named the Seymour I. Schwartz map room. It serves both as a small classroom and as a room for researchers needing to look at oversized items and researchers who are working in small groups needing to talk. Initially, it was furnished just like our reading room with heavy wood tables and armchairs. This past year, we changed the furniture in this room from the solid but hard-to-move furniture to a more nimble and flexible set-up. We purchased five flip-top tables and 20 stackable metal with mesh chairs that are on casters. The tables are Vecta and the chairs are Jersey both made by Steelcase. We have found this furniture to be very easy to set up and very flexible for all different kinds of groups. The furniture arrangement can easily be changed in 5 minutes by one person.

Indicators of success:

- positive user feedback
-

Collaborative venture with computing group boosts support for science and engineering research. (Science and Engineering Library)

The Research Computing Lab is a collaborative partnership between ITC's Research Computing Support Group and the Brown Science and Engineering Library. The purpose of this partnership is to provide a convenient space for faculty and students to work on innovative projects with specialists and get support for instruction and research in the science and engineering disciplines. The space is equipped with high-end machines and designed to be conducive to group work. We offer consultation services in a wide variety of technologies and methodologies for high performance and research computing. We provide support services in person, via phone, and through our web help ticket system. Our business hours cater to the researcher, professional, instructor, and student. Special activities include a speaker series: the High Performance Computing Bootcamp (<http://www2.lib.virginia.edu/brown/rescomp/events.html#/?p=780>), and short course instruction in Unix, Mathematica, and MatLab.

http://hitchcock.itc.virginia.edu/dml_sc_reg/index.php?c=view_offered_courses

<http://www2.lib.virginia.edu/science/rescomp/index.html>

Indicators of success:

- Increased use of space
 - Increased use by faculty of the services provided
 - Positive User Feedback
-

UNIVERSITY OF VIRGINIA LIBRARY, CONTINUED.

Scholars' lab caters to digital research and scholarly analysis needs of faculty and advanced students in social sciences and humanities. (Alderman / Clemons Library)

Combines software applications for data analysis, geographic information systems, visual presentations, scanning and text encoding. Flexible workstations and space intended to facilitate individual or collaborative work. Target audience includes advanced undergraduates, graduate students, faculty and independent researchers. Staff provide expert assistance with all applications available on Scholars Lab workstations. Special events, speakers, and showcases enliven the center. <http://www.lib.virginia.edu/scholarslab/about/index.html>

Indicators of success:

- Successful centralization of IT and library services.
 - Numbers of users for application rose significantly.
 - Number of classes requested for software applications rose.
-

UNIVERSITY OF VIRGINIA LIBRARY, CONTINUED.

Digital media support rises to next level with sophisticated "group lab". (Arts & Media Library)

Digital Media Lab's G-Lab: The G-Lab extends the functionality of the Digital Media Lab in the support of group work, group tutorials, and entry-level media technologies, allowing the Digital Media Lab to focus on higher-end needs and applications. The space includes about a dozen workstations in a configuration that allows small groups to gather around a single monitor. The space is staffed with student media consultants during most open hours.

Indicators of success:

- This project is in the design phase...
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UNIVERSITY OF WASHINGTON LIBRARIES

Tools and support for collaboration on multimedia products creates popular destination.

Within the Odegaard Undergraduate Library and Learning Commons, there are several technology-enhanced spaces where students come to collaborate and to create multi-media projects using the facilities to digitally edit text, audio and video, capture and create streaming presentations, and participate in video conferencing:

- Collaboration Studios (using Tidebreak TeamSpot software) facilitates collaboration through a shared desktop displayed on a large 52" plasma screen, visible to all group members. Group members have remote control of the shared desktop through their own computers. The software also allows the sharing of files and information between the shared desktop and any of the member's computers with a simple "click and drag" operation.
- Digital Audio Workstation provides high-end professional tools for recording and editing audio. The DAW has a comprehensive set of hardware and software that can handle a project, regardless of size, from tracking and editing all the way through the mastering and duplication phases.
- The Digital Presentation Studio (DPS) is a space to practice presentations, and record those sessions for later review. The DPS is made up of a presentation laptop connected to a plasma display, a mounted camera with microphone system, and a simple control station to start and stop the recording. The room also provides a small seating area for an audience.
- Odegaard Videoconference Studio (OVS) allows groups that are geographically separated to meet and collaborate through the use of video conferencing technologies. The studio is designed to be flexible and can accommodate connectivity with most far end locations.

Indicators of success:

- Usage
- User feedback
- Instructor feedback

UNIVERSITY OF WASHINGTON LIBRARIES, CONTINUED.

