SMITH COLLEGE

Academic Experience Research DRAFT

DECEMBER 2015

brightspot

The Academic Experience Research Report provides a glimpse into the life of research, teaching and learning at Smith College. This report focuses on the experience of faculty and students around campus and in the libraries at Smith. While the individual experiences of students and faculty are unique the intention is to capture trends in the perspectives, activities, and desires of the Smith community. This understanding provides data-driven, user-generated insights that inspire new thinking about the future of the library and how it might offer new spaces, services, and experiences that resonate and respond to the activities and needs of the Smith community.

This report captures the exploratory research conducted by brightspot strategy and a summary of the findings and design implications. It is divided into three parts. First is the **EXECUTIVE SUMMARY** that provides a snapshot of our process, the research findings, and design implications. The second section provides detailed descriptions and documentation of research analysis for each of the **KEY EXPERIENCES**. The third section is a discussion of preliminary **DESIGN CONSIDERATIONS** for the library, based on insights from the research findings, as well as questions for further exploration.

There is also an appendix that includes the initial RESEARCH FINDINGS, which form the basis for the key experiences, and the detailed RESEARCH APPROACH that documents each research method for reference.

Note: Phrases in quotation marks, throughout this report, are anonymized quotes from students and faculty who participated in the research activities.

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Executive Summary

RESEARCH PROCESS

The research approach was co-created by brightspot and Smith College Library Leadership Team and Program Committee to increase — in breadth and depth — the input gathered from library users, including both students and faculty, ensuring many individuals with diverse perspectives from across the college have a variety of opportunities to be heard and have an impact on the planning process. Over 1,000 students and faculty provided input through five research methods, including:

- A campus-wide **survey** to understand current behaviors, library use, and perspectives of the Smith community. The survey results were used to help inform the topics of further research efforts.

- 58 **observation** sessions at 12 locations around campus including the residences, academic buildings, and libraries. Students from Professor Suzanne Gottschang's Introduction to Anthropology course were engaged to further scale the reach of the observation and synthesis activities.

- A **dscout mission**, a phone app that engaged members of the Smith community to contribute images and comments regarding key moments of the research, teaching, and learning experience.

- A 90-minute **student workshop** in which students discussed their current experiences in the Library, and ideal future experiences.

- Twenty, 45-minute **interviews** with a range of students and faculty, focusing on their research, teaching, and learning experiences at Smith College, as well as the current and potential role for Neilson Library.

SEPTEMBER	OCTOBER		NOVEMBER	
Project Kick-off				Research Report

Method	Survey	Observations	dscout	★ Workshop	Interviews
Date	9/30 - 10/15	10/13 - 10/21	10/12 - 11/25	10/20	10/20 - 11/12
Participants	956 respondents	30 students & 4 brightspoters	62 "scouts"	8 students	5 students & 15 faculty
Content	broad	broad	deep	deep	deep
Data	quantitative	qualitative	quantitative & qualitative	qualitative	qualitative
Input	direct	indirect	direct	direct	indirect
Timing	asynchronous	synchronous	asynchronous	synchronous	synchronous
Output	analysis of survey responses	space use and behaviors	image "snippets" of key moments	user journey map	stories and motivations

"Most important building on the campus. A dynamic space that brings people together and exposes people to other disciplines and ways of thinking"

*Division III Professor*

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BACKGROUND

Smith College is a well renowned liberal arts college, with a long history and commitment to educating women at the undergraduate level. Smith's approximately 2,700 students and 300 faculty form a unique and intimate academic community. Smith offers a rich variety of courses and areas of study and is a member of the Five College Consortium.

Smith College has four libraries each with its own academic emphasis — Hillyer Art Library, Josten Performing Arts Library, Young Science Library, and Neilson Library, which serves as the humanities library. There are more than one million items in the library's holdings, as well as distinguished special collections including the Sophia Smith Collection, the College Archives, and the Mortimer Rare Books room.

RESEARCH OUTCOMES

Based on brightspot's research conducted with students and faculty, three key moments in the academic experience emerged — a task-oriented approach to work, which influences how and where students and faculty get their work done, a highly valued non-linear research process, and a desire for to make intellectual connections. These experiences shape the way in which students and faculty use the library and perceive its value. Each experience includes several components that synthesize student and faculty activities, behaviors, and needs within those experiences.

The experiences and their respective components help elucidate opportunities for the library to respond to changing and unmet user experiences and needs. Unmet needs are highlighted in **bold** throughout the document while moments unique to the Smith community are highlighted with a blue background as opportunities to create a resonant and meaningful experience.
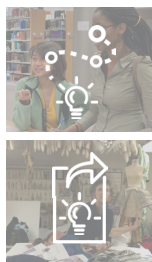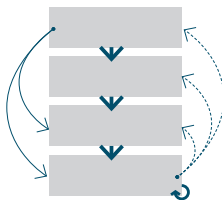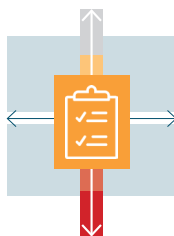
1. MATCHING TASK TO ENVIRONMENT

Users focus on the task at hand, selecting spaces and resources accordingly.

In the current use of the library and study spaces, students and faculty are guided by a task-oriented mindset. They tend to consider the level of focus and time required for the task at hand, weigh the qualities of the environment needed to accomplish their task, then choose a location within the ecosystem of campus spaces. This approach to finding space is directed as much by the user as it is by the current state of available study spaces. When the intensity and level of focus of the task is overlaid with the number of people involved in the task, four types of environments are defined to support four styles of work: working alone, together; working alone, alone; working together, together; and working together, alone.

2. PURSUING A NON-LINEAR RESEARCH PROCESS

Research is a core activity at Smith, connecting learning, teaching, and scholarship.

Research and scholarship are core to teaching and learning at Smith, and for many the library is a resource for, as well as a representation of those activities. Faculty find fruitful overlap in integrating research and teaching activities, and strive to introduce their students to the research process and the resources of the library as soon, and often, as possible. The process of research is non-linear, with scholars moving and maintaining momentum between various research phases throughout the academic year and their careers — including searching for resources, seeking support, gathering information and producing outcomes. Throughout and between research phases students and faculty rely upon a variety of spaces, services, and library resources, including heavy use of digital and print materials. When students are learning how to research four key moments were described by faculty and students: choosing what to research, knowing what resources are available, learning how to search, and understanding how to read thoroughly.

3. MAKING INTELLECTUAL CONNECTIONS

Students and faculty desire a way to connect to and discover ideas, resources, and people.

