UNIVERSITY
of VIRGINIA
LIBRARY

VISION AND GOALS FOR THE ALDERMAN LIBRARY RENOVATION PROJECT

AUGUST 2017

brightspot

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FUTURE EXPERIENCE AT ALDERMAN

PROCESS, ENGAGEMENTS, AND ACKNOWLEDGMENTS

FOREWORD

The University of Virginia was conceived with a library at its heart, placed in the Rotunda at the head of the Academical Village. The Library's first collection was selected by Thomas Jefferson and arranged according to a classification scheme he adapted from Francis Bacon's The Advancement of Learning. Today, the Library's original purpose remains unchanged: to provide access to accumulated knowledge, and in so doing, increase it—in short, to advance learning. In pursuit of that goal, the library collects, preserves, organizes, and shares materials of all kinds.

The renovation of Alderman Library, beginning in 2018, marks the third chapter in the University library's history as a scholarly enterprise. The first chapter began when the Rotunda, UVA's first Library, was built as the center point of grounds—a notable departure from the practice of building universities around religious organizations, which was customary at the time. The second chapter began with the building of Alderman Library in 1937, with shelving for a much larger and newer collection of printed information, marking the faculty's determination that the University of Virginia should become a research institution.

The Rotunda remains a central point on grounds and is still used for collections, for study, and for classes. It retains the classic 19th century sense of a grand room, fostering intellectual pursuit.

Alderman Library is still the University's main library, and its renovation is essential to bringing it up to contemporary standards of safety, accessibility, usability, and service. Additionally—and perhaps most importantly—it provides an opportunity for us to create the Library for this University's third century. More information about the history of Alderman, and the history of the renovation, can be found on the project's About page (http://aldermanrenewal.library.virginia.edu/about/).

The Rotunda was the site of UVA's first library and remains a central point on grounds. Source: UVA

The renovation of Alderman Library has been a University goal for more than decade, and in that time various engineering studies, historic structure reports, design documents, and other materials have been produced. These documents are available on the project website (http://aldermanrenewal.library.virginia.edu/about/), and may be consulted during the renovation that will be underway in the near future, but their publication on the project website does not constitute an endorsement of any of their particulars. The plans that will guide the actual renovation of Alderman Library have not yet been created. This report is a planning document based on interviews with faculty, staff, and students that will guide space planning and architectural design in a renovated Alderman, and help identify an architectural firm that can turn the Library's shared vision into shared space and collections.

-Prepared by University Librarian John Unsworth

EXECUTIVE SUMMARY

The following vision, goals, and strategies will guide the development of a space program for the Alderman Library Renovation.

VISION FOR THE RENEWED ALDERMAN LIBRARY

- The Library is a central and responsive partner in the research, teaching, and learning priorities of the University.
- The Library plays a key role in the University's culture of academic excellence by fostering faculty and student engagement with expert Library staff and curated collections.
- The Library is a laboratory for the next generation of digital scholarship.
- The Library is a place where users can experience the book and be part of an intellectual tradition shaped by the book.

McGregor Room, Alderman Library

LIBRARY GOALS

- Enhance the built environment and services to support research – the Library will be at the forefront of research methodology and information literacy.
- Contribute to high-impact educational experiences for students – the Library will provide access to a diversity of resources which support students engaging in deepened learning.
- Develop partnerships with current and future faculty – as a partner in teaching, research, and learning, the Library will support the academic and professional development of faculty and future faculty.
- Create a shared grounds for experimentation and engagement across disciplines – the library will support inquiry and encourage the cross-fertilization of ideas and partnerships.
- Provide digital and physical materials that add value to knowledge creation.
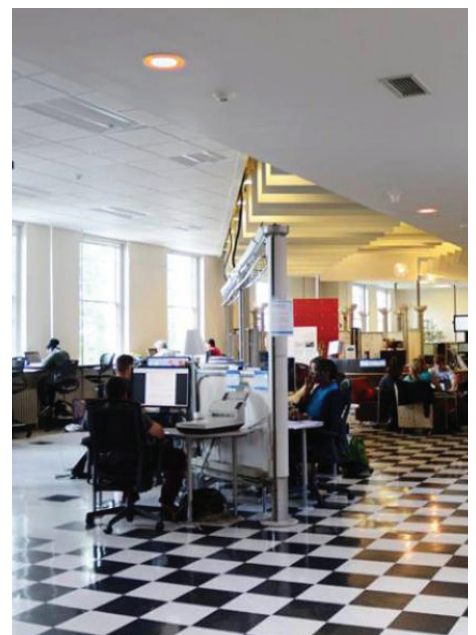
Scholars Lab, Alderman Library

STRATEGIES

For Flexible and Diverse Space
- Provide a welcoming and supportive environment for diverse individuals with a variety of needs, working in a variety of modes.
- Provide spaces for those whose mission is aligned with the Library's to convene at a variety of scales.
- Create high quality, flexible spaces that will adapt over time.
- Support learning and applying new technology in a "sandbox" environment.

Alderman Room 421 (flexible learning space)

For Engaging Services
- Create convenient access to expert Library staff and services
- Strengthen relationships between librarians and users. For example, to facilitate faculty access to valuable materials, to encourage grad student's professional development; or to improve undergraduate engagement with Library resources.

Student Staff

For Accessible, Valuable Collections
- Steward the current and future collections, recognizing their importance to the UVA community.
- Improve environmental conditions for print collections.
- Tailor the browsable collection to the needs of researchers.

Alderman Reference Room

For Clear Organization
- Create consistency and coherence in the Library's spaces and services, representing the organization of knowledge in support of research and scholarship.
- Connect Alderman, Clemons, and Harrison Small - the three libraries in close proximity to each other.

Rotunda Dome Room

ALDERMAN RENOVATION PLANNING CONTEXT

OBJECTIVE

The Alderman Library renovation will create a library for UVA that continues its tradition as an intellectual resource to the citizenry of the Commonwealth and beyond. Alderman will also support its diverse users and their scholarly endeavors.
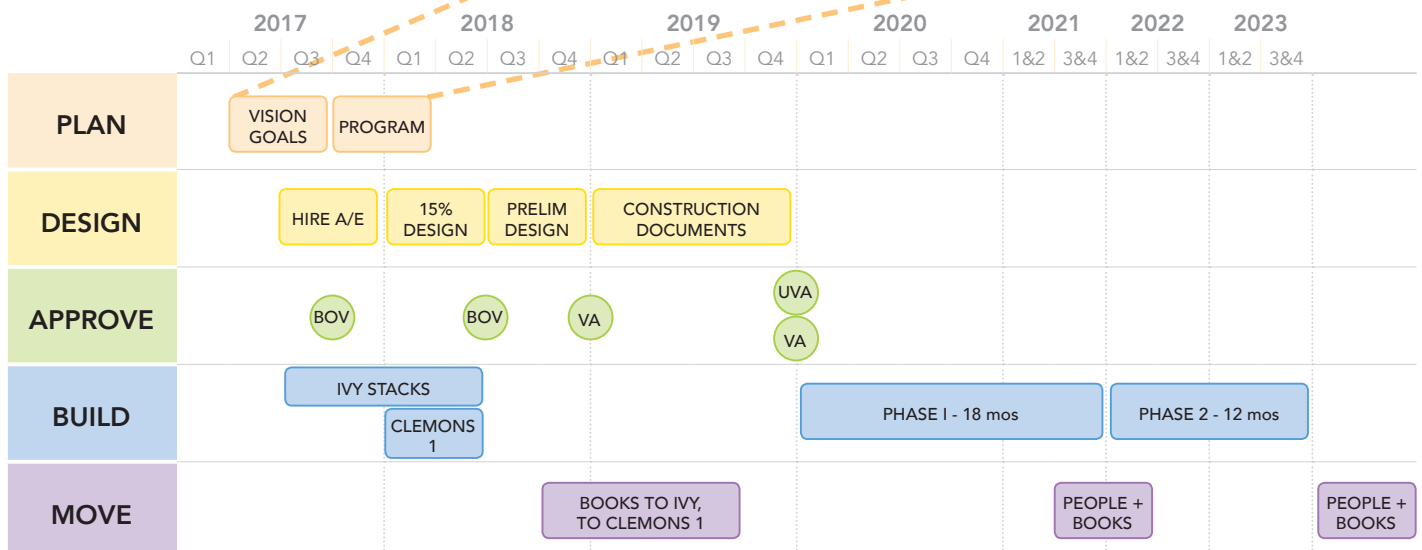
RENOVATION PLANNING CONTEXT

- The state has authorized planning for a capital project for Alderman Library, envisioned in two phases
- The approval was for Fire, Life Safety, Mechanical, Electrical and Plumbing renovation and Accessibility and may include replacing space
- UVA sees the renovation of Alderman Library marking the third chapter in the University Library's history
- The choices the Library makes in this renovation will say a great deal about what the Library thinks the future of research and scholarship will be

CURRENT PLANNING – VISION AND GOALS

- brightspot has been engaged to conduct a strategic planning study as a preparation for the larger renovation project (Vision/Goals)
- Strategic Planning Study Objectives
  1. define the goals for a renovated Alderman Library
  2. define the future activities the Library will support
  3. examine how collections, spaces and services will support the goals and activities of the future Library
- As part of the study, brightspot engaged with constituents including faculty, staff, graduate students, undergraduate students, and library tenant groups, University and Library leadership, and a project working group (see p 40-41 for details)
- Programming & Design for the capital project is planned to begin in Fall 2017

PRELIMINARY RENOVATION TIMELINE

| | 2017 | | | | 2018 | | | | 2019 | | | | 2020 | | | | 2021 | | 2022 | | 2023 | |
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	1&2	3&4	1&2	3&4	1&2	3&4
PLAN		VISION GOALS	PROGRAM																			
DESIGN		HIRE A/E		15% DESIGN	PRELIM DESIGN	CONSTRUCTION DOCUMENTS																
APPROVE		BOV			BOV		VA					UVA / VA										
BUILD	IVY STACKS / CLEMONS 1												PHASE I - 18 mos				PHASE 2 - 12 mos					
MOVE					BOOKS TO IVY, TO CLEMONS 1												PEOPLE + BOOKS				PEOPLE + BOOKS	

ENABLING PROJECTS

Some projects have already begun in preparation for the Alderman Library renovation project.

Clemons/1 - Projects

- Compact browsable shelving and study space
- Shelving for 220K, which is more than the current L1 and L2, and 548 seats for student study
- A potential Phase II would provide shelving for a total of roughly 750K books, and roughly 350 seats
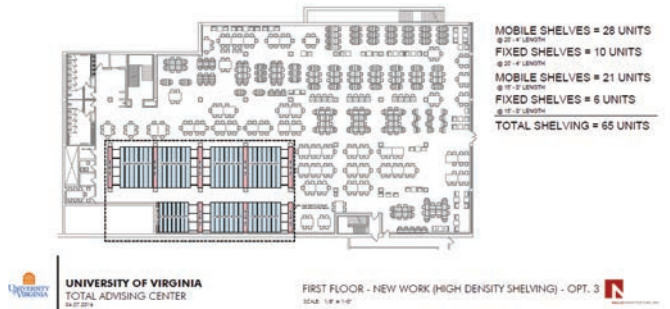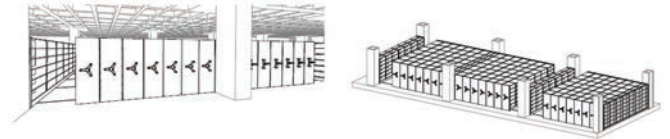
Addition to Ivy Stacks

- Increase Ivy Stacks capacity by 2.3M to 4.4M vol.
- "Swing Space" for the Alderman collection during construction
- Ongoing archival quality storage environment, research facilities, shelving capacity for collections growth

Ivy Stacks will be an increasingly key component of the Library System; housing books, special collections, artwork, and any other materials that will benefit from the archival quality conditions and providing an on-site space for scholarly research.
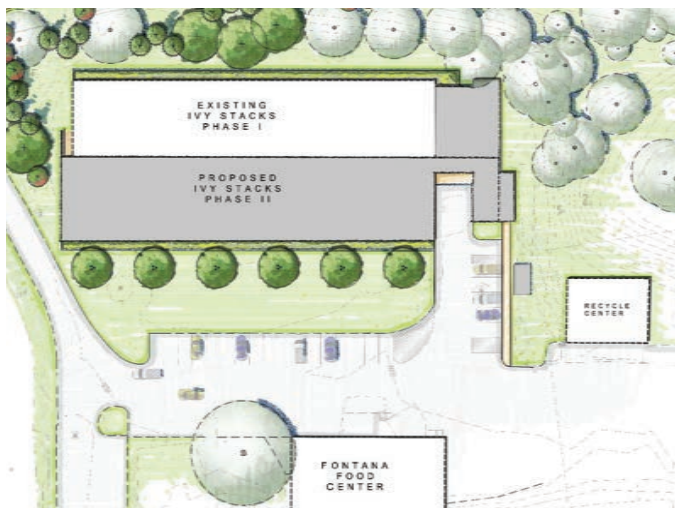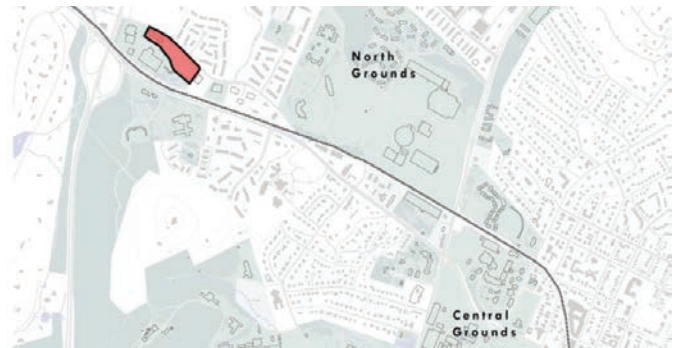
CURRENT STATE

TRENDS IN RESEARCH LIBRARIES

The following pages present five themes in academic libraries across the country. The examples used to illustrate these themes are not meant to be a prescription for UVA Alderman. They are meant to provide a shared frame of reference for where academic libraries are going and in doing so, highlight the unique direction of UVA Alderman.

The themes include:

- facilitate access to information
- make resources more visible
- respond to the changing use of collections
- support a variety of learning and research activities
- exhibit ideas and work generated on grounds

FACILITATE ACCESS TO INFORMATION

Brandeis University Library Information Literacy Grants

PROMOTE INFORMATION LITERACY

Brandeis University Library offers grants to help faculty work with librarians to design courses that integrate information literacy, enabling students to become mature researchers and scholars.

**American University Library Embedded Office Hours**

PROVIDE PERSONALIZED SERVICE DELIVERY

American University librarians hold office hours in buildings outside of the Library and sometimes in coordination with other discipline events, such as "Science Hours" – meeting users where they are.

NCSU Hunt Library

OFFER SIDE-BY-SIDE SUPPORT

NCSU Hunt Library staff are easily visible and approachable, offering side-by-side, drop-in consultative support to students and faculty.

Harvard Library Copyright and Fair Use Tool
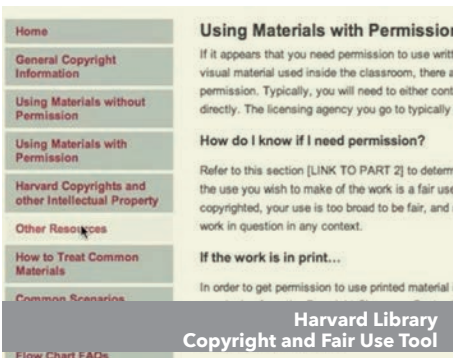
PROMOTE UNDERSTANDING AND PROPER USE OF COPYRIGHTED ITEMS

The Harvard Library Copyright and Fair Use Tool is a series of examples, flowcharts and information to help faculty, students, and staff understand the copyright status of library items and learn more about a particular area of copyright law.

HAPPENING AT UVA

- The Library currently has staff and a web page devoted to scholarly communication/copyright, and has implemented an institutional repository to foster open access and understanding of copyright.

- Many subject librarians offer office hours to assist students with assignments.

- Subject librarians' presence in their assigned departments varies by librarian and department.

- Ideas related to side-by-side support have not been implemented due to lack of space, funding, or staff.

- While the Library aims to make staff more visible, it has not yet solved the problem of students' reluctance to ask for help.

- The Library creates curriculum-based instructional programs to help students with coursework.

MAKE RESOURCES MORE VISIBLE

Emory Center for Digital Scholarship

GA Tech
Innovation and Design Collaborative

Grand Valley State University
Knowledge Market

BLEND SPACES TO WORK AND GET HELP

The Emory Center for Digital Scholarship provides consultation and support for digital teaching, research, preservation, publishing, and exhibition. Their semi-open work, media, and meeting spaces bring together Center staff, partners, and users.

ACTIVATE SPACES WITH PROGRAMS

The Innovation and Design Collaborative is a highly visible, interdisciplinary space for research and collaboration, offering for-credit classes and targeted workshops, free materials for prototyping, and an ethnography studio for testing designs and practicing pitches.

IMPROVE COMMUNICATION OF RESOURCES AND SERVICES

The Knowledge Market organizes service offerings from the user perspective, providing "find," "write," "speak," and "analyze" services. Student staff provide these services while librarians conduct more outreach to staff and departments.

HAPPENING AT UVA

- The Library successfully blends space to work and get help in the Robertson Media Center, where students feel it's okay to work with the staff. In general, the Library doesn't do this as successfully as it would like to.