Collaborative spaces for graduate and professional students emphasize multimedia and teaching support. (Health Sciences Library)

The University of Washington Health Sciences Library (HSL) Learning Commons Services supports the educational missions of the Schools of Dentistry, Medicine, Nursing, Pharmacy, and Public Health. By partnering with these schools (HSL's primary clientele) and the Student Technology Fee (STF) Committee, HSL's Learning Commons provides collaborative learning spaces for graduate and professional students. Four computer classrooms, each configured in a different way, provide settings for faculty and librarians to teach with multimedia and networked resources. A drop-in computer lab offers access to software and support staff for students to build their own presentations utilizing networked software and equipment such as scanners, color laser printers, the Microsoft Office suite of programs and EndNote Web. An open reserves area offers ready access to physical materials placed on classroom reserve and the eRes system provides quick electronic access. Funding from these schools and the STF allowed physical renovations and upgrading of equipment. Student surveys conducted before application for support permit HSL to tailor purchases

to meet student needs. Most recently, HSL received a University Libraries 21st Century Grant for Innovation, Service, and Program Enrichments to provide clickers in the classroom, thus enabling instructors to use student response systems for instantaneous interactions between instructors and students. Additionally, HSL relaxed its previous ban on all food and beverages to allow students to work in a more comfortable, welcoming atmosphere.

<http://healthlinks.washington.edu/hsl/commons>

Indicators of success:

- Usage
- Instructor feedback
- User feedback

UNIVERSITY OF WASHINGTON LIBRARIES, CONTINUED.

GIS Lab a collaboration targeting all applications of spatial data and information.

This lab was created by the combined efforts of the Earth and Planetary Science Department, the University GIS Coordinator, and the University Libraries. It is a multipurpose teaching lab dedicated to improving GIS use and education in the University. The Lab is equipped with computer equipment capable of handling the most up-to-date GIS and Remote sensing software. We have campus licenses for ArcGIS Desktop and several other GIS software packages. The lab is equipped with 2 plotters, and a color laser printer, as well as a large format scanner for scanning in maps. The audience the space is geared towards is anyone on campus interested in using GIS. There are several classes held in the space. There is assistance for the lab located in the EPSc Library adjacent to the lab. Further assistance can be found through the University GIS Coordinator's office. The space is also used for various brownbag presentations and workshops throughout the year. Associated with the lab is a mobile GIS lab that was received as part of a Grant from HP. It consists of 20 laptop computers that are outfitted with the GIS software. It is usable anywhere on campus.

<http://wagda.lib.washington.edu/gislab/>

Indicators of success:

- Increased usage
- User feedback
- Requests for additional instruction and activities

WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES

Arc Technology Center designed for multimedia support.

This space was designed as a technology rich area where students and faculty work on projects requiring specialized software/hardware. It is geared for customers to explore library resources and apply innovative multimedia technologies in support of teaching, learning, and research. Completed in 2002 as part of a renovation of the entire library, the space also includes a "hands-on" classroom and a regular classroom. <http://library.wustl.edu/units/arc/>

Indicators of success:

NA

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

Computer Teaching Labs in various sizes.

Information literacy hands-on workshops and course-related tutorials can be offered in one of three computer teaching labs managed by Western Libraries. The Electronic Instruction room, a 30-seat lab was included in the redesign of The D.B. Weldon Library about ten years ago. The Allyn & Betty Taylor Library (Engineering, Health Sciences, Medicine & Dentistry and Science) houses the Kellogg Room, a 24-workstation classroom and the John and Dotsa Bitove Family Law Library has a smaller computer lab equipped with 20 computer stations. Each teaching lab is fully wired and has a dedicated instructor station complete with audio-visual hardware and instruction software.

Indicators of success:

NA

UNIVERSITY OF WESTERN ONTARIO LIBRARIES, CONTINUED.

Teaching Support Centre a campus collaboration with outreach at several libraries; supports faculty, staff, and student instruction and learning proficiencies.

Four years ago Western Libraries (WL) entered into a close collaborative partnership with the teaching and learning centre for faculty and graduate student development (the former Educational Development Office). The partnership was tangibly realized in the creation of the Teaching Support Centre (TSC). Housed in space on the main floor adjacent to the reference hall in The D.B. Weldon Library, the Arts, Humanities, Social Sciences and Information & Media Studies Library and the main undergraduate library at The University of Western Ontario, the TSC contains office and consultation space for faculty and graduate student development staff and the Information Literacy Coordinator