Within both the task-oriented approach to work as well as the non-linear research process, many people talked about the value of making discoveries and connections in both. These "moments" are arrived at through activities like browsing the stacks and coming across an unexpected resource, or running into a classmate and discussing academic activities. It encompasses moments of new discovery, drawing inspiration from the work of others, and being exposed to new ideas and perspectives. Each of the three divisions — Humanities, Social Sciences and History, and Natural Sciences — spoke about the role the library can play in encouraging the development of new ideas, both within and across disciplines, acting as **a core resource, a platform for new research, and a hub for problem solving.**

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**KEY ACADEMIC EXPERIENCES
AND DESIGN CONSIDERATIONS**

Users focus on the task at hand, selecting spaces and resources accordingly.

In the current use of the library and study spaces, students and faculty are guided by a task-oriented mindset. They tend to consider the level of focus and time required for the task at hand — from low focus tasks, such as preparing for the week and writing emails, to deep focus tasks, such as reading resources or writing and conducting research (section a). Once the task is considered, students and faculty determine which space and atmosphere, among all the library and study spaces on campus, will best support the task at hand (section b).
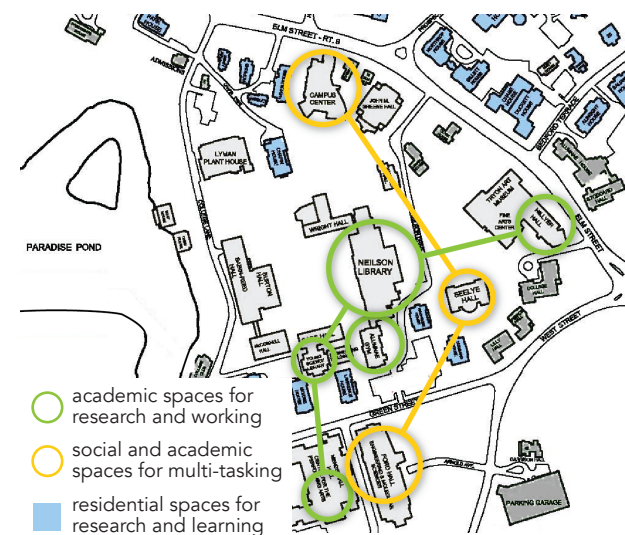
When the intensity and level of focus of the task is overlaid with the number of people involved in the task, four types of environments are defined to support four styles of work (section c). First are spaces to work independently among others — working alone, together. The second space is for individuals to focus on intense tasks and block out distractions — working alone, alone. The same is true for groups. Groups may meet to work informally, on low focus tasks, among other groups or individuals — working together, together. Other groups may have tasks that require deeper concentration and need to focus together while not distracting others — working together, alone.

This approach to selecting space is directed as much by the user - who is considering focus involved in the task and time constraints — as it is by the current availability of spaces. Today, users describe the library as lacking spaces that encourage people to connect with others, comfortably work for longer durations, or seek inspiration.
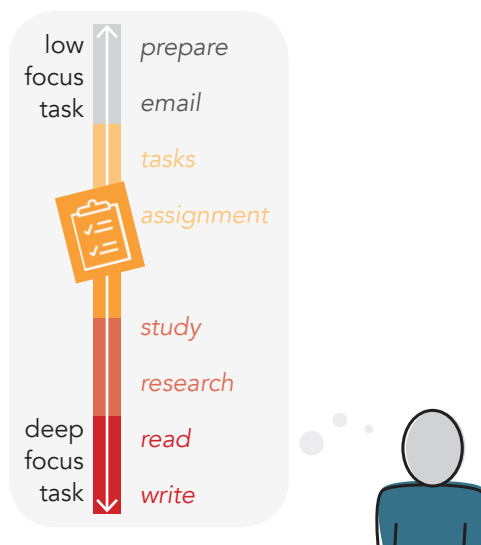
**a** EVALUATING THE LEVEL OF FOCUS REQUIRED FOR THE TASK AT HAND

When describing the current use of the library, many students and faculty described a specific task that needed to be completed. Those tasks are frequently defined by the level of focus required — from catching up on emails, requiring less focus, to "serious" study or grading, requiring more focus. An assessment of the time available to complete the task is also considered. Students and faculty tend to save the deep focus tasks when there is a sufficient break in their schedules, either after class for students or even after the semester for faculty.

academic spaces for research and working

social and academic spaces for multi-tasking

residential spaces for research and learning

b CONSIDERING AVAILABILITY OF SPACES AND QUALITY OF THE ATMOSPHERE

Different types of tasks require a different type of space and atmosphere. Students and faculty look for spaces across campus and frequently in Neilson. There are a series of factors — convenience, comfort, flexibility, ownership — that are weighed with regard to the task as well as finding the right space. Students tend to be motivated by the quality and suitability of the space, as they frequently work individually, while some faculty tend to be motivated by the print resources. **According to survey respondents, the top reason for not using the Neilson Library, and top improvement for the future library is the atmosphere and quality of spaces (54% and 84% of survey respondents, respectively).**

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1. MATCHING TASK TO ENVIRONMENT
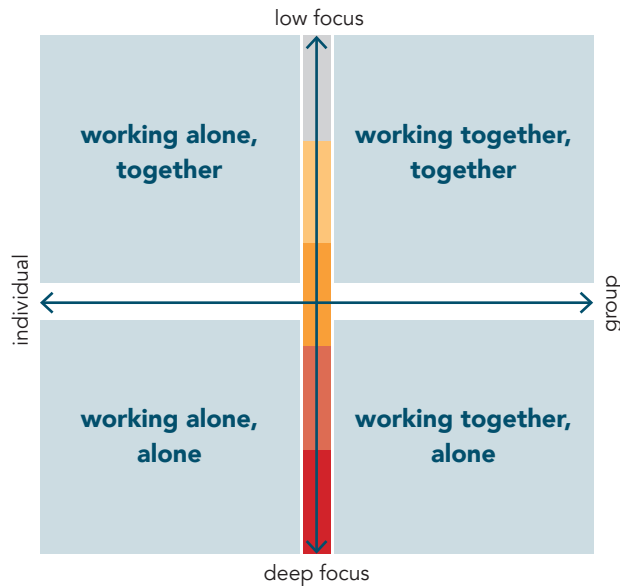
CHOOSING DIFFERENT SPACES AND ATMOSPHERES FOR DIFFERENT TASKS

Students and faculty frequently cite the desire to find spaces to "work alone, together" to complete low focus tasks that can sustain or may benefit from the sense of activity of others nearby. Working "alone, together" has benefits that differentiate itself from working "alone, alone" — such as inspiration and positive peer pressure. Groups also look for spaces where they can work in a low focus manner, among other groups in an open environment, or work in an isolated space where the team can focus on in-depth collaborative task.