- The Library has had numerous ideas in many of its libraries to activate spaces with programs, but has struggled to match appropriate staff/spaces with needed programs. The librarians would love to be able to do this.

- The Library currently offers a Resource Fair book and outdoor Ask-A-Librarian table for incoming students and their parents during summer orientations.

- The current building lacks rhyme or reason and limits the ability of users to find what they need by themselves – there is an opportunity to improve the building's legibility in the renovation.

RESPOND TO THE CHANGING USE OF COLLECTIONS

Harvard University
Harvard Library Explorer
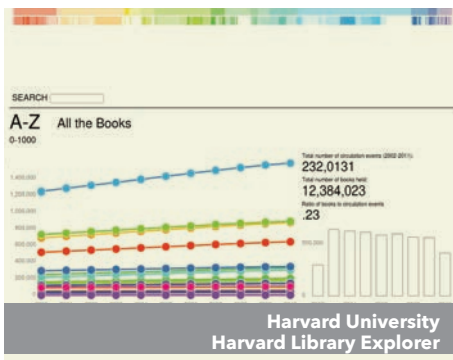
STRATEGICALLY CURATE ON-SITE COLLECTIONS

The Library Analytics Toolkit is a dashboard that collects library data together to enable both librarians and library users to identify and respond to trends and changes in collections, usage, and other data.

Harvard University
Awesome Box

CURATE AS A COMMUNITY

As part of the Awesome Box project, users returned items that they thought were "awesome" into an "Awesome Box." These items were logged into the Awesome Box web site for others to explore; the data collected can inform curatorial decision making.

NCSU Library, Automated Storage and Retrieval System
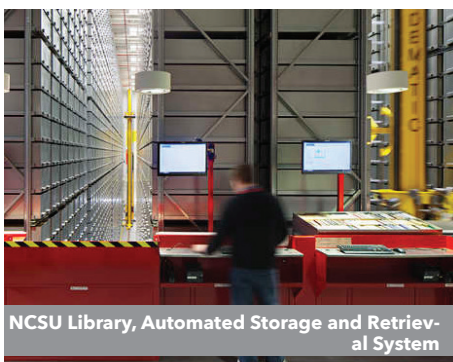
INVEST IN NEW WAYS OF STORAGE & RETRIEVAL ACROSS THE LIBRARY SYSTEM

The NCSU Library Automated Storage and Retrieval System enables the Library to provide users with quick, on-demand access to an expansive on-site collection.

USC
VKC Library Compact Shelving

IMPROVE CONDITIONS FOR SPECIAL COLLECTIONS AND ARCHIVES

The Von KleinSmid Center Library for International and Public Affairs uses compact shelving to maintain ideal environmental conditions for a selection of its special collections.

HAPPENING AT UVA

- The Library is planning to provide an online collections tool to demonstrate how the Library makes decisions about the selection and management of the Library's collections.

- The Library has considered ways to allow users to comment on books/other resources in VIRGO and subject guides, but hasn't made much progress yet.

- LEO provides convenient access for faculty.

- The Library intends to use traditional open stacks, browse-able compact shelving, and offsite high density shelving.

- The Ivy stacks expansion project will represent leadership in commitment to physical collections, to preservation quality HVAC, and to solar energy.

- Stacks in Special Collections and the HVAC system at Ivy Stacks and the new addition meet national standards for preservation.

SUPPORT A VARIETY OF LEARNING AND RESEARCH ACTIVITIES

Class of 1982 Sequentiary in Mirador using IIIF
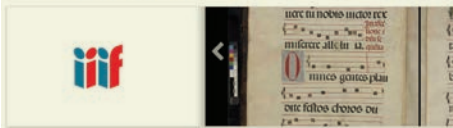
This experiment brings a rare archival object into the digital realm using
Interoperability Framework (IIIF) and the Mirador viewer which allows vie
and study this delicate artifact from the 15th or early 16th century. The M
experimenting with providing greater access to rare materials in our colle
scholarly inquiry beyond the library walls.

MIT
Experiments at the MIT Libraries

Duke University Edge

VCU Cabell Library "The Workshop"

U Washington Allen Library Research Commons

PROVIDE A PLATFORM FOR EXPERIMENTATION

Experiments at the MIT Libraries are intended to encourage risk-taking, rapid prototyping, and experimentation to support the innovative use of the Library's data, collections, and services. The Library invites the MIT community to work along with them, submit their own hack, or suggest an experiment.

DEVELOP LONG-TERM PARTNERSHIPS WITH RESEARCHERS

Duke Edge is a collaborative space for interdisciplinary, data-driven, or team-based research. Research teams gain access to assigned project rooms and an open flexible workspace in exchange for formally presenting their progress in the central open space.

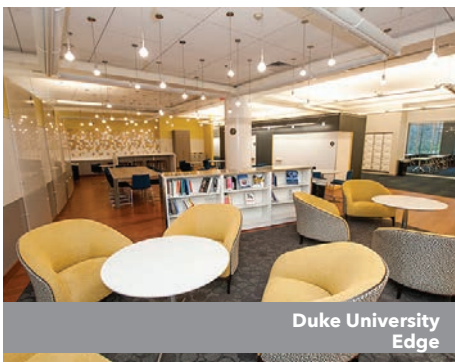## ALIGN WITH PARTNERS TO COMPLEMENT ACADEMIC PROGRAMS

Hosted by the Innovative Media Department, "The Workshop" in Cabell Library is open to all disciplines and levels across VCU's academic community. Colocated with other creative spaces, The Workshop offers creation suites, expert instruction and services designed for multimedia projects.

DESIGN SERVICES AND SPACES TO SUPPORT THE RESEARCH PROCESS

The Research Commons in Allen Library supports student research by providing a range of spaces for individual focus and group collaboration, complemented by reservable rooms and equipment, such as video recorders and projectors, and quick access to subject librarians and research services.

HAPPENING AT UVA

- The Library provides expert staff and software for digital humanities and GIS projects.
- Beyond Alderman Library, multiple UVA Libraries will offer cutting edge technologies to give people a chance to decide if they are useful.
- Alderman is characterized by long-term partnerships with research groups Note: there are space/time limitations to hosting dedicated to research projects, as described in the Duke example.
- Alderman Library will continue to house the Rare Book School and research centers in the digital humanities; they may become more integrated.
- Clemons Floor 3 was redesigned a few years ago to provide space, equipment, training and software to take ideas from creation to implementation.

EXHIBIT IDEAS AND WORK GENERATED ON GROUNDS

**Virginia Tech
Course Exhibition Initiative**

**U Chicago
Mansueto Library Conservation Laboratory**

University of Michigan Press and Library

SHOWCASE STUDENT PROJECTS

The Course Exhibit Initiative presents the outcomes of curricular projects in the Library; it is part of an effort to take class projects beyond the classroom and engage the Va Tech community in shared learning experiences.

ENGAGE IN WHAT HAPPENS BEHIND THE SCENES

Mansueto Library increased its capacity to preserve its collections with an expanded 6,000 sf space that includes conservation and digitization laboratories.

PARTNER WITH THE UNIVERSITY PRESS

At the University of Michigan, the press and library are operationally aligned, sharing some personnel between the two - primarily positions related to publishing services and open access initiatives. The library continues to find ways to integrate publishing activities.

HAPPENING AT UVA

- The Library exhibits 4th year theses on the main floor at Brown Science and Engineering Library, and hosts occasional poster session events for student work.

- In general, Alderman Library has more exhibit space than other UVA libraries – some of this space could be devoted to student projects (e.g., student societies could use some rotating exhibit space in public areas to highlight the work that students do with Library materials).

- High school summer interns and student employees work with collections and a variety of library units.

- A new residents program for new librarians will provide experience with a selection of library units and professional opportunities.

- There is Library interest in partnering on collaborative projects with the University Press.

WHAT'S HAPPENING AT ALDERMAN LIBRARY

THE VALUE OF ALDERMAN LIBRARY

Alderman Library in 1938, showing controlled access to stacks

COLLECTS, ORGANIZES, AND DISSEMINATES

- Acquires books, journals, datasets, and research literature in all forms
- Contextualizes an overabundance of information
- Provides information for all
- Purchases electronic resources licensed from many different sources
- Navigates the complexities of copyright
- Preserves the historical record of UVA
- Stewards the rare books and manuscripts collections
- Curates exhibitions from UVA collections
- Attracts objects for exhibition at UVA

FOSTERS UVA'S COMMITMENT TO ACADEMIC EXCELLENCE

- Gives direct research and reference support to all constituencies
- Teaches information literacy
- Embeds subject librarians in departments
- Provides statistics consulting services
- Houses Digital Humanities Institutes, Papers Projects, and Rare Book School units
- Provides and develops maker spaces
- Represents the commitment of current and future faculty to academic rigor

INTELLECTUAL COMMONS

Our founder's vision of a library as the center of the University stands as a legacy to:

- Connect students to UVA's scholarly tradition
- Guide students to the academic conversations that exist across disciplines, time periods, and geographic locations
- Promote recruitment and retention of faculty
- Provide space for study and research

CURRENT STATE OF ALDERMAN LIBRARY: AN OVERVIEW

The following pages provide an overview of Alderman Library's current state.

Page 18 presents library provided data and users visits and circulation.

Pages 19-23 briefly summarize what we've heard through conversations had with:

- undergraduate students
- graduate students
- the University Library Committee, a faculty group
- Digital Groups: IATH, SHANTI, Scholars Lab, Robertson Media Center)
- Papers Groups: Washington Papers, James Madison Papers, Dolley Madison Papers
- the Rare Book School
- Library staff

Note: More details of these conversations and the staff workshop can be found in the Appendix.

Alderman Library

Alderman Library is the largest and most heavily used of the ten facilities that comprise the UVA Library.

COLLECTIONS AND USER DATA

USER DATA

Over two-thirds of undergraduate students and one-third of graduate students visit Alderman Library at least once a week - more students than expected by library staff. When the use of Alderman's resources is expanded to online use, the numbers rise significantly, with 73% of undergraduate students, 70% of graduate students, and 76% of faculty reporting that they regularly use Alderman Library. Note the pronounced increase in the use of the library by graduate students and faculty when online resources are included.

In addition, 26% of reference questions were answered in Alderman Library. The next largest group of questions had to do with data and were answered by a Library unit located at another library location, representing 12% of the total 33,808 reference questions.
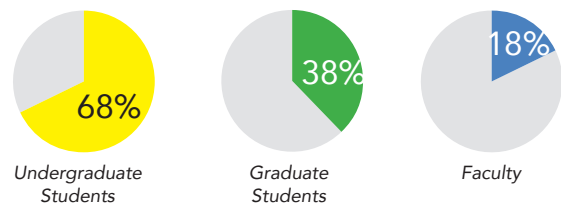
COLLECTIONS DATA

The bulk of the UVA Library's collections resides in Alderman Library and this is the primary humanities and social sciences library at UVA. The breadth of its holdings and expert staff make it a valuable stop for researchers. Out of the UVA Library's 4.7 million volumes, 2.5 million are housed in Alderman and, during the 2015/16 academic year, 48% of total circulation was for these materials, which represents 91,492 items circulated out of 189,609 from the entire UVA Library.

% OF USERS WHO REGULARLY USE ALDERMAN LIBRARY (INCLUDING ONLINE USE)

73%
Undergraduate Students

70%
Graduate Students

76%
Faculty
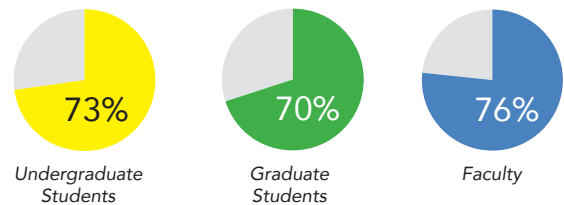
% OF USERS WHO VISIT ALDERMAN IN PERSON ONCE A WEEK

68%
Undergraduate Students

38%
Graduate Students

18%
Faculty

UNDERGRADUATE STUDENTS

KEY POINTS FROM THE CONVERSATION

- Undergraduate students value a diversity of spaces: from individual to group, open to private, quiet to conversational, and supporting short and longer term study sessions.
- They seek more guidance in understanding library spaces and services such as maps, room guides and more welcoming desk workers and librarians.
- They see the café as a key resource for coffee, food, studying, and taking a break.
- They would like to see more natural light and beautification in the study spaces, especially in the stacks, which are described as "dim and disorienting."
- They appreciate the presence of physical books: "the smell of books inspires me to write."

Undergraduate students illustrate their current experience using Alderman Library

GRADUATE STUDENTS

KEY POINTS FROM THE CONVERSATION

- Graduate Student Reading Room:
  - » Graduate students commonly bring lunch from home and currently do not have a place to store or reheat their food.
  - » They do not currently have adequate access to secure storage or a lockable study carrel, which prevents them from storing their laptops or valuables at the end of the day.
  - » The room could be more comfortable and pleasant with better access to natural light and more comfortable furniture.
  - » Distractions result from students passing through the space as a shortcut, and from the metal storage lockers.
- Graduate students often seek places in the Library to hold office hours for undergraduates – they commonly use the café entry area for this purpose, but during busy periods it becomes a challenge to find space.

UNIVERSITY LIBRARY COMMITTEE (ULC)
FACULTY GROUP
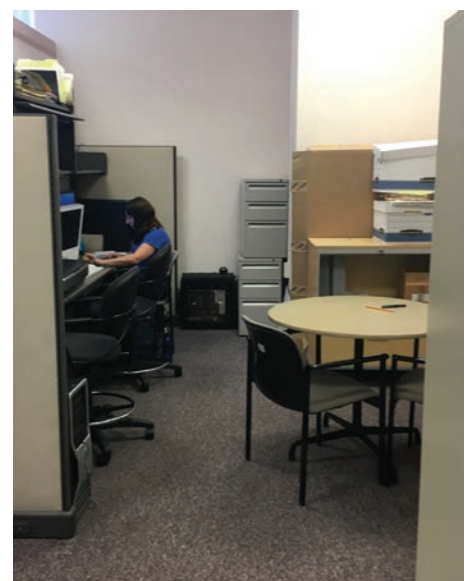
KEY POINTS FROM THE CONVERSATION

- <u>Successes of Current Library Services:</u> Faculty noted that there is currently a lot going well in terms of Library services; they appreciate the convenient access to collections enabled by the LEO delivery system, as well as the "Ask A Librarian" function.

- <u>Better Connect Students to Librarians and to Collections:</u> By forging stronger connections with students, librarians can help advance students' research abilities by sharing tools and methods. Faculty see a lot of value in having their students interacting with Special Collections – there could be more spaces to host this kind of interaction.

- <u>Strengthen subject librarians and experts relationships with faculty and grad students:</u> There is an opportunity to better communicate with grad students and faculty about how to interact with the Library, using the language of Grounds rather than library language.

- <u>The Library can play a convening role for technology:</u> It should be a place for experimental access to tech resources, with people who drive the tools and provide expertise and guidance on integration with teaching and learning.

- <u>The Library can help create communities:</u> The renovation presents an opportunity to think about the resources that draw people from various disciplines, and how communities that access those resources could be better engaged.

DIGITAL GROUPS
IATH, SHANTI, SCHOLARS LAB, ROBERTSON MEDIA CENTER

KEY POINTS FROM THE CONVERSATION

- The digital groups can help facilitate people (faculty, students, etc.) from various disciplines coming together, by providing relevant tools and resources; this aligns with the convening role of the Library that the ULC discussed.

- The digital groups share a goal of integrating technology tools and resources into the academic activities of the University.

- There is an opportunity for better coordination of digital groups overall, such as forming organizational alignments or groupings.

- Given that not all groups/resources can be centralized in the Library, there is a desire to improve faculty awareness of resources, specializations and locations on grounds.


IATH Workspace

PAPERS GROUPS
WASHINGTON PAPERS, JAMES MADISON PAPERS, DOLLEY MADISON PAPERS

KEY POINTS FROM THE CONVERSATION

- The Papers groups are working on long-term projects that are nearing end dates within the next decade.
- Papers groups staff note that continuation of their current process is ideal
- Once complete, either the library or the University Press will need some space available for updates and maintenance to the papers. This will be a conversation for the future.
- Need access to: Rare Books School; Special Collections; stacks
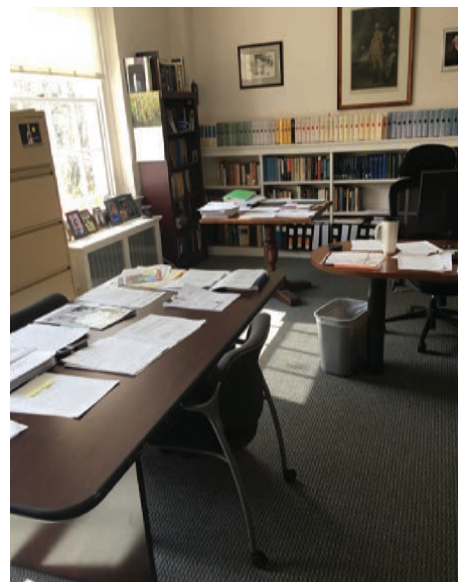
Washington Papers Office

RARE BOOK SCHOOL

KEY POINTS FROM THE CONVERSATION

- The goal of the Rare Book School is to inform people about the book as an object – hands-on collections
- Rare Book School staff describe the group's role as bridging special collections and students-especially through their summer programs- as well as creating a link between humanists and researchers
- Growing programs and staff; have already outgrown their current space
- Need access to: physical circulating stacks
- Prefers access to: McGregor Room, for curation; spaces common to scholars and makers is important

Rare Book School

LIBRARY STAFF

REFLECTIONS ON THE CURRENT LIBRARY

Need to Improve Building Conditions and Accessibility

- Essential building repair, such as upgraded lighting and HVAC systems, the loading dock, conveyance systems
- More rational and efficient use of the space in Alderman Library: a building with sensible adjacencies, flow, and way-finding to both improve their workplace and create a more welcoming experience for library users
- Improvements to accessibility, including ensuring that the entry, collections, and services will be fully accessible during both the transition period and the building's enduring use

OPPORTUNITIES FOR THE FUTURE LIBRARY

- Embody principles of:
    » inclusivity of all patrons, creating an accessible and inviting environment
    » visibility of the work and collections of the library, highlighted through displays and exhibitions; of library staff, encouraging connection to users
    » adaptability of the Library's spaces, enabling flexibility of use and creating room to grow/change in the future
- Re-establish a unique character and culture
- Improve way-finding, efficiency, and adjacencies, and address baseline repairs and systems upgrades

Note: See the Appendix for workshop documentation of staff needs for access to people, spaces, and resources.