for Western Libraries. The TSC also offers instructional technology assistance as a satellite location for Western's Instructional Technology Resource Centre that provides technical expertise and mentoring for faculty wishing to incorporate instructional technology into a course. The TSC then, offers a single point of access for pedagogical proficiency, information literacy expertise and assistance with instructional technology for faculty in support of improving teaching and learning at Western. In addition the TSC has a library of teaching resource materials now integrated into the WL online catalogue, and two classroom teaching labs that mirror classroom facilities across campus and showcase instructional innovations such as Smart Board and Sympodium technology. The classrooms are used for faculty and grad student development programs and initiatives facilitated by the TSC as well as information literacy instruction conducted by WL teaching librarians. The TSC represents more than innovative physical space however. Information Literacy is a key strategic priority for WL and the partnership with the TSC has resulted the integration of Information Literacy and the role of librarians as collaborators in instruction into all of the programs and services, courses and workshops offered for Western teaching faculty and graduate teaching assistants as well as the inclusion of librarians as participants in these teaching and curriculum development initiatives. TSC website at: <http://www.uwo.ca/tsc/>

Indicators of success:

- higher profile for and increased interest in TSC programs and initiatives and in the unique partnership
 - increase in programming for graduate students supporting Western's focus on improving graduate education
 - anecdotal evidence, e.g. For many years in August, the TSC has offered Teaching at the University Level, a week-long program for instructors typically in their second teaching year who want to become better teachers. Formerly farmed out to classrooms and lecture theatres wherever space was available across campus, the course can now be offered in one place. TSC staff has noted a general building of community among course participants since there has been a consistent and recognizable home for the program. An informal follow-up session was requested by participants in the first offering in the TSC as a check-in at the end of the first term, and is now included as part of the program.
-

New general use classrooms in D. B. Weldon Library will revert to library control in 2010.

The University of Western Ontario is currently undergoing a major reorganization of space to centralize general use classrooms and student learning spaces in the heart of campus and move ancillary service units to the periphery. The D.B. Weldon Library occupies a central location on campus. As a result of the addition several years ago of a high density storage facility and related collection and reading room space for our local history, rare and special materials and archives collections connected to it, was able to offer space vacated by these collections on the second floor of the building for the construction of a 96-seat classroom and two smaller 24-seat lecture rooms. These classrooms are for general campus use, but are contained within library space. Regular classes have been scheduled in these classrooms since January 2008. As the domino effect created by the construction and reorganization project subsides in three years, the Library will regain control over these spaces for primary use by the Library and Teaching Support Centre.

http://www.ipb.uwo.ca/cmng/view.php?buildingname=b_weldon

Indicators of success:

NA

YALE UNIVERSITY LIBRARY

Large-scale library renovation supports student learning and engagement aided by campus collaborators.

The newly renovated Bass Library is a learning environment designed to foster dynamic interactions among Yale students, faculty and staff from across the campus. The space allows librarians, curators and others to engage in collaborative efforts in the support of faculty and students in use of technologies, collections and pedagogical techniques in the new Collaborative Learning Center. Individual and group study spaces also enable these interactions as well as two electronic classrooms, two university classrooms, open study spaces and the Thain Family Café. The Bass Library houses approximately 150,000 books across all disciplines and a circulation staff to help students find, use, and check out these materials. Librarians and curators from throughout the Library bring subject expertise to support library research education. Other units on campus with presence in the Library include Information Technology Services, the Center for Language Study, and the McDougal Graduate Teaching Center. ITS Student Techs are available to help their peers in troubleshooting computer problems and to provide general support for technology in the Bass Library.

<http://www.library.yale.edu/bass/index.html>

Indicators of success:

- increased group study areas for meetings with and among faculty, students, staff
 - improved area for food / drink [a cafe]
 - functioning facilities [e.g. no leaks] and aesthetically attractive environments
-

YORK UNIVERSITY LIBRARIES**Renovation informed by user-centered programming.**

We are planning a "Learning Commons" that will bring together in the Library not only research help but also computing, writing and general learning skills assistance. Considerable user-centered discovery is informing the emerging shape of spaces, services, and resources that will be offered. Aside from the individual and group spaces we now have, we anticipate some small windowed consultation rooms, some group rooms set up for practicing of presentations, and perhaps a lower-light area for digital multimedia editing.

Indicators of success:

- strong usage of partner services (e.g. writing and learning skills assistance)
 - strong usage of the area or facilities
 - positive comments from users
-

YORK UNIVERSITY LIBRARIES, CONTINUED.**Study spaces incrementally improved.**

We currently provide a variety of spaces for individual study and group discussion, ranging from quiet carrels to group study rooms. We have also set up, in response to student demand, a graduate student reading room and a silent study hall (the SSH!). We have also opened an in-library instruction room for student drop-in use of the computers (with student computer assistants). We have recently renovated some study areas, and have done this with the advice of student focus groups. We have, on their recommendation, included student art pieces as decorative elements.

Indicators of success:

- strong usage of spaces
 - positive comments by users
 - a lower noise level in study areas
-