FOUR USER JOURNEYS

| EVALUATING THE TASK	CONSIDERING THE ATMOSPHERE	CHOOSING THE RIGHT SPACE
PREP FOR THE WEEK *Taking some time to plan for the upcoming week*	**FINDING A COMFORTABLE SEAT IN AN ACTIVE SPACE** A student looks for a space where they can prepare for the upcoming week and seek out an active space where they can work independently around other people.	working alone, together
BRIEF ASSIGNMENT *Checking in with classmates to get a start on an assignment.*	**MEETING WITH A FEW PEOPLE AROUND AN OPEN TABLE** A few classmates meet to discuss an upcoming assignment and find an open work table in a collaboration zone.	working together, together
PROBLEM SOLVING *Working with a student group to review project progress*	**RESERVING A ROOM FOR DEDICATED PROJECT TIME** A team of students find a reservable room, to work alone uninterrupted, and meet with their professor to share the progress of their research project.	working together, alone
GRADING PAPERS *Working independently to focus on grading*	**SEEKING OUT A QUIET SPACE AWAY FROM DISTRACTIONS** A faculty member is looking for a space away from the distractions of their office to do some focused reading and grading of final papers.	working alone, alone
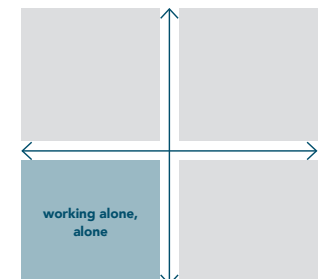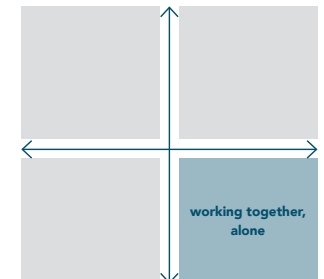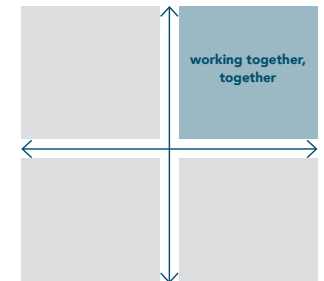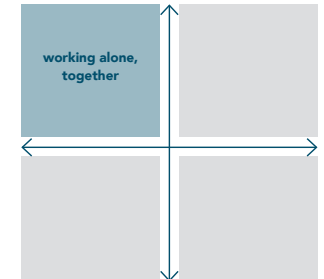
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Research is a core activity at Smith, connecting learning, teaching, and scholarship.

Research and scholarship are highly valued activities at Smith for both students and faculty. Five main aspects of the research process emerged from conversations with students and faculty, including: the importance of physical resources, research as a non-linear process, learning how to research, variations in research activities over time, and an ability to modify materials.

The physical presence of books and materials serve not only as useful resources but also as inspiration and even motivation to pursue rigorous academic work (section a). The resources, spaces and services at the library and the college also facilitate the scholar through a non-linear research process, where individuals may move between activities and spaces in order to build momentum on an idea or support both the gathering and production of information (section b).

Faculty emphasized four key moments that are critical to learning how to research — choosing what to research, knowing what resources are available, learning how to search, and understanding how to read thoroughly (section c). Supporting these moments for students who are new to research is essential to "unlocking the value of the resources available" (Division II Associate Professor).

Research activities fluctuate throughout the academic year with students influenced by mid- and end-of-semester deadlines and faculty taking advantage of the time between semesters to advance their independent research and writing (section d).

Finally, a behavior that is key to the research process but also a unique aspect of the Smith community is for students and faculty to be able to modify resources and their environment to connect with the content as well as with others (section e).

a VALUING PHYSICAL RESOURCES AND SPACES IN THE LIBRARY

Conducting research is central to the activities of both faculty and students. Faculty maximize the overlap of teaching and research while bringing students into the process as soon, and often, as possible.

While the desire for greater variety of spaces, resources, and technology may broaden the library's role, both students and faculty at Smith emphasize the importance of maintaining the presence of the books. They serve both as inspiration for scholarship but also provide opportunities to expand ideas and perspectives— "it is the things you don't know you're looking for that are the most fun" (Division I Ada Scholar).
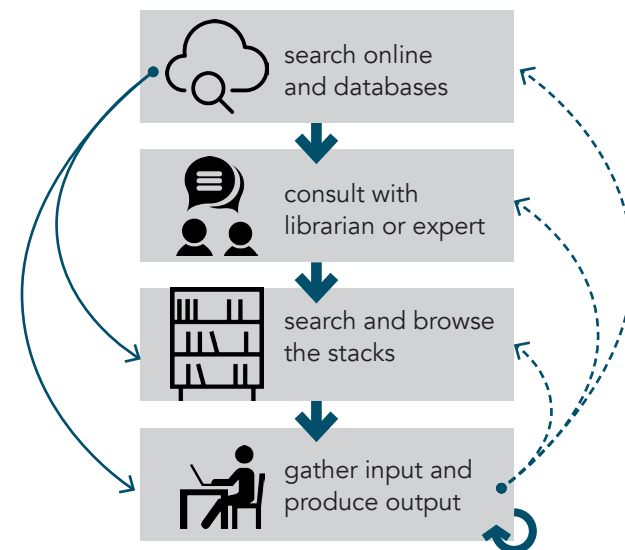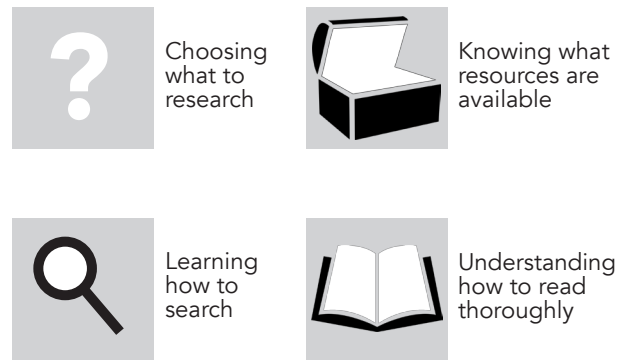
b BUILDING MOMENTUM THROUGH A NON-LINEAR RESEARCH PROCESS THAT INTEGRATES DIGITAL AND PRINT RESOURCES

In describing the research activities, many students and faculty described the process as "pursuing the thread" or "following the trail." Within that experience there are many activities that build on each other and move the content along.