PLANNING CONSIDERATIONS HIGHLIGHTED BY STAFF:

- The needs of Specialized vs. Operational Staff vary; all work environments should be as comfortable as possible
- Ideal climatic conditions for collections are different from the ideal conditions for people
- In considering the Library's user spaces, collections staff recognized the desire for students to study among the books and "envelop the patron"

REFLECTIONS ON CURRENT STAFF WORKPLACE

Need Better Support for Staff Mobility and Collaboration

Several staff spoke about their day-to-day work as increasingly mobile, and sought better support for remote interactions and visiting staff in Alderman. In addition, staff noted that finding appropriately sized meeting rooms can be a challenge. While several staff members suggested that meeting spaces may be shared with student users after hours, a lack of consensus showed that this proposal would need to be explored further.

Desire an Improved Sense of Community

Staff reflected on a diminished sense of community in the Library – it was suggested that perhaps a lack of visibility has hindered informal collaboration and collegiality. Many staff were supportive of the idea to increase visibility of their workspace to users and each other, and sought to explore further opportunities to boost collegiality.

Lastly, staff highlighted the importance of creating adaptable spaces that will stand the test of time, and challenged themselves to project 10 years out into the future. "How can we use this opportunity to re-imagine and innovate around our core services?"

FUTURE VISION

FUTURE VISION FOR ALDERMAN LIBRARY

THE LIBRARY IS A CENTRAL AND RESPONSIVE PARTNER IN THE RESEARCH, TEACHING, AND LEARNING PRIORITIES OF THE UNIVERSITY.

- The Library's staff, services, and resources ensure that the University community has the information it needs for research, teaching, and enrichment through learning.

THE LIBRARY PLAYS A KEY ROLE IN THE UNIVERSITY'S CULTURE OF ACADEMIC EXCELLENCE BY FOSTERING FACULTY AND STUDENT ENGAGEMENT WITH LIBRARY STAFF EXPERTS AND COLLECTIONS.

- To provide access to – and increase – the University's accumulated knowledge, the Library collects, preserves, organizes, and shares materials of all kinds.
- Library staff experts partner with faculty and students to facilitate their access to the University's collections.

THE LIBRARY IS A PLACE WHERE YOU CAN EXPERIENCE THE BOOK AND BE PART OF AN INTELLECTUAL TRADITION SHAPED BY THE BOOK.

- The print collection is a historical record of the interests of the faculty at UVA. It is unique to this place and links researchers to the history and ethos of the University.
- The book plays a significant role in the history and tradition of the institution.
- The study of the book is a subject expertise at UVA.

THE LIBRARY IS A LABORATORY FOR THE NEXT GENERATION OF DIGITAL SCHOLARSHIP.

- UVA was a pioneer in the digital humanities.
- Alderman Library is committed to advancing the digital humanities and launching the next chapter of digital humanities research at UVA.
- Digital Humanities provides a unique opportunity to not only engage faculty and graduate students in humanities research, but also undergraduate students.

McGregor Room, Alderman Library

Alderman Memorial Hall

Andrew Stauffer, Director of NINES (search engine for digital scholarship

FUTURE EXPERIENCE AT ALDERMAN

FUTURE USER EXPERIENCE

INTRODUCING USER JOURNEY MAPS

The following user profiles and journey maps are being used as a storytelling tool- a way to illustrate and categorize the feedback expressed from user groups about how each might experience the library after the completion of the renewal project. To formulate each map, brightspot looked across our conversations with multiple stakeholders and mapped out a series of specific experiences, imagined but reasonable, over a period of time.

A brief narrative describes the future experience of the library for the user

A user profile outlines key user behaviors and needs
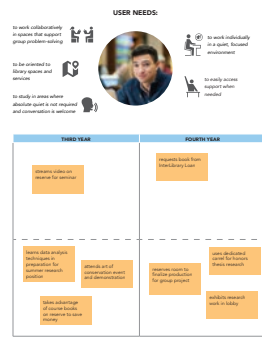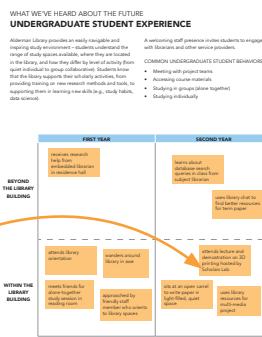
Each square represents an experience that the user has with the library, organized by what occurs in the building vs. what occurs remotely.

For undergraduate users, these experiences are organized sequentially over the standard student life cycle of 4 years
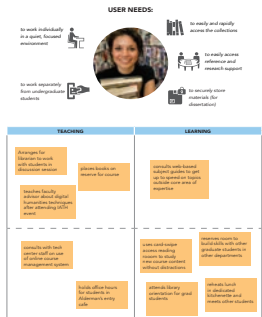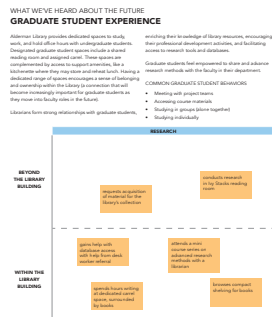
For faculty and graduate students, these experiences are organized by the core activity: teaching, research, or learning/ professional development

FUTURE UNDERGRADUATE EXPERIENCE

Alderman Library provides the undergraduate an introduction to the world and tools of scholarship and guidance as they pursue competence and discernment. With Alderman's easily navigable and inspiring study environment, students understand the range of study spaces available, where they are located in the Library, and how they differ by level of activity, from quiet individual to group collaborative. Students know that the Library supports their scholarly activities, from providing training on new research methods and tools, to supporting them in learning new skills.

A visible and knowledgable staff presence invites students to engage with librarians.

Common Undergraduate Student Behaviors

- Meeting with project teams
- Accessing course materials
- Studying in groups- working collaboratively or working individually while sitting together
- Studying individually

The table below is a sample of aspirational activities of a UVA undergraduate student in 2025, based on discussions with students, faculty, and staff about the role of Alderman library for future users. Please note that the actual spaces, services, and events of the future library remain to be determined.

	FIRST YEAR	SECOND YEAR
BEYOND ALDERMAN LIBRARY	receives research help from embedded librarian in residence hall	learns about database search queries in class from subject librarian uses Library chat to ask for help finding resources for term paper
WITHIN ALDERMAN LIBRARY	attends Library orientation tours the Library and quickly understands available resources meets friends for alone-together study session in reading room approached by friendly staff member who hands student a map of Library resources	sits at an open carrel to write paper in light-filled, quiet space attends lecture and demonstration on Python by Scholars Lab visits the cafe for a much-needed energy boost! uses Library resources for multi-media project and asks a staff member working nearby for help

THE RENEWED ALDERMAN LIBRARY WILL HELP UNDERGRADUATE STUDENTS...

to work collaboratively in spaces that support group problem-solving

to be fully aware of the breadth of its spaces, services, and expertise

to study in areas where absolute quiet is not required and conversation is welcome

to work individually in a quiet, focused environment

to easily access support when needed

to gain proficiency in using various tech tools to organize, create, and present information

THIRD YEAR	FOURTH YEAR
streams video on reserve for seminar	requests book from InterLibrary Loan
	consults library guide to develop website documenting thesis process and findings
attends a workshop on data analysis techniques in preparation for summer internship	uses dedicated carrel for honors thesis research
takes a break from long study session to view conservation demonstration	reserves room to finalize production for group project
takes advantage of course books on reserve to save money	exhibits research work in lobby

FUTURE GRAD STUDENT EXPERIENCE

Alderman Library provides critical support to graduate students on their journey into the community of scholarship. Alderman offers dedicated spaces to study, work, and hold office hours with undergraduate students. Designated graduate student spaces include a shared reading room and assigned carrel. These spaces are complemented by access to support amenities, like a kitchenette where they may store and reheat lunch. Having a dedicated range of spaces encourages a sense of belonging and ownership within the Library- a connection that will become increasingly important for graduate students as they move into faculty roles in the future.
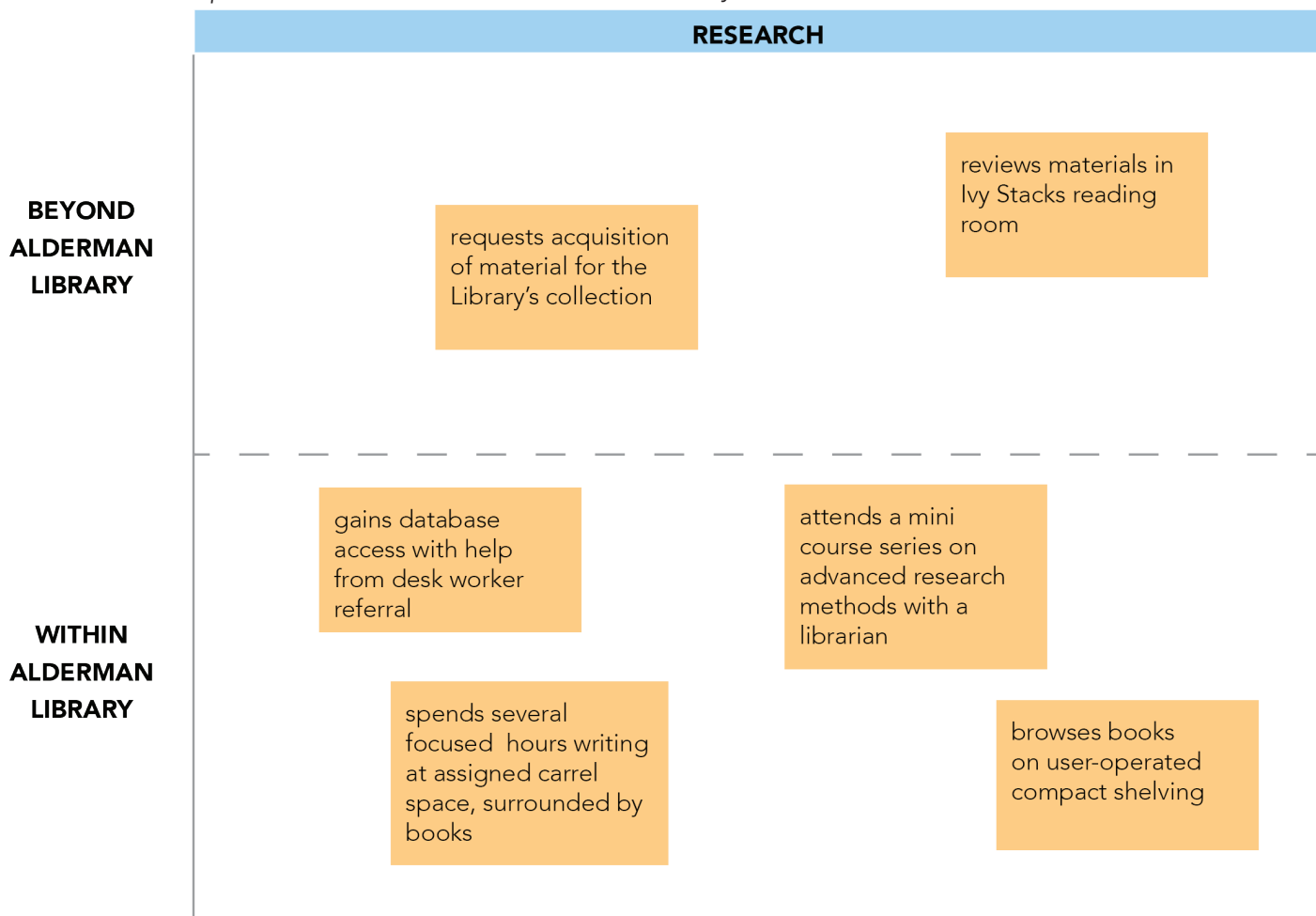
Librarians form strong relationships with graduate students, enriching their knowledge of library resources, encouraging their professional development activities, and facilitating access to research tools and databases.

Graduate students feel empowered to share and advance research methods with the faculty in their department.

Common Graduate Student Behaviors

- Meeting with project teams
- Accessing course materials
- Studying in groups
- Studying individually

The table below is a sample of aspirational activities of a UVA graduate student in 2025, based on discussions with students, faculty, and staff about the role of Alderman library for future users. Please note that the actual spaces, services, and events of the future library remain to be determined.

RESEARCH

BEYOND ALDERMAN LIBRARY

- requests acquisition of material for the Library's collection
- reviews materials in Ivy Stacks reading room

WITHIN ALDERMAN LIBRARY

- gains database access with help from desk worker referral
- attends a mini course series on advanced research methods with a librarian
- spends several focused hours writing at assigned carrel space, surrounded by books
- browses books on user-operated compact shelving

THE RENEWED ALDERMAN LIBRARY WILL HELP GRADUATE STUDENTS...

to carry out their work as TA's and mentors to undergraduates

to work individually in a quiet, focused environment

to easily and rapidly access the collections

to feel a stronger sense of ownership of & partnership with the Library

to store materials such as books and valuables

to easily access reference and research support

TEACHING	LEARNING
Arranges for librarian to work with students in discussion session	consults web-based subject guides to get up to speed on topics outside core area of expertise
places books on reserve for course	
tells faculty advisor about digital humanities project after attending a presentation by an IATH fellow	
consults with tech center staff on use of online course management system	uses card-swipe access reading room to study new course content without distractions
	reserves room for monthly meeting with Scholars lab fellows and alumni
easily finds seats/ space to hold office hours for students in Alderman Library's entry cafe	attends Library orientation for grad students
	reheats lunch in dedicated kitchenette and meets other students

FUTURE FACULTY EXPERIENCE

Alderman Library provides faculty an environment which gives built context to the values and methods of their profession and provides the tools and services needed for its practice. Alderman offers highly accessible expertise and resources to enrich faculty's research and teaching.
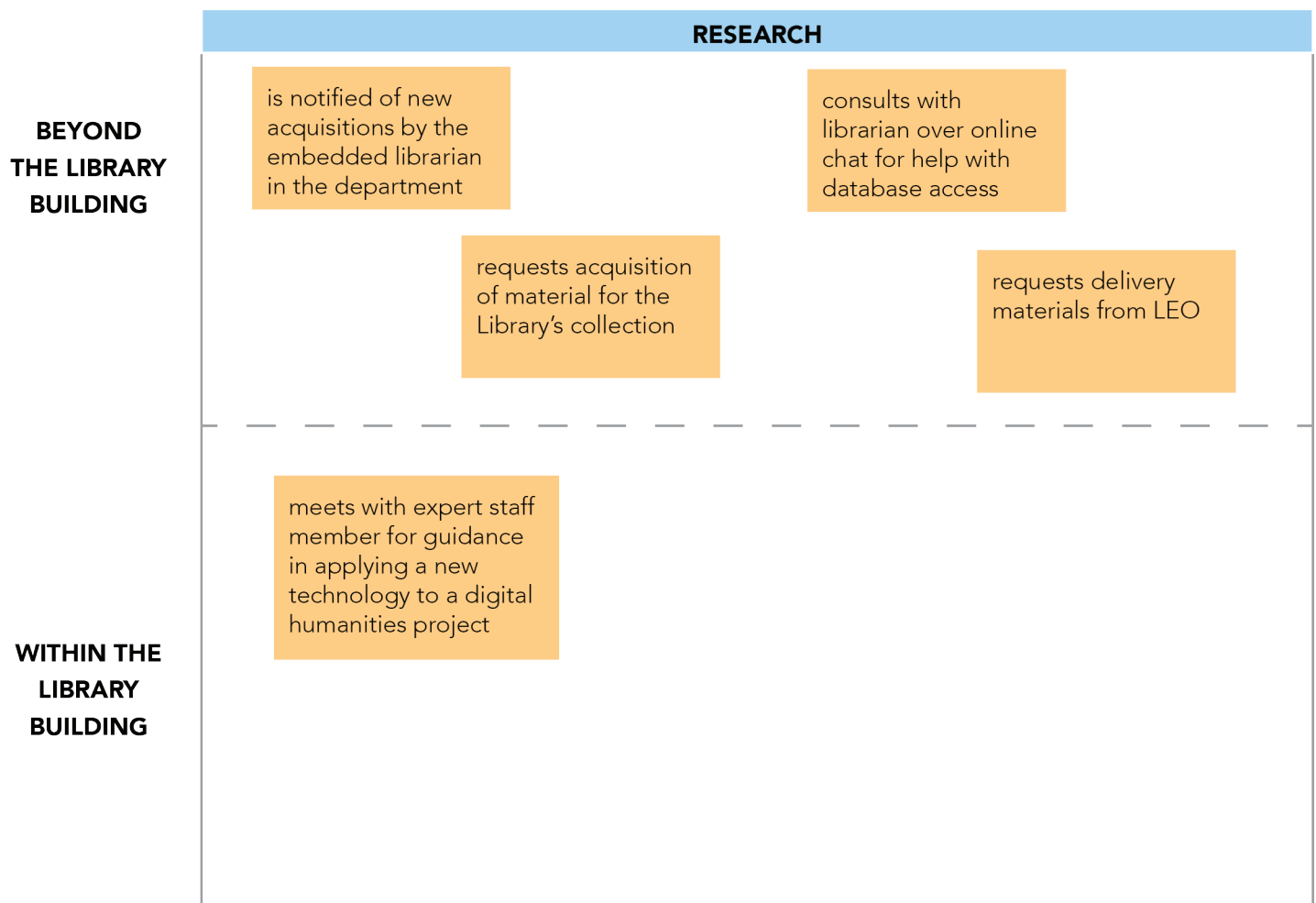
Librarians embedded in department spaces are familiar partners, helping faculty connect to materials valuable to their work. Online tools offer quick, virtual access to librarians, such as through librarian chat, and access to physical collections through LEO and ILL.