Students and faculty frequently start online, searching databases or the web for an initial understanding of the topic. From there they may continue browsing for resources or consult with a librarian or expert. This process can be urgent: "often with scholarship there is an urgency--you have an idea and there is excitement and momentum behind it to research and share it" (Division I Professor). Researchers then gather input on the topic and produce outputs or insights.

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2. PURSUING A NON-LINEAR RESEARCH PROCESS

? Choosing what to research

 Knowing what resources are available

 Learning how to search

 Understanding how to read thoroughly

c LEARNING HOW TO RESEARCH AT FOUR KEY MOMENTS

Faculty emphasized the role of the library to introduce and guide students through the research process — "guiding students to use the library is critical" (Division III Professor). Both students and faculty want support from the library to utilize information resources (90% and 78% of survey respondents, respectively).

There are four key activities that faculty emphasize as important for learning how to research and are linked to the library—choosing what to research, knowing what resources are available, learning how to search, and understanding how to read thoroughly. Essentially, learning how to "unlock the value of the resources available" (Division II Associate Professor).
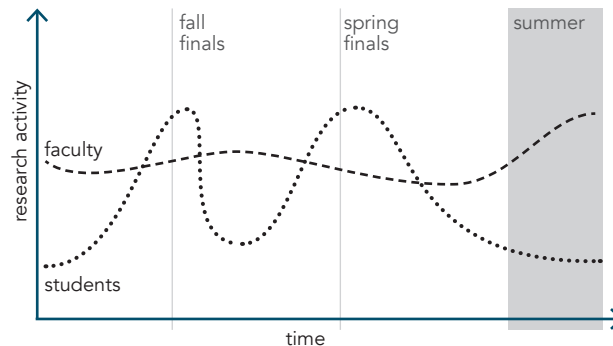
d CHANGING RESEARCH ACTIVITIES AND NEEDS THROUGHOUT THE YEAR

Use of the library over the course of the academic year fluctuates month to month. Faculty indicated that they often bring their students into the library at the beginning of the semester but are uncertain whether they return until the end of the semester (or when papers are due). While student use may vary, it increases around the time of mid-terms and finals.

For faculty, their use is described as more consistent while breaks in the academic calendar provide opportunities for them to pursue their personal research topics more actively. This requires a focus on both the researching and writing component. **Some of the more experienced faculty also described a change in use over their careers - using the physical library less frequently - in part due to an increase in administrative roles, or due to the increase of digital resources available.**
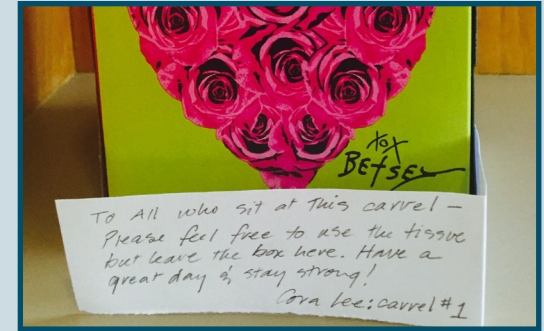

e THE SMITH COMMUNITY USES THEIR RESOURCES IN A UNIQUE WAY— MODIFYING MATERIALS AND MAKING A MARK

Messages can be found on the wall, left in carrels, and inside the books. Each is a mark of an individual while also connecting them with the larger community and welcoming people to the space.

"I love finding the marginalia. Seems to be more of this at Smith, especially in older books." Ada Scholar Division I
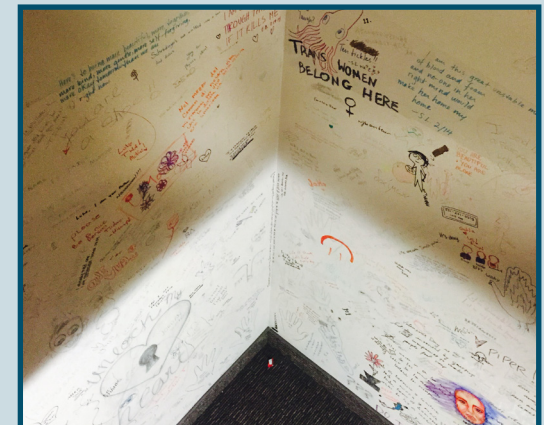
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Students and faculty desire a way to connect to and discover ideas, resources, and people.

Even within the task-oriented approach to selecting spaces and non-linear process of researching, many people talked about how much they would value more opportunity for new connections in both — running into a classmate and catching up on academic progress or browsing the stacks and coming across an unexpected resource — as a means to create better academic outcomes.

While the library currently serves as the center for supporting research — focusing on a topic, building expertise, and producing academic work — it could better serve a broader function of creating opportunities to discover, share, inspire, and connect. Making discoveries and connections tend to happen in the time and spaces "in-between" tasks, when it is least expected, guiding people in new directions or to better outcomes (section a). **Another activity in support of improved academic outcomes, and one of the most cited occasions for finding inspiration, are moments when someone has shared their passion or showcased their work (section b).**

In addition to broadening the activities in the library to encourage discoveries and inspiration, the library can draw in more and diverse people to increase opportunities to connect. Drawing in each of the three divisions — Humanities, Social Sciences and History, and Natural Sciences — means appealing to their current research and learning experience. *Each of the divisions spoke about the role the library can play in encouraging the development of new ideas, both within and across disciplines, acting as* **a core resource, a platform for new research, and a hub for problem solving.**

a MAKING DISCOVERIES AND CONNECTIONS

While the library is not considered a social space like the Campus Center there are informal interactions that would encourage discoveries and connections. Moments of discovery come at times when wandering happens among the resources: "ideas come from the wandering trail of the research I do" (Division I Professor). Additionally, academic socializing, making connections with others and their ideas happen in spaces where people can linger and meet. To make discoveries and connections, the physical space provides an advantage over conducting research exclusively online or remotely.

b PURSUING OPPORTUNITIES TO SHARE, SHOWCASE, AND INSPIRE

Currently, activities around inspiration tend to happen outside the library — in the classroom, in galleries and museums, or in the natural environment. These spaces expose people to the work of others and new perspectives. Opportunities to attend events and programs that encourage cross-disciplinary interaction are key to improved academic outcomes. Experiences at the Kahn Institute is an example: "getting multiple perspectives was important to rethinking my dissertation and making the topic accessible to others" (Division I Assistant Professor).

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THREE MODALITIES

In discussing the future of the library there are three roles that stand out. Each role speaks to a different way in which the library might support the pursuit of new ideas and the resources necessary to achieving this.
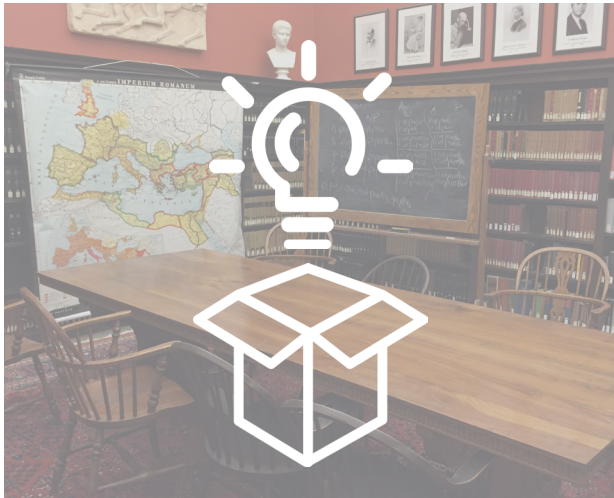

c **A CORE RESOURCE**

For many, the Library is a central and important source for resources and spaces to work. This is especially true for Division I students and faculty who have a higher use of all resources with over 55% of the survey respondents using the digital resources more than once a week and 51% using the books more than once a week. Both the students and faculty emphasize the value of the resources and the quality of the staff knowledge and service. However, those resources may need some curating as some faculty noted how a dedicated space or selection of books can improve access and use of the resources.
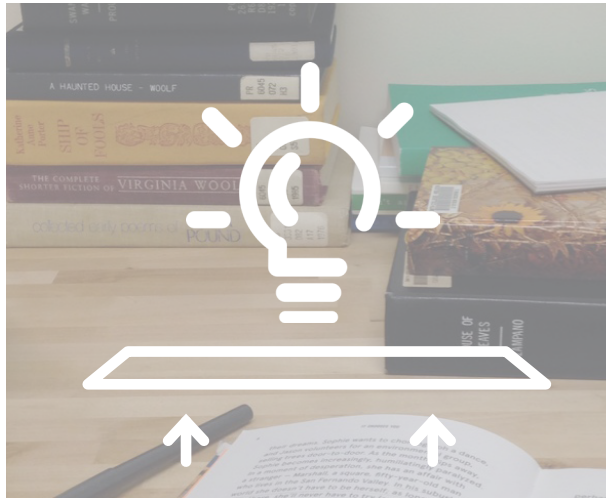
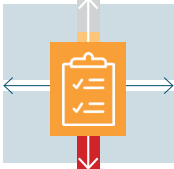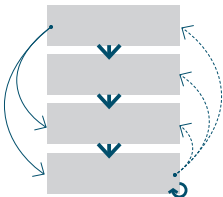**d** **PLATFORM FOR NEW RESEARCH**

The Library also provides a key reference and foundation for creating new research or evaluating primary research studies. The resources provide a model for great research; Division II faculty emphasized the role of the future library as one that is a "jumping off point" where students take the models and pursue new ideas through primary research (Division II Associate Professor). Additionally, access to expertise from staff — from library staff to writing support — is an essential resource to supporting new research and ideas.
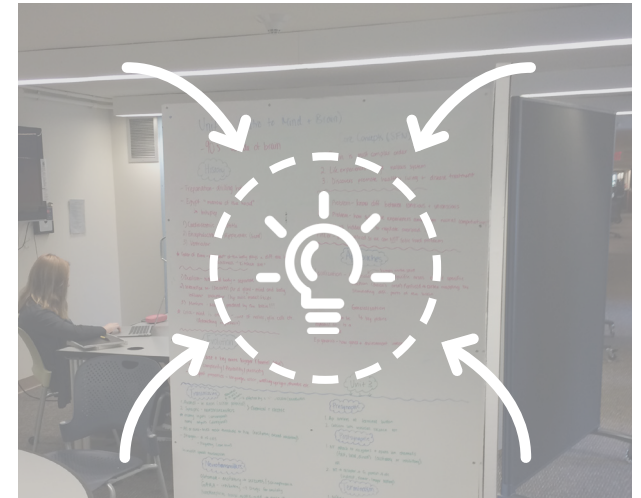
e **HUB FOR PROBLEM SOLVING**

The Library is also a center on campus that provides an environment for group work and problem solving. 48% of student respondents of the survey ranked group work as one of the top three reasons for using the library. Division III faculty also noted the need for spaces that support group work and problem solving as this is something they are increasingly assigning. In order to accomplish these tasks, they are also incorporating new 'resources', such as GIS technologies, and are in need of instruction support on how to use them. The vision for the future library is one that brings people together and connects people, ideas, and resources.

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Design Considerations

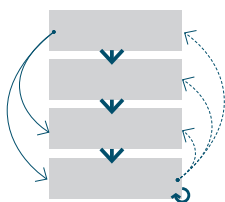| KEY EXPERIENCES		DESIGN CONSIDERATIONS FOR EACH EXPERIENCE FACTOR
MATCHING TASKS TO ENVIRONMENTS	a	**Support tasks of varying levels of focus**
	b	**Provide a variety of qualities to address difference preferences and needs**
	c	**Consider the ecosystem on campus and within the libraries to offer a variety of spaces**
PURSUING A NON-LINEAR RESEARCH PROCESS	a	**Maintain some of the physical collections and traditional spaces in the library to preserve the quality of scholarship**
	b	**Support work within and movement between various research phases, both physically and digitally**
	c	**Play a role in teaching students how to research, making resources and offerings more apparent and accessible**
	d	**Change spaces and services throughout the year to address shifting activities and needs of students and faculty**
	e	**Create opportunities for students and faculty to "make their mark", and connect with each other and the history of the library and its resources**
MAKING INTELLECTUAL CONNECTIONS	a	**Provide resources and spaces that draw students and faculty from across campus to Neilson**
	b	**Create opportunities to expose library users to the work and ideas of others, and encourage new types of cross-disciplinary collaboration**
	c	**Continue to offer core spaces and resources and explore how to do that in new ways**
	d	**Expand resources to help users develop foundational research and create new ideas**
	e	**Draw students and faculty to the library with new resources and technology, and the support to use them**