Alderman Library also offers faculty experimental access to technology resources, supported by expert staff who provide guidance on integrating the tools into teaching, research, and academic publishing.

Common Faculty Behaviors

- Individual Research
- Meeting with Subject Librarians
- Heavy use of digital and physical collections
- Utilizing LEO for delivery of items from the collection
- Primarily remote interactions with the library

The table below is a sample of aspirational activities of a UVA faculty member in 2025, based on discussions with students, faculty, and staff about the role of Alderman library for future users. Please note that the actual spaces, services, and events of the future library remain to be determined.

RESEARCH		
BEYOND THE LIBRARY BUILDING	is notified of new acquisitions by the embedded librarian in the department	consults with librarian over online chat for help with database access
	requests acquisition of material for the Library's collection	requests delivery materials from LEO
WITHIN THE LIBRARY BUILDING	meets with expert staff member for guidance in applying a new technology to a digital humanities project	

THE RENEWED ALDERMAN LIBRARY WILL HELP FACULTY MEMBERS...

to easily and rapidly access the collections

to connect with like-minded researchers and educators

to easily access reference and research support

to have support for the students in their courses

*to experiment with emerging tools and technologies*

TEACHING	PROFESSIONAL DEVELOPMENT
meets with embedded subject librarian to discuss integrating library resources in course assignments Arranges guest lecture with librarian for research seminar course places books on reserve for course	consults web-based subject guides to get up to speed on topics outside core area of expertise
introduces students to emerging technology reserves artifact engagement room to teach hands-on class session with original sources learns about pedagogical approaches in other departments utilizes high-tech classroom to test new lesson format	attends grant-writing working group meetings in shared meeting rooms Serves on panel to discuss emerging teaching techniques in higher learning attends seminar on academic publishing trends in the humanities

FUTURE STAFF EXPERIENCE

Alderman Library, as the staff headquarters for UVA's library system, is a welcoming environment in which Alderman staff and visiting colleagues feel a sense of connection and belonging. A variety of flexible workspaces for individual focus and collaboration at a variety of scales support the staff in transitioning between activities throughout the day.

Common Staff Behaviors

- Remote interactions with colleagues, such as telecommuting
- Meeting with colleagues from other UVA libraries: Brown, Clemons, Fine Arts, Music, and Special Collections
- Meeting with faculty outside of Alderman
- Hosting 1:1 or small group meetings in individual offices
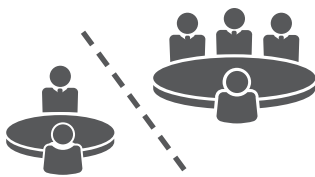
STAFF NEEDS:

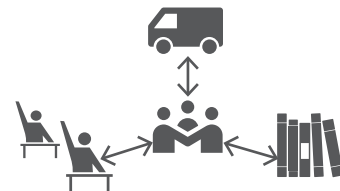*Availability of appropriately sized meeting rooms*

Adaptable meeting spaces to accommodate different kinds of interactions with movable furniture and whiteboards

Sense of community within the Library

Proximity to users, collections, reference desk, loading dock

STAFF WORKPLACE: GUIDING PRINCIPLES

The following guiding principles represent a synthesis of the priorities discussed by staff during Town Hall and Workshop sessions, during which staff reflected on the current state of the Library and opportunities presented by the renovation. The principles represent the ideal future experience in the Alderman Library staff workplace.

- Accommodate diverse needs for individual, focused work and collaboration at a variety of scales, from 1:1 check-ins to group meetings.
- Enable increased staff mobility, addressing space needs for visiting staff and remote interactions.
- Welcome staff from outside Alderman Library.
- Actively encourage staff collegiality and foster a sense of community.
- Improve staff's ability to interact informally with colleagues and with users.
- Improve quality of staff amenity spaces.
- Be located near user spaces to allow informal interactions and consultative activities.
- Share meeting spaces with users when possible, such as after staff working hours.
- Support effective movement of materials, such as Loading Dock operations and conveyance systems.

Access to a variety of spaces enables transitions between individual work and collaboration.
Source: BBC

Lounge spaces provide informal opportunities for staff to come together to socialize or collaborate.
Source: Google

ENABLING FUTURE ACTIVITIES: OPERATIONAL IMPLICATIONS

Enabling the future activities of users in the Library may necessitate operational adjustments behind the scenes in order to support those activities – whether that means scaling current services, or coordinating to plan new ones. These are the initial staff and operational implications for supporting the future activities of Library users, based on what was expressed by undergraduate students, graduate students and faculty.

- Expand distributed model of embedded librarians in departments, integrating librarians in more locations where users live and work, such as at undergraduate residences.
- Connect regularly with graduate students and faculty to develop ongoing, consultative relationships, facilitating interactions with library resources and gaining insight for collections curation.
- Create and manage a testing ground for emerging technologies and tools, facilitating access and guiding faculty and students in their experimentation.
- Offer self-service and staff-guided orientation to library spaces, especially the various zones and rooms and how they differ by level of activity or types of resources available.
- Orient users to the range of services the Library offers, improving awareness of the tools and resources available- from consultations on advanced research methods, to workshops to learn new software, to lectures offered by the Rare Book School, to navigating Library databases.
- Host events and exhibits highlighting the work of the Library and its users, including preservation and Rare Book School work as well as faculty, student, and digital group projects.
- Implement a room booking system that enables shared access to collaborative spaces, such as student use of staff meeting spaces after work hours.

PROCESS, ENGAGEMENTS, AND ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

PARTICIPANTS IN THIS STRATEGIC PLANNING STUDY INCLUDED:

Project Working Group:

- Dick Minturn
- Connie Warnock
- Kate Meyer
- Esther Onega
- Jennifer Wise

Library Project Team

- John Unsworth
- James Ascher
- Esther Onega

University Leaders

- Colette Sheehy
- Patricia Lampkin
- Tom Katsouleas
- Alice Raucher
- Elizabeth Fowler

Stakeholder Engagements:

- Library Staff
- The University Library Committtee
- The Rare Book School
- Dolley Madison Papers
- James Madison Papers
- Washington Papers
- SHANTI
- IATH
- Scholars Lab
- Robertson Media Center
- Undergraduate Students
- Graduate Students

PROCESS + ENGAGEMENTS
UNDERSTANDING VISION, GOALS, STRATEGIES AND CONSTITUENT NEEDS

CONSTITUENT ENGAGEMENTS

Purpose: Understand the experience of the Library constituents, how their needs are changing, and opportunities they see for the renovation

ENGAGEMENT	PARTICIPANTS
University Library Committee Meeting	Faculty and other members of the ULC
Student Workshop	Over 85 students across all class years, including graduate students
Graduate Student Interview	A grad student book historian in the humanities
Group Interviews with Library Tenants	Rare Book School, Papers Groups: Dolley Madison, James Madison, Washington Papers, Digital Groups: SHANTI, IATH, Scholars Lab, Robertson Media Center
Staff Workshop	Select staff across departments, primarily leaders and managers
Staff Open Town Hall	All staff were invited to attend and participate in a town hall session

PRELIMINARY PLANNING STUDY TIMELINE
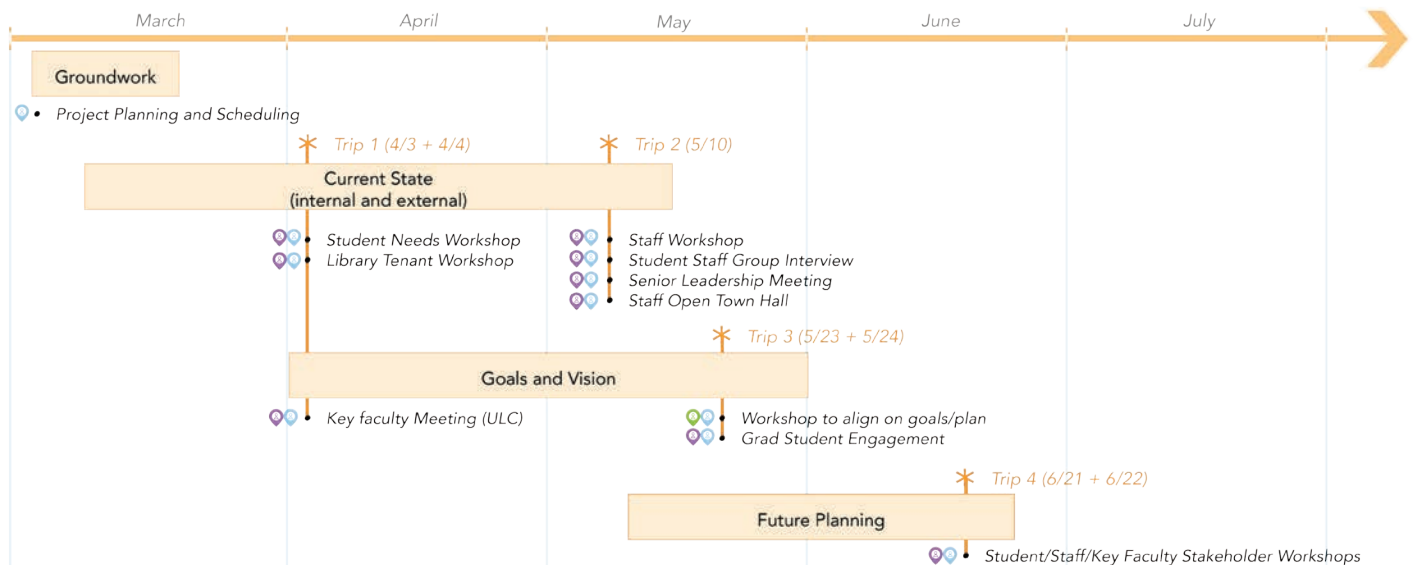
Student Workshop

Staff Workshop

PROJECT WORKING GROUP

Purpose: Develop/review content, prepare for stakeholder engagements, and develop a vision for the library in preparation for meetings with university leadership.

ENGAGEMENT	PARTICIPANTS
Weekly progress meetings	Dick Minturn, Connie Warnock, Kate Meyer, John Unsworth, Esther Onega, Jennifer Wise
Goals and Vision Workshop	Project Working Group: Dick Minturn, Connie Warnock, Kate Meyer, Jennifer Wise, Esther Onega) and Library Project Team: John Unsworth, Esther Onega, James Ascher

LEADERSHIP ENGAGEMENTS

Purpose: review emerging opportunities to gain further insight from Library and University leadership on the vision and future role of the Alderman Library.

ENGAGEMENT	PARTICIPANTS
Working Session with Library Leadership Team	John Unsworth, Chip German, Donna Tolson, Robin Ruggaber, Carla Lee, Jennifer Roper
Leadership Interviews	John Unsworth, Colette Sheehy, Patricia Lampkin, Tom Katsouleas, Elizabeth Fowler, Alice Raucher

APPENDIX

INCLUDED:

DOCUMENTATION OF *STAFF* MATERIALS

PEOPLE

	NATURE OF INTERACTION	ADDITIONAL CONSIDERATIONS
Other Department Heads	• [Highly Varied by Role] • Alignment and Coordination • Access specialized knowledge	*Workshop participants also stressed that the group in the room was not representative of classified staff, who may have different needs and habits.*
My Core Team	• [Highly Varied by Role] • Day-to-do completion of tasks • Project Delivery	*Leaders want to be accessible to their support staff and vice-versa, supporting improved collegiality and opportunities for informal collaboration*
Librarians	• Provide insight to collections and resources • Stay up to date [with each other] on resources and methodology	*Exhibitions, event staff, communications work with librarians to give direction to their efforts. Librarians also communicate with each other to stay up to date with efforts across Grounds and in their field.*
Faculty	• Assist with their research • Acquire materials • Support their students	*Librarians are the primary staff members working with faculty and embedded librarians frequently attend meetings hosted in faculty offices and departmental spaces outside the library.*
Students	• Answer their Questions • Solve Problems • Teach Research Methods • Assist with Research	*Of the staff participants, Librarians and other service provider roles work with students the most. Some staff suggested students share access to meeting rooms while others were concerned with impacts to maintenance and availably of rooms in that scenario.*
IT Staff	• Collaborate on Scholarly Projects • Provide Training • Troubleshoot Tech Issues	*IT Staff work with both hardware and software, and stressed the need for a work area, storage, and improved loading dock to facilitate their support of all other departments.*

STAFF ACCESS TO PEOPLE, SPACES, AND RESOURCES

Staff completed an activity to highlight some of the key areas of need and opportunities for the library moving forward. What follows is a selection of key people, spaces, and resources accessed by Library staff as they carry out their duties. Combining input from the activity and follow up discussion during the Staff Workshop, here we lay out how staff interact with key resources and what special considerations they have for the future Alderman Library.

SPACES

	USAGE	ADDITIONAL CONSIDERATIONS
My [private] Office	• 1-on1 [Confidential] Meetings • Small Meetings • Focused work • Confidential Work	*Many staff members depend on their office for accomplishing their work, "walls work well for those who have them" but want to balance this with greater visibility and access to their team.*
Small Meeting Rooms	• Collaborative Meetings • Problem Solving • Sharing Info	*Staff also made frequent access of small meeting rooms and discussed the importance of having both reservable and unreservable spaces for planned and unplanned meetings.*
Medium Meeting Rooms	• Department Meetings • Larger Team Meetings	*Medium-sized meeting rooms are lacking in the current Alderman Library workspace. Staff discussed a need for a broader range of meeting room sizes to accommodate different teams and uses.*
The Loading Dock	• Sending and Receiving Materials • Accessible Entrance	*The loading dock in its current configuration is not working well. Staff stressed that an improved loading dock "would change lives" - both in improving material logistics and increasing safety for wheelchair users (currently dangerous).*
Hoteling Desks/ Workspace	• Visiting staff space	*As the flagship library, staff from other branches periodically come to Alderman for meetings and collaborative work. They reported that they would feel more welcome and supported with a dedicated, flexible workspace.*
Large Meeting Rooms	• Department Meetings • Presentations/Classes • Flexible Use	*Large meeting rooms and classrooms are currently adaptable to different uses, and staff would like to maintain this flexibility in future large meeting spaces.*

RESOURCES

	USAGE	ADDITIONAL CONSIDERATIONS
Printer/Scanner	• Printing Drafts for Review • Printing confidential documents [in private office] • Scanning and documenting collections	*Nearly all staff referenced the use of a printer and scanner for completing their daily work. Many noted this is a shared resource, though some print confidential documents within their private office.*
The Physical Collections	• Research resource • Preservation • Inspiration	*Several staff raised concerns that environmental conditions for the preservation of the collection must be improved and are at odds with the environmental conditions of study space. Others celebrated that the books "envelop the patron."*
Presentation Screen + Whiteboards	• Collaborative Meetings • Problem Solving • Brainstorming • Sharing Info	*One staff member told us, "I wheel my whiteboard with me everywhere I go!" Whiteboards and presentation screens were discussed as a no-brainer for the future workplace.*
Right-sized, Modern Elevator	• Transporting book carts • Traveling efficiently between floors with materials	*Staff noted that the current elevator does not accommodate standard sized book carts, hampering their ability to transport materials. Additionally, the age of the elevators results in slow, unsettling, and unpredictable travel times.*
Outlets	• Recharging electronic devices • Support flexible room arrangements and equipment needs	*Outlets support staff mobility and flexibility.*
Advanced Technology (Hardware and Software)	• Digital Displays/Exhibition • Digital Preservation • Troubleshooting • Special Projects	*Library staff agreed that technology will continue to evolve and spaces should be built with upgradeable infrastructure and flexibility in mind. Rather than predict the future, plan for change.*

DOCUMENTATION OF STUDENT MATERIALS

Brightspot conducted a workshop with over 90 students to gain their input on the current state and future vision for the Alderman Library. During this 2 hour workshop, the room was set up in 4 stations to gain insight into different aspects of the student experience. What follows is a desciption of the core activities and documentation of the insights emerging from this engagement.