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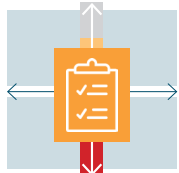
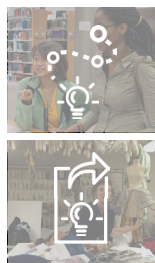| KEY EXPERIENCES		QUESTIONS FOR EACH DESIGN CONSIDERATION
MATCHING TASKS TO ENVIRONMENTS	a	How can the library spaces and services align with the task-oriented mindset of students and faculty? What protocols are needed to support varying levels of focus?
	b	What qualities and atmospheres are most important for the library to provide? How can individuals adapt spaces to their own preference?
	c	Considering the mix of spaces available on campus, how can the library address current gaps? What adjacencies are most important between various space types?
PURSUING A NON-LINEAR RESEARCH PROCESS	a	Which physical resources are aligned with teaching, learning, and research needs of students and faculty? How might we maintain atmosphere of "scholarship" in the library?
	b	Given the nature of urgency in the research process, how can the library's physical resources and staff provide support? How can the library's spaces and services help students and faculty move seamlessly between phases in the research process? What role could the library play in supporting the connection faculty have between their research and teaching?
	c	How can the library make their research support and instructional services more visible and accessible? How might the library further partner with faculty to ensure students are taught effective research practices and methods?
	d	How might the library's spaces and services adapt to changes in use throughout the academic and calendar year to better support students and faculty needs?
	e	What role should the library play in connecting users to the history of materials and previous users? How can the library help connect people and the building community?
MAKING INTELLECTUAL CONNECTIONS	a	What unique spaces, services, and resources can the library provide to students and faculty to draw them in? How could the library create a community of users between students, faculty, and staff or between different divisions? How might the library provide opportunities for people to meet in unplanned, informal ways?
	b	How can the library encourage the sharing and showcasing of work? What types of cross-disciplinary collaboration should take place in Neilson, if any?
	c	What core library spaces and services might be refreshed or reinvented for students and faculty?
	d	How can the library's resources, spaces, and services advance the new research activities of students and faculty?
	e	What new or emerging technologies, resources, and services would draw students and faculty to Neilson?

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APPENDIX
RESEARCH FINDINGS

Neilson Library is the center of the research and learning ecosystem

The Neilson Library is the preferred library in an ecosystem of spaces for students and faculty to study, research, and work. While it is physically near the center of campus there is a desire to make it the "heart" of the campus.
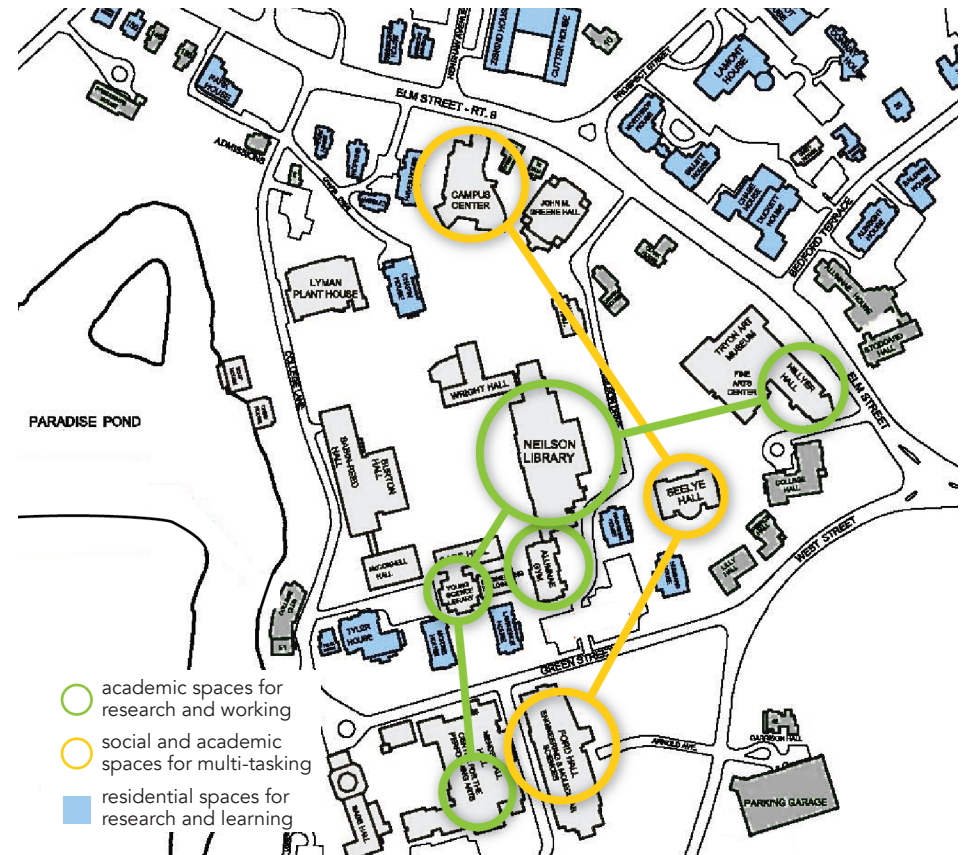
Neilson is the most frequently visited library and the most preferred by 58% of survey respondents followed by Hillyer Art Library and Young Science Library, each with approximately 15%. This is a preference marked by division use. Hillyer is the second most frequented library of Division I and II while Young is the second most frequented library of Division III.

The Neilson Library is complemented by a research and learning ecosystem that includes work and social spaces distributed in academic buildings and the Campus Center as well as the spaces available in residential and home settings.

While the Neilson Library is physically near the center of the campus there is a **desire to make it central to campus life and scholarship**. Currently, the space is described as "stagnant" and "not cohesive" (Division I student) but it is envisioned as the:

> *"most important building on the campus; a dynamic space that brings people together and exposes people to other disciplines and ways of thinking"*
>
> *Division III Professor*

○ academic spaces for research and working

○ social and academic spaces for multi-tasking

■ residential spaces for research and learning

RESEARCH AND LEARNING ECOSYSTEM

This system map was created with input from more than 50 observations that were conducted across the campus uncovering the various ways in which spaces are inhabited and used by students and faculty.