VISION CARDS

Students selected three images from an image deck to describe the current and future state of the library. Following this activity, they discussed their choices with a brightspotter.

STORYBOARDING

Students drew out and labelled a typical experience in Alderman Library in a storyboard- from entry to exit. Then, they reviewed the different moments of their experience, identifying positive experiences and areas for improvement. Before moving to the next activity, they discussed their journey with a brightspotter.

KEEP/TOSS/CREATE

Students openly brainstormed on post its the elements of the library that are working well (to KEEP), areas for improvement (to TOSS) and new opportunities for the library looking forward (to CREATE).
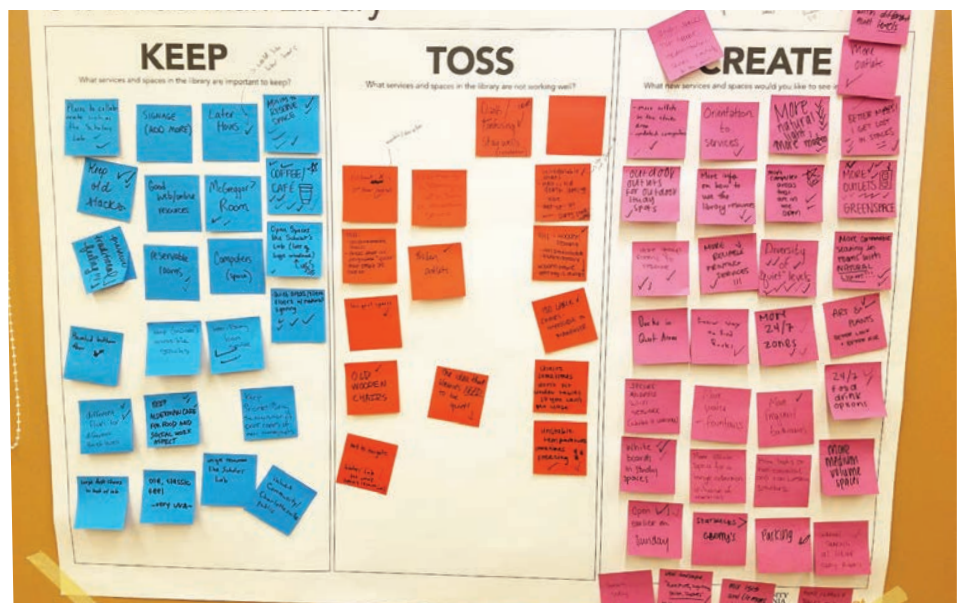
STUDY SPACE IDENTIFICATION

Students reviewed a series of images of different types of study spaces and were prompted to place an orange dot on spaces that were in short supply in the library. They were also asked to brainstorm other locations where they study on Grounds.
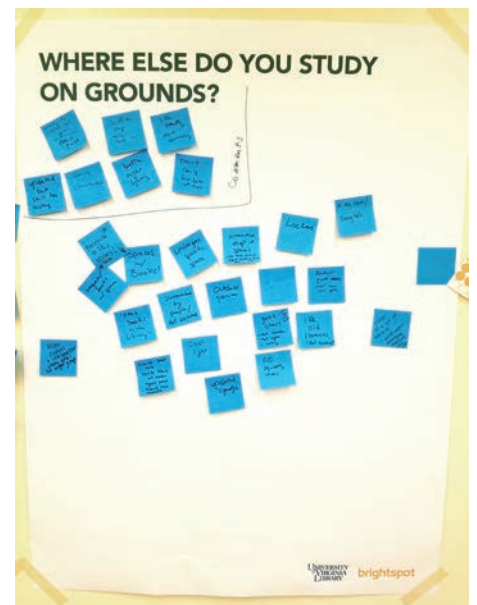
Following the workshop, brightspot looked across the student input from the Vision Cards, Storyboarding, Keep/Toss/Create, and Study Space Identification to pull out common themes and recurring observations, as well as several explanatory excerpts from student's written comments. The themes that came up most frequently are shown in **bold**.

CURRENT STATE

STUDY EXPERIENCE

Key Themes

- **A place for long hours of study, complex problems, focus**
- **Confusing/Uninviting**
- **Crowded**
- Group Study/Social spaces
- Alone space – no distractions (esp. stacks)
- Large Reading Areas
- Quiet
- Loud areas (esp. entry)
- Like the smell of books "it inspires me to write"

Other Comments

- There are a number of very quiet and very loud spaces in the library, but nothing in between.
- Students like to study in closed group study spaces when possible, until they get asked to leave by a group that has reserved the room, then leave the library because it is "full."
- Students comment on and appreciate the variety of study spaces, from open tables to individual carrels.

PHYSICAL FEATURES

Key themes:

- **Old/needing repair**
- **Poor lighting (dim/dark)**
- Historic/beautiful
- Bland and plain
- Uncomfortable Furniture (wooden chairs)

Other Comments

- Like the secret feeling of the stacks and staircases
- Like the armchairs in the lobby

- Easy to lose track of time in Alderman (disconnected from daylight, not knowing it was light). Several students noted the need for daylight and fresh air.
- The café, with access to coffee and snacks is an important resource, including the louder atmosphere

SERVICES

- For some students it is unclear what is supposed to happen in the scholar's lab and who is supposed to be there.
  - » "am I a scholar?"
- "Subject Librarians are helpful if researching for a particular class"
- Desk workers are not always helpful beyond checking out books. Students would like more awareness and communication of resources and help with more complex problems.

TECHNOLOGY/EQUIPMENT:

- Printers not reliable
  - » Can only pay with CavAdvantage Card
- Lack of outlets cause students to move locations and re-situate themselves where they can plug in, or leave the library.
- Bathrooms and water are perceived as far away.

OTHER STUDY SPACES OUTSIDE THE LIBRARY:

- My room
- Maison de la Paix Library (integrates books with space)
- Undergrad Specific Space
- Dining Halls
- Clark Stat Lab
- Coffee shops

FUTURE VISION

STUDY EXPERIENCE

- **Collaborative Study and Social Spaces**
- Diverse study spaces
- Multipurpose room and experiential labs
- Whiteboards and free thinking areas
- Individual work space
- Open study spaces (like Clark renovation)

PHYSICAL FEATURES

- **Beautification – art, plants, color**
- **Natural Light**
- **Inspiring, vibrant, energetic, modern space**
- Coziness and comfort
- More outlets, chargers, and computers

SERVICES

- **More guidance**
  - » Wayfinding and signage
  - » Helpful staff
- Food – more convenient, healthier options

GRADUATE STUDENTS

CURRENT STATE

- Need for TA office hours spaces
- Grad reading room is quiet, not very hospitable, and distracted by people passing through.
- Problem accessing research databases and difficult to get help

FUTURE VISION

- Closed individual study carrels
- Kitchen Space
- Place to store your computer
- More books [by less canonical authors]

KEEP	TOSS	CREATE
• **Café (13)**	• Wooden/Uncomfortable Seating (5)	• **Outlets (14)**
• **Ability to reserve a space (11)**	• Unstable temperatures (4)	• **Diversity of Quiet Levels (10)**
• Stacks (5)	• Fewer quiet spaces (4)	• Maps [of the library/stacks] (6)
• Scholars Lab (4)	• Dark/Dirty/Uncomfortable Stairwells (3)	• Natural Light (6)
• Quiet areas/silent floors with natural lighting (4)		• Orientation to Services (5)
• Inter Library Loan Service (3)		• Open earlier on Sunday (4)
• Different Floors for Different Quiet Levels (3)		• White boards in study spaces (4)
• McGregor Room (3)		• Later Hours (3)
		• More comfortable seating (3)
		• Art and Plants (3)
		• 24/7 food and drink options (3)

SUMMARY OF EMERGING SPACE NEEDS

The descriptions below are meant to represent what we heard from undergraduate students, graduate students, faculty and tenant groups on April 3-4 regarding their future space needs. This list is not intended to be comprehensive. Our understanding of space needs and priorities will evolve through additional conversations with Library staff and leadership. (Summaries of each session follow in the next section; detailed notes of each session are included in the Appendix.)

Undergraduate Students
Undergraduate students value the variety of studious environments that Alderman offers, but indicated that many of these spaces are in short supply. The most requested spaces types/qualities from the Student workshop (attendance ~90) were:

- natural light, outdoor views [36 dots]
- quiet reading room
  [25 dots]
- enclosed group study room [25 dots]
- soft seating, quiet study
  [21 dots]
- individual work areas/carrels [15 dots]
- coffee shop (active/social) [15 dots]

Graduate Students
From a limited sample of graduate students in the student workshop, we heard about their appreciation of dedicated space in the Library (since they stay for long hours). Because of how much time they spend in the library, they indicated a need for more support amenities (like secured storage, a small kitchen to store and reheat lunches).

University Library Committee (Faculty)
ULC faculty didn't make specific space requests but raised the idea of interspersing spaces among physical collections to help support the creation of communities (noting that not all disciplines use physical resources), and advocated for dedicated work space for graduate students.

Tenant Groups
The Rare Book School and the Papers groups indicated a desire for more space for their staff. The Papers groups also would like access to a flexible space to use as a meeting room or space for visiting scholars (1-2 times per year).

MEETING NOTES

ULC MEETING:

4/3/17, 9:00 am

Attendees

	James Ascher	Janine	Jim Wycoff	Francesca	Larry	Dick	Ann	
	Worthy							Projector
	Leese							
Steve Macko	John Portman							
	Bill Sherman							
Connie	John Unsworth							Elizabeth
		Gretchin	Dave Swanson	Esther	Kate Meyer	Michelle	Kelly	

UVA Overall preliminary Timeline
- Cannot go back to state to get money until Jan 1, 2018
- Ivy Stacks - crucial part of process because that's where all the collections are going
- When to bring print collecvtiosn back, what needs to go on browsable stacks, incorporate that info into tech software for students to access

Discussion
What's been your best experience working with the Library?
- "Chat with the Librarian" function is important - Janine
    - She works from home so it's great to be able to talk with a librarian
    - Doesn't need access to stacks - she's a social scientists
- Meeting with dedicated Reference Librarian is key to research for Janine's student
- Worthy
    - Computer science one of the worst looking at references. Periodicals are most important
- Dave

- - Evidence Summaries - e.g. best way to treat plantar faciates
      - Some of the most referenced pieces in the world
- Leese
  - Library Liaisons are very important - Having a relationship with a REAL person
  - Took her a year to ask her librarian to buy her a book but was finally able to because she had a relationship with the librarian
  - "Occasions and spaces to interact with librarians"
  - Not only can she go to the librarian, the librarian will sometimes reach out and offer her articles - "two way street"
- Larry
  - Digital Natives are very misinformed on how to do research
  - Leo system's convenience is very useful
  - Having large, heavy books delivered is very important
- Francesca
  - Having shared spaces is important to integration
- John Unsworth
  - Everything above does not include the actual space
- Steve
  - There should be pictures in libraries with the librarians name
- John Portman
  - Library intensive program - offers an extra credits for students who choose to do extra work with the library during courses
    - Student interested in Indian's women's health / sexual issues / dating in America
- John Unsworth
  - Summary Grant Program for Faculty - Librarians are working within classes directly
    - Very labor intensive - need a scalable way to carry this forward
- Larry
  - Special Collections is important
    - "Bringing students in"
    - New curator is very good
- Francesca
  - "We need more space to bring classes into special collections"
  - With LEO, we don't care where the books come from, with Special Collections, there is value in seeing the books in person
- John Unsworth
  - Special Collections and Alderman is connected indoors for faculty/staff
  - Cannon looked into connecting Clemens to borth Alderman and Special Collections - may be worth looking into this again
- Worthy
  - Special Collections isn't just 'Old Books'
    - Old is in the eye of the beholder

- ○ Some faculty want students to touch "books" not just "old books"
- ○ What books are in the regular collections that have qualities of those books in special collections

Students / Grad Students engaging with Library
- Francesca
  - ○ Undergrads use library as a place to study
  - ○ Place where students live isn't a place for students to study
  - ○ Fundamental Roles - providing reflective space
- Leese
  - ○ Ira Bachkill
    - ■ Grad students put together posters about using the library
    - ■ Students like old chairs - continuity to past students / learning
    - ■ Students like to be surrounded by books even if they aren't reading them
- John Unsworth
  - ○ Students think different about studying in different spaces
  - ○ Students choose different spaces to study different things
- Worthy
  - ○ Rice Hall - brightspot should visit
    - ■ Natural light coming into building is a concern
    - ■ Camping spaces built into every floor - used 24/7
  - ○ Concern about students "lounging" too much where students are trying to study
  - ○ He'd be surprised if students know there is a subject librarian
    - ■ Not directly related to space but it's related to organization
- Ann
  - ○ Works with non-traditional students
  - ○ Lots of students online
  - ○ All students do 4th year capstone
  - ○ Try to bring all students into Alderman
    - ■ "Tradition of scholarship"
    - ■ "Walk out somewhat awed" - both personal and spatial
  - ○ Physical space important to her group
- Steve
  - ○ Need to find space for students to go during Alderman renovation
- John Unsworth
  - ○ Need to provide constantly updated maps to show where there are study spaces available
    - ■ Include unused classrooms
  - ○ Renovation will take place in stacks - could replenish study spaces in collections
    - ■ Bring together students studying in similar area if they choose to study in their respective collections
    - ■ May make it easier to find librarians related to their field
- Worthy

- ○ Interdisciplinary spaces are important - students do a lot of group projects across disciplines
- John Unsworth
  - ○ Kanopy - netflix for academia
  - ○ If film is used regularly, university buys film for period of time
- John Portman
  - ○ Student thanked him for putting books on reserve for students to use through Library rather than buying them
- John Unsworth
  - ○ Faculty don't always tell their students that they have put books on reserve
  - ○ Library does 90% of the work to reserve the books, need to do the last 10% so they know they can get books
  - ○ Some students have chosen their majors based on how expensive the textbooks are
- Steve
  - ○ Publishers have offered to donate books so that they can be placed on reserve
  - ○ Need to use software to put books on reserve which can be difficult for older students
- James
  - ○ He is elected leader of English Students
  - ○ If can be difficult for students to understand how to use resources (e.g. purchase requests)
  - ○ Hard for grad students to move from "pleasing the faculty" to being more of a peer who can make requests, etc.
- Worthy
  - ○ Large percentage of non-citizens in grad program
    - ■ Don't always understand library culture or what's available to them
- Larry
  - ○ Being able to browse collections is invaluable
- Francesca
  - ○ "Grad students need to see every book that was published on a topic"
- John Unsworth
  - ○ There's a virtual tool that will allow students to browse the shelves around the book that a student is interested in

Background: highlights from conversations to date
- Worthy - Wants to see what movable spaces have actually been successful
  - ○ In engineering they've seen that they build movable spaces but nobody actually moves them
- John Unsworth
  - ○ Most important collections is the online collection
  - ○ "How to many electronic collections legible" - requires more interactions between faculty and librarians who use those collections

- - Subject liaisons are a link between the faculty who use them and the librarians who curate them
    - Move will impact staff more than anyone else
  - Late Arrival (name?)
    - How much spaces / places might new digital technologies take place - e.g. virtual reality
      - We don't know where these technologies are going or how much space they'll take up
  - John Unsworth
    - Be careful about "hard wiring" new building so that the space can be flexible
      - E.g. old stacks didn't have any other purpose or ability to change if you didn't want to use the space as stacks
    - Same concept with technology

Focused Discussion: Advance Spaces and Teaching

Now Working Well
- Access to special collections
- Is there a way to consolidate databases
- More robust database

Working well
- LEO
- Expended library loan system
- Availability of fine arts librarian
- Process for acquiring books

Identifying the Library Experience
- Bill
  - We don't know what we don't know - want a place to come together that isn't discipline specific
  - People have one foot in 1 discipline and 1 foot somewhere else
- Gretchin
  - Treat digital technology like laboratory
    - E.g. using virtual reality to do research - "journey of knowledge creation)
    - Experience that might trigger your mind rather than books that trigger your mind
- Bill
  - Virtual Reality - reality and projection integration is interesting opportunity for new research
- Gretchin
  - How do you find way to collect information that isn't in traditional sources (i.e. books, literature)
    - E.g. colleague re-admittance rate for children with sickle cell anemia because of pain

- Francesca
  - VR is a way to integrate, not substitute
- John Unsworth
  - You need librarians with a diverse skillset
- Worthy
  - In VR, you need someone who understands the data set and back end system, not just what the data means
- James
  - Library can influence resources space in a distinctive way

RARE BOOK SCHOOL TENANT INTERVIEW:

4/3/17, 1:00 pm

Participants:
Michael Taylor (accounting)
Barbara (associate director and curator)
Amanda Nelson (director of programs and operations)

Questions
- About Rare Books
    - 85,000 items in Rare Books designed for hands on teaching - not part of Alderman circulating stacks
    - McGregor Room - wanted it to feel like a warm and inviting 20th century library
    - Book press is theirs
    - Superback cage = Lower Tibet and Outer Mongolia
- How we use it
    - When in session, mostly during the summer but sometimes in the fall as well
    - Constituencies - lot of librarians, academics, booksellers, collectors, conservation, preservation, practitioners
    - Running 37 classes when in session - 5 week, 4-6 classes per week
        - 27 are in Charlottesville
        - Also run some programs at UPenn, Library of Congress, Harvard, and Bloomington, IN
    - Collection is about how we make printed media
    - Off Season
        - Fellowship program - undergrads and grads
            - Started by seed money from Jefferson Trust
            - 9% acceptance rate
        - Collaborate with art history, history, french departments
        - Printing press used for open houses
        - Common press - people can actually use the press themselves in a hands on way
    - Serve as a bridge between special collections and students
    - Focus of Rare Books
        - Experiential learning lab