DRAFT

The library's resources, both physical and digital, are a core part of the library's value

While use of the physical collections is changing, both students and faculty emphasize the importance of maintaining the presence of books and the value of being able to browse the stacks.
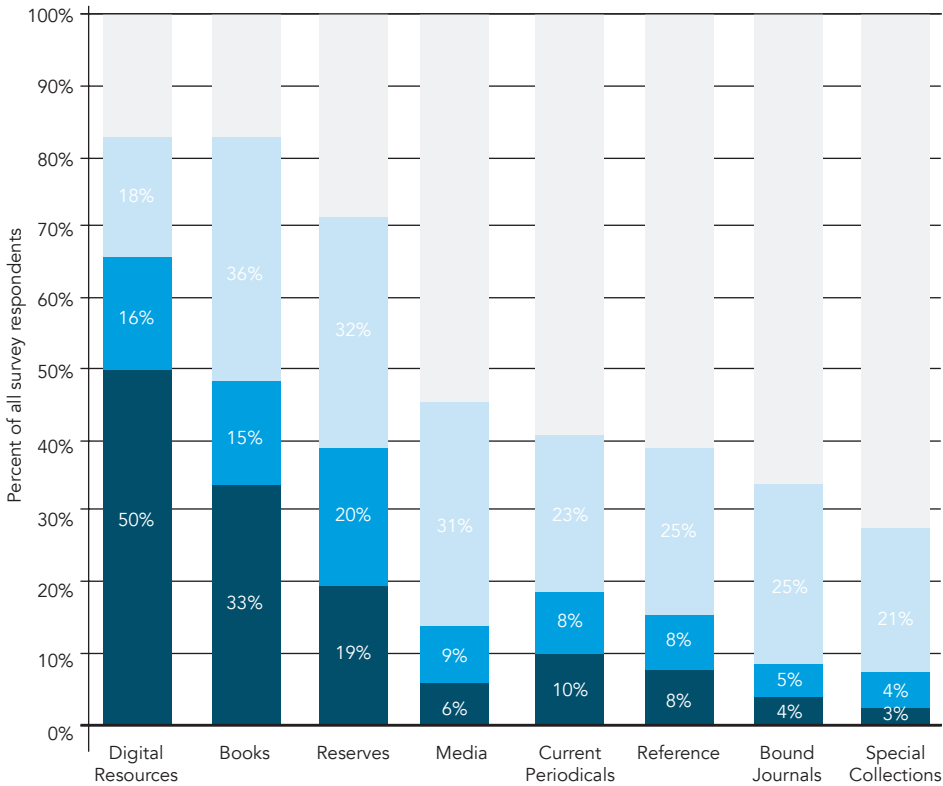
Digital resources, books, and reserves are the most frequently used resources while other resources, such as media and journals, are used significantly less. 84% of survey respondents use the digital resources or books at least once a month with 50% using the digital resources more than once a week and 33% using the books more than once a week.

The books in the library are described as key components of Smith's emphasis on research and scholarship. Having access to these resources, as well as those in the five colleges system, is important to the academic activities and atmosphere of the library.

Serendipity and the ability to make discoveries and connections — whether browsing the physical collections or searching a new database — plays a role in the learning and research process:

> *"it is the things you don't know you're looking for that are the most fun"*
>
> *Division I Ada Scholar*

Percent of all survey respondents

Resource	more than once a week	once a week	once a month
Digital Resources	50%	16%	18%
Books	33%	15%	36%
Reserves	19%	20%	32%
Media	6%	9%	31%
Current Periodicals	10%	8%	23%
Reference	8%	8%	25%
Bound Journals	4%	5%	25%
Special Collections	3%	4%	21%

FREQUENCY OF RESOURCE USE

Survey respondents were asked to indicate how frequently they use the Library's collections, independent of location (see appendix for complete survey analysis).

Legend:
- none or not frequently used
- once a month
- once a week
- more than once a week

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Each of the three divisions use the library and its resources differently

Each division has a different perspective on the role of the library with regard to type of resources, technology, individual and group work, and support services.

DIVISION I – HUMANITIES
The print resources play a more central role for Division I programs, in teaching and research. 51% of survey respondents use books more than once a week. Faculty emphasize the importance of having print references for students to use, browse, and be inspired by—**"spectacular work correlates with a strong relationship with books, print materials, and their authors"** (Division I Professor).
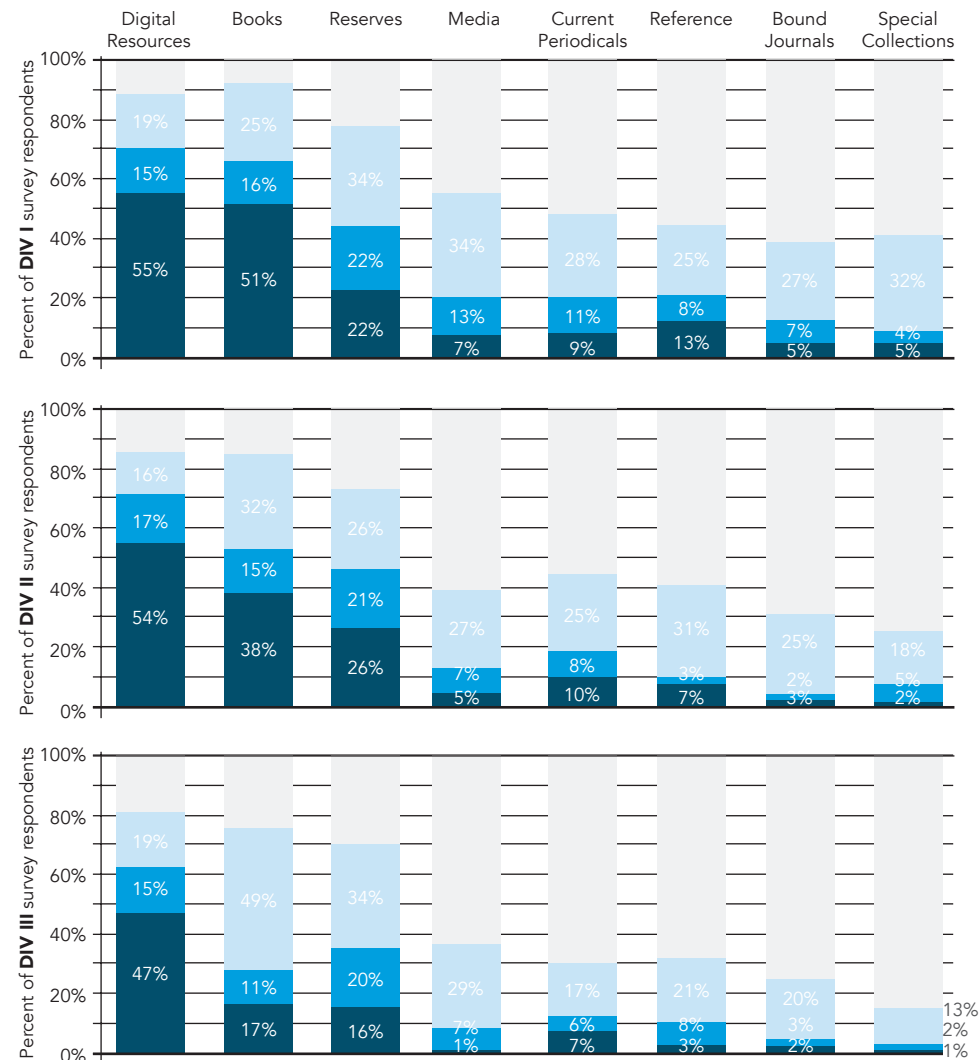
DIVISION II – SOCIAL SCIENCES AND HISTORY
The resources of the library play a more supporting role for Division II programs, especially for those that focus on primary research—**"students pursue questions that require field work which they are unable to conduct but the library provides the resources to develop the background and research proposal"** (Division II Associate Professor).

DIVISION III – NATURAL SCIENCES
Books are used more than once a week by 17% of survey respondents. Division III programs are focused on lab research, interdisciplinary problem solving, and innovative analysis and visualization technologies. The library could play a role in supporting these activities—**"the library of tomorrow is a place that provides the resources and spaces that enable people to come together to view, manage and manipulate data"** (Division III Professor).

RESOURCE USE BY DIVISION (at right)

Survey respondents were asked to indicate how frequently they use the Library's collections, independent of location (see appendix for complete survey analysis). Resources listed left to right based on frequency of use by all survey respondents (see previous page).

Stacked bar charts showing resource use by division. Columns: Digital Resources, Books, Reserves, Media, Current Periodicals, Reference, Bound Journals, Special Collections.

Percent of DIV I survey respondents:
- Digital Resources: 55%, 15%, 19%
- Books: 51%, 16%, 25%
- Reserves: 22%, 22%, 34%
- Media: 7%, 13%, 34%
- Current Periodicals: 9%, 11%, 28%
- Reference: 13%, 8%, 25%
- Bound Journals: 5%, 7%, 27%
- Special Collections: 5%, 4%, 32%

Percent of DIV II survey respondents:
- Digital Resources: 54%, 17%, 16%
- Books: 38%, 15%, 32%
- Reserves: 26%, 21%, 26%
- Media: 5%, 7%, 27%
- Current Periodicals: 10%, 8%, 25%
- Reference: 7%, 3%, 31%
- Bound Journals: 3%, 2%, 25%
- Special Collections: 2%, 5%, 18%

Percent of DIV III survey respondents:
- Digital Resources: 47%, 15%, 19%
- Books: 17%, 11%, 49%
- Reserves: 16%, 20%, 34%
- Media: 1%, 7%, 29%
- Current Periodicals: 7%, 6%, 17%
- Reference: 3%, 8%, 21%
- Bound Journals: 2%, 3%, 20%
- Special Collections: 1%, 2%, 13%

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Student and faculty use the library and its resources differently

Overall, the top three reasons people use Neilson is to study or work individually, print materials, or access the print and digital resources. The prominence of these activities differ between audience segments.

Faculty tend to use the library for accessing resources, attending events, and consulting with an expert. Digital and print resources were indicated as the top two most important services that the future library should offer (4.7 and 4.5 average value out of 5, respectively).

Students tend to use the library for studying and working individually or in groups. These activities were also indicated as the top two most important services that the future library should offer (4.4 and 3.9 average value out of 5, respectively).

Both faculty and students use the library to study or work individually. They describe the library as their go-to place for these activities when their home or office is too distracting.

rank	FACULTY	STUDENTS	Legend	
1	access print or digital resources	study / work individually	access print or digital resources	resources
2	attend an event	to use the printer	to use the printer	
3	study / work individually	study / work in groups	use technology	
4	consult with an expert	create something	consult with an expert	services
5	create something	access print or digital resources	attend an event	
6	to be inspired	use technology	attend a class	
7	attend a class	attend an event	study / work individually	activities
8	use technology	to be inspired	study / work in groups	
9	to use the printer	attend a class	create something	
10	study / work in groups	consult with an expert	to be inspired	

TEN REASONS FOR USING THE LIBRARIES

Survey respondents were asked to rank the activities they most likely do in their preferred library. Neilson is indicated as the top preferred library by 58% of survey respondents (see appendix for complete survey analysis).

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Regardless of division or position, library users are task-oriented

People currently come to the library with a task in mind—to get stuff done—not necessarily to meet with others, learn new skills, or share their work.

When describing the current use of the library, many students and faculty described a specific task that needed to be completed. The top reason for using the print collections is for an assignment or research project (4.9 average value out of 5).

While browsing and making new academic connections or discoveries are valued activities in the library, users have limited time and prioritize the task at hand:

"I would love to spend more time in any of the libraries but I just don't have it. My activities are always very task specific: 45 minutes to find a book for class"
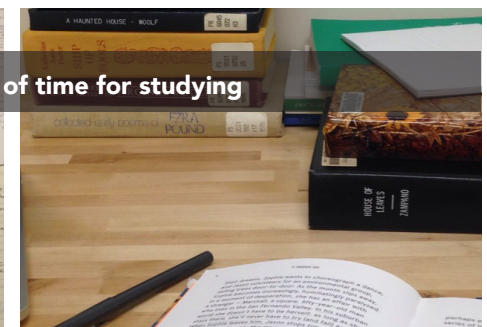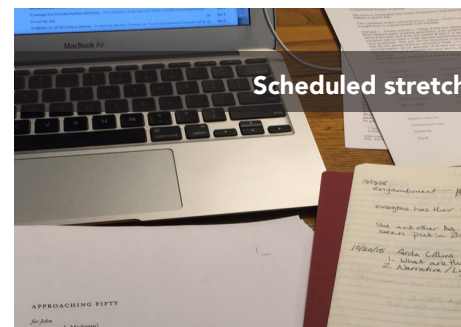
Division I Professor

Both time and quality of the space play a role in how students and faculty currently use the space. Currently, the space does not support lingering or encourage informal interactions but users would like to have opportunities for "academic socializing" (Division II

Seek and find the right resource

Scheduled stretch of time for studying

TASKS THAT DRIVE USE

These images reflect the moments of "focus" and "learning" that dscout participants uploaded as well as some from the observations of library users.

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