- - - ■ E.g. Binding demos
      - ■ Use toolkits to teach students
    - ○ Who uses Rare Books
      - ■ Girl scouts
      - ■ VFH
      - ■ American printing history organization
      - ■ Stamp collecting club
    - ○ Italian printing press wheel to be installed soon
      - ■ Monthly option for classes to use this machine
      - ■ Evening public demonstrations
    - ○ Role
      - ■ Link to bridge humanists and researchers
- ● Logistics
  - ○ Full time staff - increased staff by 40%
  - ○ 3 offices
  - ○ Need more space
- ● Importance of supporting novices
  - ○ In the summer - Rare Book Students are heavy users of special collections
  - ○ Exposure to physical objects and history behind the pieces creates excitement around special collections
- ● International Draw
  - ○ UVA one of the few places where you can study books as an artifact
  - ○ Draws people from all over the world
- ● Physical space
  - ○ McGregor room is good example of curation
  - ○ Open to new ideas about how to be more innovative/flexible
- ● Business model
  - ○ Broader subject matter and scholars
- ● Why be in Alderman
  - ○ Use special collections
  - ○ Use circulating stacks during programs and reference materials during class
  - ○ Students look through stacks to find objects that might be good material for special collections
  - ○ The more students work with the books and see the books, the more they think about space (e.g. one student researched small books and couldn't see their size online)
- ● Goal
  - ○ Inform people about "book as object"
  - ○ Their spaces tend to be visually appealing
  - ○ Used to working with middle of the road books, not very expensive books
    - ■ "Finding the high points in low spots"
- ● Lifecycle

- - Being able to pull different people together from different departments is very important
  - E.g. printer needs to be close to historian
- Ideal spaces
  - Lower Tibet is not ideal
    - They've had a flood
    - Needs to be in Alderman (they pull 5,000 books in 5 weeks)
    - Would be good to have elevator access
    - Temperature and humidity control important
  - Already renting space elsewhere because they need it
- Other groups they collaborate with
  - IATH, SHANTI, Ruffin Hall (studio art department), digital preservation, Washington Papers, Jefferson Papers

PAPERS TENANT INTERVIEW:

4/3/17, 1:30 pm

Participants:
David Mattern - Madison Papers
John Stagg - Madison Papers
Thomas Dulan - the Washington Papers
Holly Shulman - Dolley Madison Papers

Questions
- Resources they use
    - Contents of Clemens, Special Collections, ILL, Alderman
    - Basically everything in the early republic
- Associating with other departments
    - Work mostly among themselves on the 5th floor of Alderman
    - Use ILL
    - Keep Library books in their offices
        - Lot of back and forth with books
        - They have a book then someone else wants it and then they have to recall the book back
    - Microform collections
    - Provide library with resources
- Dolley Madison
    - Younger department
    - Fully digital
    - Effort to make Dolley Madison papers and make more accessible for the Library
- Madison and Washington are "finished"
    - Targeting finishing by 2024 assuming steady funding and without too much disruption
    - After projects are finished, space can be given up to another group
    - Projects will have to be maintained even after project done
- Dolley Madison will be finished in 2020
- Files
    - Madison - 37,000+ original copies of documents in files

- ■ ⅓ is available in Special Collections already
- ■ ⅓ in alderman basement
- ■ ⅓ in offices
  - ○ Washington files will go to Mount Vernon
    - ■ 137,000 documents
    - ■ Digital files in dynamics building
- ● Washington Papers History
  - ○ Expanded 2 years ago to include Martha Washington papers and Washington Family Papers
  - ○ Jennifer heads up Papers Project's digital component
- ● Opportunity to use Papers for PR
- ● Staff Numbers
  - ○ Madison - 7 people
  - ○ George Washington - 17 people
  - ○ Dolly - 3 people
  - ○ Numbers not likely to change as they get closer to the end
- ● Space Needs
  - ○ Space for visiting scholars
  - ○ Meeting rooms
  - ○ Flexible space that you can take over when you need it and release when you don't need it
  - ○ "Library space is golden" - Holly
- ● Stacks
  - ○ They use the stacks daily or multiple times a day - important to them to be able to walk through the stacks
  - ○ Need access to history, political science, law, etc. - not able to predict what they'll need
  - ○ Would take a lot longer for them to do their work if they weren't as centrally located to the library

Background
- ● Press - Mark Sanders
- ● Press and Board of Directors own Copyright
- ● Conceived that there will be hundreds of volumes of papers that will be available online
- ● Will continue to work with the University Press to publish

DIGITAL GROUPS TENANT INTERVIEW:

4/4/17, 9:00 am

Attendees

Matthew	Bill	Judy (Digital Centers)	Dick
Allison (Scholars Lab)			Connie
Worthy (IATH)			Esther
David (SHANTI)			Kelly
----	John Unsworth	Michelle	Elizabeth

Introductions
- Worthy - IATH, longest lineage in Alderman
- Allison - Director of Scholar's Lab
- Bill Sherman - Usually director in Open Grounds, also on ULC number of years, faculty in Arch
- Judy Thomas - activities of robertson digital center

Discussion
- Worthy
  - One of primary missions is to help scholars fellowship
    - Projects need to be advanced from the students perspective
  - Center for Teaching Excellence
    - Working with Faculty to determine what they want to work on
    - Proposals for outside funding (e.g. NSF)
  - Excellence/Scholars lab paired with IATH - lot of importance placed on this so that there was informal interaction
  - Projects
    - Don't have a lot of data centers but does have some
    - Lot of machines (computers, etc) but not a lot of servers
  - Needs collaboration space - potentially shared with students
    - Provide fellows with office space
    - Can meet in public space but needs more private and dedicated to IATH
    - "Meetings on the fly" are very important - need immediate access to space

- Alison
  - She was an IATH Fellow and really appreciated access to reserved space
  - She still shows up in the space and uses space
    - "Once a fellow, always a fellow"
  - Scholars lab = librarians
  - Library is where they do their research
- Worthy
  - Idea of "long-term but not permanent"
    - James brought this up yesterday
  - Need to think about "how it proceeds on"
  - Access to shared meeting space is crucial
- David
  - Focusing on structural development
  - Process of realigning staff currently
  - Focusing on engaging faculty and
  - Initiatives
    - Entrepreneurship - looking into this for faculty
    - Contemplative practices
    - Engaged activities (looking towards community, local and non-local)
  - Don't just think about faculty and teaching, looking more toward social activities and seeing how SHANTI can help (work backwards)
  - There isn't an umbrella looking at how groups can work together in systematic fashion
    - Communication
    - Transparency
    - Planning
    - Sharing resources
    - Sharing burden of responsibility
  - "We're not just physically in one home, the library is emblematic of us coming together"
    - Embrace organizational coalescence
- Allison
  - Scholars lab isn't just working with students
  - IATH, SHANTI, Scholars lab would ideally need a whole floor together
  - Scholars lab space needs
    - Made up of 6 students

- - - ■ Graduate lounge, accommodates 6 students plus a few outside fellows
        - ■ Needs dedicated space for 15 people to sit around a common table
        - ■ Maker spaces - time can evolve to make these bigger or smaller
            - ● Active place only open 5 hours a day, only open when library is open
            - ● Cannot be locked - lot of expensive equipment
        - ■ Developers could benefit of being collocated with other people doing similar work (currently taking place in Clemens)
    - ○ Teaching with technology - not what scholars lab does but university should be thinking about this more
        - ■ Judy Gerings group does some of this
    - ○ SHANTI, IATH, Scholars lab - working to develop technology
    - ○ Undergrads can use scholars lab space but Scholar's lab can kick students out
    - ○ Classroom
        - ■ 421 - doesn't belong to them but others don't know that
        - ■ 423 - Praxis meetings
        - ■ Need more presentation spaces, classroom, and conference space
        - ■ Could share space with IATH + SHANTI
- ● Davis
    - ○ "Collections taking up space"
    - ○ Wants more diverse space
- ● Judy
    - ○ Her space has long focused on Media with focus on creative technology
    - ○ RMC reboot will include makerspace for students
    - ○ Focus with faculty on their teaching needs
        - ■ Complements scholars lab which focuses on research
    - ○ Heavy emphasis on serving student needs
        - ■ Partly because clemens was historically a student center
    - ○ Activities
        - ■ Lab + fabrication
        - ■ Workstations with media software
        - ■ Studio space (video and audio)
        - ■ Sound booths
        - ■ Teaching - desperate for more
        - ■ Staff space
        - ■ Equipment management - circulation desk used for equipment

- - - ■ Work room - to fix things
      ■ Storage
      ■ Swing space
        ● VR
        ● Motion capture
- John
  - There's a sense of hiding spaces from the Registrar so faculty cannot request for entire semester
    ■ E.g. Byrd/Morris room - faculty want to use it regularly but John only wants classes to meet there if they're using special collections
- Worthy
  - Digital services are where new tools start, then they become inundated and those services can become integrated in other spaces (e.g. makerspaces)
  - Swing spaces are important because they can move from VR to motion capture etc but then when those aren't used they look like open space
- Bill
  - Higher degree of coordination is needed to reduce unused space and programming
  - Network of spaces, not a singular space
  - Research amp - match faculty with funding opportunities
- Worthy
  - There's a challenge to getting faculty aware of spaces that can help they and that it's worth their effort to walk to those spaces
  - Need to make spaces seem like they're a place faculty want to go
- Bill
  - If spaces are off the radar, faculty won't want to go there and they become invaluable
  - Need to be visible as part of the institutional identity
- Dick
  - Like Total Advising, there are opportunities to use information distribution as an alternative to colocation
- Judy
  - Part of Judy's job is to pay attention to what other people are doing
- David
  - There are very few places for people to interact with librarians

- ○ Librarians are the people who facilitate and make meaningful the interaction between faculty, staff, and research
- Bill
  - ○ Long run goal - more reason for mixing between sciences, humanities, etc across the library system
  - ○ Will happen because of visible resources available to people
- Allison
  - ○ Goal - different pockets of expertise across library system

LIBRARY LEADERSHIP LUNCH:

5/10/17, 12:30 pm

Attendees: John Unsworth, Chip German, Donna Tolson, Robin Ruggaber, Carla Lee, Jennifer Roper, Project Working Group, brightspot team

Notes-

Morning engagements went well – staff seeming to coalesce more and more comfortable with idea of change,
> i.e. that the books will have to move out

People feel ownership and are trying to solve every problem from the get go

- What's the mission Books and collections are important
- Staff Distributed
- Not enough quiet space

Uniting the three buildings came up multiple times
- Special key access needed to get into special collections from Alderman, come in through the stacks area
  - o Audit want to keep it that way

People are not assuming that decisions have already been made
> We are still planning, we have not made decisions on this or that

Beth had an observation
- Nature of work has changed
  - o More solitary on computers and distributed, less around people doing the same type of work
  - o Collegiality has suffered to an extent
    - ▪ How do we recreate this collegial environment

User survey results
- Students, faculty, grad students
- Kate to send along the survey
- Updated SAS collections look

Student workshop really well attended (87)
- Big difference between this engagement and Cannon Study
- Distribution of activities kept people

Review of Public Notes

[Key things
Surprises
Blind Spots]

9-11 Workshop

Opportunities
- Making the building safer
- Maintenance costs
- Better infrastructure
  - Housing collections
- Increasing Transparency
- More inviting atmosphere
- Supporting staff mobility
  - Ad Hoc meetings
  - Extended conversations
- More rational space
  - Office space
  - Collections
  - Improve adjacencies
    - Next to resources, users, colleagues
  - Improving flow
  - Increase connection with users
- Maintain the eccentric character
  - Quirks
  - Secret
    - Not a contemporary open, see everything
  - Introduce and encourage curiosity to poke around the next corner
  - Stately, formal, more gravity
    - Content
    - Student identity attached to their favorite library
      - i.e. Alderman, vs. Clemons, vs. Brown
    - Feels and looks like our conception of a library > from student workshop input
  - Beloved
  - Charming
  - (Submarine Stairs? Old Stack stairs)
  - Nooks and Crannies
  - Student Convo
    - Where's the rock?
      - 2nd floor, open a door into a storage space and you see the side of the hill, maintenance cabinet
      - Lower Tibet as well
    - Where will the Subway Stairs be?

- o Original building – wide open spaces
  - Historic floor plans
  - An addition was planned when it was first designed (from before the new stacks were built)
  - Facilities has the side elevation of the building to McCormick Road
  - We have eaten it up
  - Proportion of people space to book space
  - Flexible rooms
- o Room named "checkers" because of the pattern on the floor

Connectivity is poor in the stacks currently, wireless good coverage in the stacks

Baseline renovation
- Connectivity
- Centralized controls
- HVAC / systems repair

Balancing the staff need to be communal with their own staff, and accessible to the students and patrons

Mobility
- Telecommuting
- Sharing space with students
  - o Cleanliness of spaces
  - o Hinges on securable space
    - Quick, easy
    - Office equivalent of a Murphy Bed

Central place to display student work (digital)
- A place to meet
  - o Problems:
- Fralin
- Student Artwork
- Kluge Ruhe
- Creating reasons to come together

Loading Dock – very important
- Serves the whole precinct
- Dangerous
  - o Pedestrians
  - o Bicyclists
  - o handicapped
- Not highly functioning
  - o Need a lift gate

- - o Depressions on the surface → icy
    - o Door layout problematic
  - Where does this go during construction?
  - Single visual feature of that side of the building
  - Acquisitions and InterLibrary Loan rely on this

Reinserting the Intellectual Beacons
- Concern about academic libraries looking like public libraries
- First thing that typically comes up is study space
- Capture the other resources the library provides beyond study space
- It should look and feel like a library
  - o Not a food court, not a mall
- Can we get the faculty back in the library?
  - o Difference between walking in and using a space vs. engaging
  - o Not realistic to get them back in browsing for books
    - ▪ Cut LEO… and get the faculty building back in
  - o Office Hour Space – bookable space
  - o Grad students are the faculty of the future
    - ▪ Least-well equipped
    - ▪ Heavy users
    - ▪ Doing teaching
    - ▪ Doing research
    - ▪ Grad students are the conduit to the faculty for library staff
  - o Brandeis (John)
    - ▪ Making faculty studies available to tenure track faculty, workspace away from your office
      - • Science faculty -- > work in lab
      - • Humanities and social sciences would have likely taken up that offer

Dedicated spaces for graduate students across all the libraries
- Can reserve carrels in a few of the libraries
- Once had different reading rooms in the library for different clientele
  - o Undergraduates
  - o Graduates
- Nice spaces attracting swarming undergraduates and making it unattractive to grad students
  - o Card swipe for graduate students

- Grad students take the investment and apply it elsewhere
- What we apply to grad students is meant to attract them here
- Some programs are strong enough to attract them on their own

- What if we invest and then they leave? What if we don't and then they stay?

A Library's value
- Time and attention to grad students
    - Heaviest users of collections and services
    - Information source for what's needed in the different disciplines
    - Insight into the future
    - Library staff gets a lot back
    - Motivated by the common good (to help grad students)
    - Collateral traffic comes with students
        - Office hours
        - Research methods

Meeting Space
- Collaborate together on the fly in a space with a whiteboard
- Conversation on the fly
    - Slow elevator rides
    - Not with the people you work with every day
- Multi-use, available to other users when not being used by the staff
- Currently very few conference rooms
    - If they get double booked
    - Multiple tables
    - Several people meeting at once
        - Assume confidential (if someone is in there, people stay away)
    - 10 – 15 people could fit, but often times only used by 5-6 people
        - too big for an office, but too small for large rooms

Office Size and format
    - Reduce this to accommodate more meeting rooms
- U of offices with shared space and conference table in the middle was a great set up
    - Vs. embedded in the stacks with students going "shhh…" at us
- Intermediate level of Brown
- Knowing who is there, visibly or by openly asking
- Software teams need a place to discuss problems
    - Picking up where you left off
    - What resources do you need
    - Storage to keep your materials between meeting
- Disorder of the renovation will require people to get used to working in a way that they aren't used to.
    - Being intentional will be important
    - When it is done, sharing expectations
    - Status issues
- Inverse relationship between daylight and pay
    - Glass walls everywhere

- o Reduce the feeling of claustrophobia
- o Feeling isolated

Interspersing study/collection/staff space
- i.e. 3rd floor is the social science floor (collection, services, study space)
    - o Esther had this at tech and liked this
- ideal conditions for books and people is not the same
    - o temperature
    - o i.e. first floor high density stacks, office spaces, preservation lab
- kitchens scattered around
    - o pests
- Is your workplace your home?
    - o Staff lounge as a simulated home environment – is this appropriate?
    - o When you are in a fixed place feels different from someone who is moving around from building to building and has less of a sense of this is my center
- Be careful of conflating the needs conversation with the solutions
    - o i.e. need
- Don't use books as "set-dressing" or decoration
    - o Makes it impossible to find them and shelve them
    - o Sound buffers and insulation as side benefits
    - o Some students do actually used the books
    - o Book shelvers point of view
    - o Things don't grow at the same rate
    - o McGregor Room and the Rotunda example
        - ▪ Controlled collections we can do that with
        - ▪ Not a collection management solution
    - o Royal Library in Denmark handled this well
        - ▪ Most of the collection is now in compact shelving
        - ▪ Use specific collections on shelves in an open area to feel like little rooms
        - ▪ Not a major collection or a piece of that
    - o We have collections in the building that are not in the catalog
        - ▪ We should get them in the catalog at some point
        - ▪ Wouldn't circulate as freely as other things
            - I.e. Rare Book School Collections in the McGregor Room
            - Could have some of this stuff in better storage conditions than they are in now
            - Serve an aesthetic purpose

- Interesting that the staff didn't bring up the tenants
    - o Good reminder that that papers projects will finish

Do we have the right entities with us in the library?
→ Are we doing the right kinds of things to bring faculty into the building?

Papers Groups thought there was a real value to having them an Alderman Library, expressed an interest in collaborating with anyone,

- "why aren't people showcasing us more?"

This is going to be a long process, some of the natural culture will effectively disappear during the transition

Returning to what is the character of Alderman Library

- Do we have to sustain?
    - More focus on what happened in it versus the physical structure
- It is going to disappear on its own through this process
- Focus on potential to retain elements of character for the future, given the length of the project
- New students are not going have a pre-conceived
- We can be proactive about creating this kind of character
    - Getting to the essence of the building
    - A building to be preserved, and a new addition (what is that character?)

Guiding students to different areas of the library using outlets

What will go away 20 years from now? Adaptability is key

- Mobile Whiteboards
    - Easy to be replaced
- Collaborative TV screens don't get used

What will stay the same?

What is the future of pedagogy and scholarship? How will the library support this?

Why are we building this library? What will make this library important?

Sustaining what you were before is not always what makes them an attractive and enduring space.

A pedagogical building, shape and form allowed that to happen. How can people understand this through the addition?

What we have here at UVA, our story is the history of the book to the future of scholarly communication, how do we make that

Rare book school in the basement the digital scholarship at the top

STAFF TOWN HALL:

5/10/17

Attendees: Library Staff (open invite), Project Working Committee, brightspot team

Opportunities
- Physically connect the 3 libraries
  - Travel between
  - Unify
- Telecommuting
- Staff/Student flex use of space from Day to Night
  - Student use off hours
- Increase in flexible space
  - Outlets
  - Moveable furniture
- Forward thinking
  - Anticipate Challenges
    - i.e. accessibility
    - gender inclusive
- Exercise room with shower
- Collaborative Space
  - Other libraries
- Paging system
- Gendered and non-gendered bathrooms on the same side
- Clarify Staff only areas
- Nursing room improvements
- Meditation room
- Outdoor seating in courtyard (get doors into this area)
- Bottom floor patio
- Elevator sized to move the collection
- Accessibility
  - (i.e. high shelves are out of reach for some)
- Conveyance system for materials
  - (i.e. pneumatic tubes)
- Turn off stack lights in one places (centralized controls)
- Kitchenettes (coffee, microwave, fridge)
  - Besides the main staff lounge
- Sustainable design
  - Solar, green, roof, beehives
- Swing Space / Room to Grow
- Mail room → Logistical needs
- Storage
  - IT

- - - Equipment
    - Work bench
    - Secure
- How buildings learn (book recommended by John Unsworth)
- Signage pre-planned
    - Digital, physical, navigation
- Heating/Air/Plumbing
- Coat Racks and Umbrella Stands
- Newspapers → Messy, need a better way to organize
- Recycling
- Bag hooks
    - Bathroom
    - Bar seating
- Consider that we are displacing scholar habitat
    - How to manage transition?
    - Café Machinery sound proofing
- Question: Do we want to increase faculty and their visibility in the library?
    - [attract faculty with…] immersive visualization space
        - planetarium
    - Reimagine the reference desk
        - Interaction with patrons
        - Student worker vs. librarian (tell the difference)
        - Books on hold
    - Multiple classrooms
        - Collections access
- Staff meeting space
- Student assistants space
- Loading dock entrance problematic
    - Handicap parking
    - Hazard/danger
- Address ambient noise issues (air handling/HVAC)
    - Quiet
- Private space needed for concentration

STAFF WORKSHOP:

5/10/17

Attendees: Select Library Staff, Project Working Committee, brightspot team

Opportunities
- Making the building safer
- Maintenance costs
- Better infrastructure
  - Housing collections
- Increasing Transparency
- More inviting atmosphere
- Supporting staff mobility
  - Ad Hoc meetings
  - Extended conversations
- More rational space
  - Office space
  - Collections
  - Improve adjacencies
    - Next to resources, users, colleagues
  - Improving flow
  - Increase connection with users
- Maintain the eccentric character
- Define the big picture: what should Alderman be/look like?
- Accessibility
- Address/Get rid of new stacks
- Make a building that interacts with its surroundings
- Space to gather/events
  - Formally and informally
- Displays/exhibition to highlight what we do and our collections
- Re-insert intellectual beacons
- How Renovation impacts collections?
- Consider night and weekend use

[Discussion post mapping activity]
(started with what's going well)
- Like the cluster of Alderman, Clemons, Special Collections
  - Easy to get to people
  - Can have large meetings in Alderman
- Proximity of office to reference desk and collection is good
- Hope for more mobility
  - Work with faculty
  - Not too much time in one space

- Alderman Café
  - Place to come together
  - Could be expanded
  - Serves as and open space, 3rd space
- Individual Office Space
  - Confidential Conversations that were unanticipated and (no room reservation required)
  - Whiteboards and Projection Available
  - Walls work well for those who have them

(transitioned to what's needed)
- Catering Facilities
  - Events
  - Need spaces to support

- Loading Dock
  - Icy
  - Dangerous
  - Increased costs required for transportation
  - The majority of materials come through Alderman
  - "It would change lives"
- Cooled and Heated Appropriately
  - Relative Humidity
  - Special Collections
- Stacks/Shelving
  - Inspiration
  - Presence
  - Concentration → Easy to find a lot of them
  - Logical flow
  - Envelops the patron
    - Vs. warehouse: Cold, uninviting
    - Feel part of the books
  - Environmental needs for books and people are different
    - i.e. books need colder temperature than what is comfortable for people
  - Books in building
  - Level of Integration
  - Accessible organization and conditions
  - Security/Visibility challenges in dense stack environment
- "If you build it they will come…"
  - challenge of future flexibility
  - more staff group work
  - scheduling system
    - enable staff/student spaces
- Whiteboard/free flowing, (currently being wheeled around)
- For meetings greater than 8 people it is a challenge to find a space

- o Competing with classroom space
- Individuality on periphery
  - o With central, coming together space in middle
  - o Walls and windows
- Meeting Space
  - o Different sizes
- Expecting an increase in telecommuting
  - o Support remote interactions
  - o Will become more important
- Want informal spaces to meet with people (close by)
  - o Run into non-colleagues
  - o (slow elevators encourage these interactions)
- As part of this process
  - o Training users to use materials in different ways
  - o Consider students as user of collection in future library

Trends
- Open staff spaces (i.e. lounge) will be taken over by students (if not closed to them)
- Trash cans and water fountains everywhere
- Chance encounters applies to staff and students as well, wouldn't want staff in 1 block on 1 floor away from users
- Outside the library
  - o Embedded Librarians
    - ▪ Footprint for libraries is shrinking
    - ▪ Not sure of timeline
    - ▪ Mobile spaces for libraries in consideration with other things happening on grounds
  - o Outdoor real estate
- Alderman needs to be welcoming to library staff (not just Alderman Staff)
- Think about professional staff and classified staff
  - o Classified not represented in this session
  - o Humane and comfortable space (For people with inhumane work)

Transition
- Everyone will experience being (working) outside the library
- Need to consider the mobility issues of individuals (i.e. physical limitations)
- Staff becoming less of a community
- Renewal can help us regain the sense of shared purpose

GOALS WORKSHOP:

5/23/17, 1:00 pm

Attendees: John Unsworth, Esther Onega, Dick Minturn, Connie Warnock, Kate Smith Meyer, Jennifer Wise, Matthew Swift, Elizabeth Mills, Kelly Sanford

ADDED TO THE "WHAT WE HEARD" / "WHAT'S UNIQUE AT UVA"

- Teach materials in library
  - i.e. Special collections, maps
  - Is this an aspiration ask by the faculty or is it shovel ready?
  - Related program: Information Literacy Grant Program
    - Faculty work with Librarians to integrate library resources into their courses
- Commitment to Sustainable Design
- Faculty of the Future
- Improve communication between faculty and librarians
- Commons: What are we trying to serve? What are the limits to this?
  - What are campus resources?
  - What comes in/doesn't?
  - When reservable/not?
- A place to teach how to teach
  - Hands on learning
- What takes place (Events/Room Bookings)
  - Criteria:
    - Related to Information, Scholarship, and Research
    - Proximity to books required
- What does the staff experience include?
- Differing needs for space
- Unique:
  - Publishing/Creation function in the future
  - Shift resources to open access (Away from commercial publishers)
  - Research Data Group
    - Data Science Initiative: Library Staff help with accessing research data sets
    - Independent groups can help advance activities in the library
    - An incubator space across department lines
- Why in the Library?
  - Papers, Rare Book School: Use physical collections

USER CONVERSATIONS

<u>Undergraduates</u>

- Library role to support the activities of the student

- o i.e. outlets
- Space set up to learn new skills
  - o Ranging from study habits to data science

Graduate Students
- Note: there is some behavior overlap between grad students and undergrad students in both directions
  - o i.e. materials storage
  - o undergraduates doing thesis work
- Carrels (Assignable)
  - o Individual Writing
  - o Emotional factor: You belong here, you have ownership over this space
    - ▪ Ties to goal to support future faculty
  - o Can check out books to the carrel
- Assigned shelves is a coveted resource

Staff
- Visibility of Staff outside Alderman
  - o Don't want them to feel undervalued/not a part of the library
  - o How can we welcome and include them within Alderman?
    - ▪ Flexible staff workspace/co-working space
  - o More likely to hear about things through the grapevine

GRADUATE STUDENT ENGAGEMENT:

5/23/17

Attendees: John Unsworth, Michael VanHoose (graduate student), Project Working Group, brightspot team

Michael VanHoose - book historian
check out a lot of books
180 books checked out right now (mostly in library carrel on the 3rd floor)
spend a lot of time getting books and working in carrel
UGs sometimes take his seat — don't know it's assigned

don't interact much with librarians

doesn't use grad student reading room very much — level of quiet is too much
-lockers are loud in the quiet reading room

50-50 physical book use versus on a device

use HathiTrust sometimes

used to use Google Books for out of copyright books (at Davidson College)

recently started using ILL
impressed by how many books are available on site in the library — not that much difference in requesting things from ILL or from Ivy (takes 2-3 business days, pick up at desk in Alderman)

tracking citation patterns could be a good thing.. help to know what other people might want to site

does some physical browsing (the books around the book he is looking for)

virtual browsing
-would be nice to get a call number list

Ivy stacks
2.2 million volume capacity in Ivy stacks
there are ~1 million volumes there currently
also serves professional libraries — not just Alderman

how can grad students be kept up to date on the renovation process?
library putting together a website to explain the process

aldermanrenewal.library.virginia.edu

Collections scenarios

open, distributed — can be awkward to retrieve books where someone is working in an alcove
but its desirable to have as many books browsable as possible
strange to think about a robot getting a book for you

often when he is looking at books, he is looking at the index, who is cited

what currently is special about alderman
it is comparable to uchicago and upenn with immense amounts of stuff, but more accessible and more welcoming

it has expansive collections that you can get to, but don't feel like the institution is breathing down your neck

current layout of the stacks is not welcoming — took awhile to get used to it (6 months ish)

instruction as a part of being a graduate student
didn't require students to use a physical book in his NWAR students
physical and digital books cultivate different approaches to scholarship and to learning
a couple of students (out of 18) dug out physical books when they couldn't find online resources
5-6 of the 18 students in the class used physical books

ARL undergrad circulation stats (at end of the semester)
~60% at Harvard
~3.4% at Alabama

UVA has a great library — undergrad students don't use it the way ivies do
more about communication of the benefits of the library to the students

his discipline is geared toward monographs - can't necessarily get these as ebooks
there's a benefit to having it more immediately — don't want to wait 24-48 hours for delivery
when you have to return it in 2 weeks
nice to be able to look at the toc and index

he has used the scanners in Scholars Lab
english dept student probably interact with digital groups less
does some interdisciplinary work with Economics

Esther: items on reserve — not everyone uses it as a service, but those that use it really need it / like it

mjv7ny@uva.edu

Canopy

may do some scanning on demand at Ivy (for a couple of pages) - but won't add that excerpt to the library

thinking about different ways to measure use of collections in Alderman to figure out what goes back into the on-site collection

timing for another engagement
early in the semester would be better to rally graduate students September and February

LEADERSHIP INTERVIEW WITH COLETTE SHEEHY:

6/20/17 3:40 pm

1. **How do these ideas align with the case to the state? What should we think about including/communicating to help our case? (Is there anything we should not say in our communications? E.g., is it okay to talk about new construction?)**
     i. CS: [With an elevator speech to the state, it's really important to] paint a picture of the library of the future for people who know nothing about libraries (i.e. state legislators, people who think library is all digital)
     ii. The more vividly we can tell that story in very simple terms for people who are not librarians or familiar with construction would be really useful
     iii. What kind of media? A cool video? A brochure. Something that can convey that story simply
     iv. <u>Two objectives for the case to the state</u>
          1. Conveying that the library is worthy of funding construction for life safety issues
          2. Set the stage for phase II (New Construction – anything outside the life safety box)
     v. Kate: Can we tell the story that we cannot update the stacks given the 60's technology? (This means tearing it down.)
   b. **Do you think the state understands that mitigating life safety issues means removing the stacks?**
     i. Try to justify taking down the stacks is life safety, building the new as part life safety is probably less convincing. "I don't know about that"
     ii. You could take down the stacks and come back later and do the addition - I don't know the sequence of all of that
     iii. You have to argue the entire project but in terms of what they've authorized is only planning for life safety issues (incl. taking down old stacks)
     iv. Don't hold off the larger argument for the new space, but be prepared that they may not fund everything at one time
     v. Project spans multiple years (state thinks they have lots of time to provide construction funding - dole out in stages - authorized in say $80-90 million chunks)
   c. **Do you anticipate an additional appropriation in 2018?**
     i. July 1 is when the authorization becomes effective (currently using our own money)
     ii. They don't want to see anything until December 2018
     iii. Anticipate construction authorization in 2019
     iv. CS: "I do think the planning authorization was a key achievement"

  v. [unlike other projects] As we move through the planning process we should have some conversations with the staffers in Richmond - don't want to get too far out on a limb in terms of outside the scope of what they authorized

    1. Life safety issues - what the project will do to fix them
    2. Give them a good sense that it's a reasonable package and we need to fund this
      a. Safety
      b. Integrity of building
      c. Students, faculty, visitors
      d. The Collection
    3. I wouldn't try to put a timeline around it, but can we identify some major milestones of completed work
      a. How do you present the argument piece
      b. We have one strong advocate (Tony Maggio sp?)
      c. Kate to talk to Annette - so she will know when to bring it to the staffers in Richmond
      d. Tony left it very open ended and vague purposely "Colette, you use your judgment"
      e. We can make a case around the life safety issues and don't have to be held to someone else's definition
    4. On page six of pre-read - the state just approved the planning authorization for the project, not the whole project

 d. To be avoided:
  i. "Roof top terrace" - sounds like a nicety (don't put it in there)
    1. Still have go through BCOM
      a. Different ideas about what is necessary, not necessary
    2. Tried to add something to Gilmer.. Denied
  ii. For example, they don't like atriums
    1. Have to show that something like this is required for something that we're trying to achieve
    2. It's providing a library that we need

 e. The kinds of spaces students seem to want these days
  i. Groups
  ii. Collaborative
  iii. Maker spaces
  iv. Interdisciplinary, talking more about multi-use buildings
    1. Serving many different constituencies and purposes
    2. I.e. Preservation lab?

 f. Is there something Alderman should do that would add a lot of value?
  i. One thing lots of deans talk about is a production studio (a television production studio)
    1. Want to build 1 or 2 that everybody uses (ideally)

2. Doesn't necessarily belong in the Library, but the studio would be a shared resource (not a school-specific space)
3. Connie might have a better idea of what could be shared spaces

2. **How do the emerging opportunities for the Alderman renewal align with broader institutional strategies?**
3. **As a shared resource, what are the most important things that the Library can bring to the table?**
4. **How does the future Library support the Pan-University mission?**
    a. Research - provost goal of doubling research budget in 10 years
        i. Do that through more multi-disciplinary grant proposals
        ii. Different schools / multiple teams of faculty coming together to go after big grants
        iii. How does the library set itself up to support that kind of activity?
    b. The state is not looking to invest in a *Social Science* Library specifically (don't play this up). The state is thinking about:
        i. How do we educate students and get them to be productive in the job market or grad school?
        ii. How do we get more research that will generate economic development for the commonwealth?
5. **What are the hurdles/challenges that you see for this project?**
    a. How do you put forth the argument that you need a library, that it needs to be a physical space?
    b. So many people believe that everything is online – they don't believe people are going to go to a physical space anymore
    c. How do you paint that picture – what do students really do in the library?
    d. Why do we still need 150-200k sf where students can go?

6. Question from Colette
    a. What is brightspot doing that hasn't already been done?
        i. Vision and Goals - coalescing materials to date
            1. Previous planning studies, i.e. DEGW
            2. What's changed?
            3. Updating and building upon the program that was developed in the Cannon study
                a. Different people involved in the process
                b. Getting into greater detail on Alderman (Cannon was a library *system* study
        ii. Kate: elevator speech to the state (see notes for Q #1)

LEADERSHIP INTERVIEW WITH PAT LAMPKIN:

6/20/17, 3:00 pm

1. **What opportunities do you see for how the future library could better support the student experience?**
   a. The library is a very integral part of the student experience now -- don't want to ruin that inadvertently
   b. Critical because it is a welcoming space for them -- it's why students go there
   c. Needs to be the heart of scholarship
   d. What students appreciate is that there are different floors/areas that allow for the different modes of scholarship (quiet space, interactive space)
   e. Resources of the librarians are very important -- even feel accessible when students are online
   f. Should be a place for students to go and learn about new technologies -- not just makerspaces. The resources should be there for students to learn (knowledgeable people to teach you how to use it)
      i. Technology should lead to new scholarship
   g. The areas that are physically there (RBS) should stay
      i. Some of them may need to be there as anchors because they are anchors of scholarship
2. **How do you see the Library fitting in with the other student-facing resources on grounds (like 1515 University Ave)?**
   a. Library should not become another student center -- this shouldn't be the predominant purpose. Might have some space like that there (group use space), but Library should be focused academically.
      i. Library shouldn't be the first place you go for group study
   b. 1515 is more on the social end
   c. Library is where you learn how to do and create the scholarship -- 1515 is where you apply it
   d. Rotunda is basic study space
   e. Newcomb is more student org group
      i. If you're meeting with a student org group, you shouldn't meet in library
   f. Individual or academic group work should happen in the Library
3. **What else do you hear students needing from the Library system?**
   a. Greater need for technology and interaction -- spaces that push scholarship forward
   b. E.g., Group work
      i. take what we know about flipped classroom approach. Students need to be able to review content for classes together (as part of flipped classroom approach -- review before class)

4. **What do you see changing in the needs of your students (that the Library can anticipate)?**
5. **Acknowledging that this will be a multi-year project, what ideas do you have for mitigating the impact of the renovation on students?**
    a. When you move important pieces, people will miss it when it's offline, but they will find it wherever it is when it comes back online
    b. Keep programs in tact in new locations to students know where to go

Other Notes
- Question (Pam): Any decisions been made on how many books are staying in the library and how many are moving? This will drive a lot of the space program.
    - Esther: No decisions made yet -- John wants to spend the rest of the year talking to faculty to better understand what will stay in the Library
- Promote cross-school, cross-year connections
    - Anything that can help promote cross-school connections, and intermix undergrads and grads -- this is what we want to push
    - Different schools have different needs, but we need to continue to balance the connection of the schools. Students come here to be a part of the University. Has become more siloed in the past 5-10 years. May be programmatic resources, not just space.
- Concern about "performance space" bullet in the pre-read
    - What kind of performances would you do? Could become a student activities focus, taking away from the greater needs of the library.
    - Have a huge need around performance and practice space -- the fact that they don't have enough on grounds is not the Library's problem
    - Need to keep an academic, scholarly home (the Library)

LEADERSHIP INTERVIEW WITH ELIZABETH FOWLER

6/30/17, 12:00 pm

Interview Notes (Questions in **bold**)

1. **How do the emerging opportunities for the Alderman renewal align with the university's academic mission?**
   a. College Fellows program from A+S -
      i. Reimagining general ed requirements - courses taken outside the major
      ii. "Engagements" as the rubric
      iii. Gen ed should be Intellectually coherent, interdisciplinary
      iv. Huge reorientation of the academic mission of the college
      v. Content of the library integrated in the built environment could follow in the direction of this engagement - a great opportunity
2. **How do the emerging opportunities for the Alderman renewal align with the direction that your department is moving?**
   a. Going in many directions
   b. 2 notable
      i. Public Facing: Increasing interest in the public humanities and making sure we are engaged in public education - outreach from the university and to students, do or die under the current president administration (#45)
         1. Need to speak to the audience of the whole country - what Jefferson designed us to do
      ii. Commitment to History of the Book: Strong strain in the English department on the history of the book - people are very interested in the artifact itself, it is worth study
         1. DM: story of organization as a way to look at knowledge
         2. A form giver
         3. When Jefferson designed the lawn, he integrated the form of knowledge itself into the architecture of the pavilion
         4. The built environment itself is a mode of teaching and books are a big part of that - how wonderful that we have this opportunity to study the whole collection - at UVA we have astonishingly unusual collection - what people have thought was worth teaching over the centuries
            a. Always evolving and changing
            b. Library of Congress classification system
               i. What's unique is what has been brought to the collection (given, purchased)
               ii. Not as big as Harvard and Yale, holdings are interesting but not deep in EF's area of expertise, but the way it was curated is very specific to UVA -

1. teaching missions
2. Research mission
3. Jefferson's vision for what we should be learning

   iii. Now, many libraries are trying to get rid of their books, and many reverting to online

   iv. Distinguish ourselves by not going in that direction, thinking about our collection as this collection that is designed to be global - we are supposed to be educating our citizenry in the commonwealth of virginia with this stuff

   v. Curated collection of the stacks is much different than google
1. Artifact of thinking and doing from 100s of faculty and staff - special to our mission in this

   vi. What is at the center of this institution? Books. Not an altar

5. Is the collection more curricular than most?
   a. Problem with this question: Imagines that research and teaching are distinct, but we are trying to integrate those two
   b. Students are learning the tools as they are involved in the research that the faculty is pushing forward
   c. Marked by the particular character of teaching and research
   d. We have the tools now, which we didn't have 20 years ago, to understand the collection as a collection
   e. As a representation of common knowledge, is a thrill
6. Would love to see the architect embody the real way that languages and knowledge organizes what people learn and what we know about the past, following the lawn
7. It is very hard to study the whole collection
   a. Huge
   b. Always changing
   c. Develop ways to do that - John is a thought leader in this
      i. Library as a space that can help us do that

3. What is your perspective on how the Library can more effectively partner with faculty and future faculty?

4. What distinguishes UVA libraries from other university libraries? (And how can we weave this distinction into the story we tell about Alderman?)

5. What do you see as the greatest opportunities of the Alderman renewal? (Have your thoughts changed on the ideas you articulated in 2015?)

      a. There is a history to the architectural program that I drafted, and it was responding to what the library was saying in the context of the DEGW report

      b. I have changed my thoughts since 2015 - Seen libraries in Myanmar, Ghana, Japan - travelling a lot

6. Opportunity between the library and cross-disciplinary curriculum

      a. Intellectual disposition in Alderman connection to intellectual coherence

      b. Awesomeness of organizing Alderman architecturally to express the classification

            i. For a history to know where she was as she was in the library, so people who are studying similar topics have a sense of ownership over that area in the library, others getting excited about something that they don't know anything about yet

      c. Now, need to make this commission the most amazing commission that anyone is going to get in the next century

            i. We really need to think about how we're developing the conceptual program for this so that it will capture the attention of who we are giving the commission to

            ii. Draw in every part of the architect's brain - mode of library

                1. Access to knowledge of the past

                2. Wayfinding

                3. Expressing public face

            iii. On the most important North American Unesco site in the world? Somebody's lifetime best work - need this to ring true before we send out the call

            iv. Need to suck someone wonderful in - irresistible

            v. A way to connect to donors

                1. Big capital campaign coming, want the library to be a big part of that in some way

                2. Connect to general Assembly of Virginia

                    a. Thrill the legislature, hearts beat faster, completely patriotic regardless of political affiliation

                3. Make sense in a deep intellectual, ambitious way from the bottom up - what could support this kind of ambition for the future?

                    a. Consultants: programs, questions, not looking for a fixed object, needs a vacancy at the center of our object

                    b. We have an amazing piece of world heritage here, the main material culture of the world heritage site is the books in the collection that have grown up over the years

                    c. No matter what happens in the future, the job of the next generation is to overturn what we've done and look at it in a new way

                        i. But always the artifact

                        ii. But if we put the books at the center conceptually it will be able to weather all these changes

           iii.   Always interesting to go back to the objects
       d. Human bodies interfacing with the building
       e. Make sense over the next 100 years

___

    d. Follow up (post interview discussion):
       i.   Curating process
       ii.   Faculty requesting books over years

LEADERSHIP INTERVIEW WITH ALICE RAUCHER

7/13/17, 4:00 pm

1. **How does the re-imagined library fit into other precinct and area plans? How can the Library play a role in providing or connecting other program needs that are emerging in these studies?**
   a. Part of the exercise is to determine what role books will play
      i. Can you visit the stacks, a place of books - a more traditional library?
      ii. Or is it more of a student union for gathering, meeting, collaborating?
      iii. Makerspaces
         1. Depends on what type of makerspace we are trying to achieve- is it an open area to talk and collaborate with many meeting areas and technology or more of a shop with electricities and saws?
   b. If there is an overall study of research and collaboration studies across grounds, which one of those can the library participate in?
   c. Depends on the library function - is this traditional library support area or much more open and flexible meeting and collaboration spaces?
      i. Could just be humanities oriented, while still providing opportunity for spaces that are flexible and can change over the years - I am concerned that a makerspace will be become passe
      ii. Individualized vs. open space
         1. E.g. MIT media lab - overlapping and adjacencies allows flexible use
         2. Library becomes a convening space for different groups
      iii. Prefer not to hard code something that may change- remain nimble enough to adapt next year, i.e. for the pan university efforts to begin and gather momentum while it gains momentum, a kind of entrepreneurial space
2. **Given that there is the potential for a new face on University Avenue – perhaps our most important entry corridor and public face – what should the Library say about the institution? How should it fit in with the nearby Central Grounds?**
   a. I agree that it is currently a lost opportunity
   b. A challenge will be to define where the front of the building is
   c. The face needs to say something about the approach to central grounds
   d. More about the branding of UVA as a whole, this must come across [more so than on other sites]
   e. I would advocate for a traditional approach to architecture for that component
   f. Currently there is no doubt that that is the stacks addition, but what will be the new function and what will be its corresponding face?
3. **What are the most critical ideas/messages to convey when communicating with the Board? With the state?**

a. We need to have a discussion about what the book means on grounds, and its importance to the education of our students. How the book also absolutely is not going back in time, we have all the state of the art digital approaches, but the document itself needs to be housed in order to learn from it. That is going to be what takes convincing, and that will be John's role to talk about the mission of the library. If that is sold my job will be a lot easier. I'm just there to help guide the communication of what that mission is architecturally.

b. It is no accident that Jefferson took the form of the pantheon for the image for the temple to knowledge, that will be our task for University Avenue

4. **What opportunities do you see for sustainability in the new Library, and for communicating our commitment to this building type?**
   a. Having spaces that are nimble enough not to be locked into anything in particular, that allows it to be resilient and accommodate new functions as things develop
   b. A library being resilient is a more interesting topic than energy, light, etc.

5. **What are the hurdles/challenges that you see for this project?**
   a. The role of the library in modern higher education and where we're going
      i. The library is not a coffee shop, nor a bookstore
      ii. Teaching? Quiet Research? All of the above? (John's role to define/advocate)
      iii. Our role is the architectural manifestation and the urban design along University Avenue
      iv. I'm not going to say "Jeffersonian Architecture", but it should look like UVA, like it belongs here.
      v. I don't want it to look like the addition to a building, [it should be integrated]
   b. Matthew: We have the challenge of telling the story of a modern, progressive institution that is also steeped in heritage
      i. Story developing from conversation with Elizabeth Fowler
         1. Libraries are decommissioning books, getting smaller collections
         2. Sharing more across institutions, going digital
         3. Libraries are becoming the outposts for everyone to plug into the same information and resources, shared collections
         4. At the same time, the digital technology is allowing us to understand the collection in a new way - running analytics on the collections to understand their content in ways that are more nuance than ever before
         5. Telling the story of how the collection represents that institution's unique perspective in a variety of different ways
      ii. John a leader in digital humanities, working to determine the right number of books by using these new methods and digging into the collection in a way that we couldn't do 10-15 years ago.

   iii. Connie: John is currently mining the resources (talking to faculty, staff, students) before making his own statement, democratically looking at who we are and what we're about

 c. If you don't have books, what makes the library a specific building unto itself? What does it supplies that you can't get other places across grounds? Otherwise it is a student union.

   i. Connie: Service component to research (e.g.: interpreting and analyzing vast repositories of data)

6. What will you be looking for in guiding the hiring of an Architect?

 a. Plenty of opportunity for stretching the limits [of UVA's brand] the further you get away from central grounds (read: not at Alderman library)

 b. Want an architect that can understand the exterior quality [of buildings at UVA]

 c. We could have an associate architect to think about the library science - the building can be different on the inside from the outside

7. Want to see a precedent study

 a. What are some great spaces to be in through history?

 b. What are relevant examples today?

 c. Seeing the example of the typical library, i.e. large open room with people reading in the center, or rare books on display and people move around it

   i. What role do books have in the occupation of this museum of sorts?

   ii. How do we incorporate the special collections - on display and not hidden in the basement - to see what that means?

LEADERSHIP INTERVIEW WITH TOM KATSOULEAS

7/13/17, 11:30 am

1. **How do the emerging opportunities for the Alderman renewal align with the university's academic strategy? In particular, the Cornerstone plan includes "High impact educational experiences for students" - what does that mean to you and the university?**
   a. Part of UVA's identity is strong undergraduate education
      i. Evidence-based teaching pedagogy, engaged with the center for teaching excellence
      ii. Ramping up engagement of faculty with research on teaching
         1. 500 have gone through an extensive course design institute that teaches the latest evidence-based pedagogy
      iii. Currently undergoing general education curriculum reform
         1. Defined in "engagements" and "literacies"
         2. Focus on preparing for vocation; 21st century
      iv. Consortium: education as "life transforming"
         1. Beyond your success as a student, how is your education impacting your well being?
         2. Experiential learning provides real world lessons while still a student, and provides opportunities for emotional learning
            a. E.g. Maker spaces
            b. Primary contact with special collections that is hands on, real world - this is also experiential learning
            c. Mentored by faculty in the humanities
   b. Trying to leapfrog PhD education and make it as strong, diverse, and distinctive as our undergraduate professional degrees
      i. PhD plus - additional training for PhD's beyond trad lab research
         1. E.g. 2 week module by business school in entrepreneurship
         2. Making connections across grounds for PhD education
      ii. How to balance PhD vs. Undergrad?
         1. Depends on constellation of resources for both; Alderman can provide the balance
         2. While PhD: strategic priority and investment in short term, Alderman is a 40 year investment - not just a shorter term thrust
            a. Humanities PhD students' needs are similar to faculty needs
         3. We are predominantly undergraduates - do the needs of PhDs, and faculty need to be met at Alderman?
         4. Alderman is a centerpiece and should feel like the library for the whole university, but the balance may be more shaded towards

PhD and faculty to give more proper balance to the overarching system

2. **How could the Library best support the Provost's strategic goals/broader university goals?**
   a. Reinvigorating research: goal to double research from 2015 within 7-10 years, we are two years into it and are on pace across all fields and all units. Considering collaboratory infrastructure in the humanities, what can the library provide to aid or support that reinvigoration?
      i. Traditional Humanities scholarship (e.g. special collections)
         1. Faculty want to be in there among the original books and works rather than researching them remotely from their desktops, they have expressed the value in this
         2. Strategies to move forward with leadership:
            a. Double research productivity of faculty
            b. Hire new faculty - the new library will help us recruit this next generation of faculty; What would make a faculty member come here rather than USC? Because the environment helps persuade tham to come.
      ii. Digital humanities scholarship
         1. UVA has a reputation as a founder, and is looking to regain momentum here- what could the library's physical space do to play a role in that?

3. **What kinds of spaces do you think are in short supply for the academic mission?**
   a. The makerspace question - currently these are very distributed, though I'm not sure that you want to centralize it, it is tied to innovation and entrepreneurship. These successful models are rarely centralized, and each have a different slant and different vision in supporting innovative design.
      i. Engineering,
      ii. ilab
      iii. School of Architecture
      iv. Open Grounds
      v. Scholars Lab
   b. Curry school of education has proposed big thrusts on empowering youth, and engaging youth as a big solution to societal problems - creating makerspaces, and talking about doing something jointly with engineering (does that duplicate, obviate, or otherwise impact what will happen in the library?)
      i. It is hard to know whether it makes sense for the library. It can't be the answer for all of those people (engineers, architects, etc.), which makes the makerspace need for the library much more modest
      ii. The library should organically include it rather than having it as a stand-alone thing, should be a support space rather than a separate driver, i.e. you have always had copy service in the library but never made it a shining pillar - points to make the makerspace as something

          that is not hard-coded as the network of resources takes shape across campus

   c. "Technological Village" concept -- CIO, and VP for IT talking about a centralized facility for
      i. Data analytics
      ii. Machine learning
      iii. Higher performance computing
      iv. Entrepreneurship and makerspaces

4. Perspective on the renewal process
   a. At a price of $150 million - the new library should be truly transformational for the university, but it is up to the community to decide what transformational means
   b. There are aspects of the history of UVA that make the library particularly important (as a centerpiece of the university at founding, continuity is important)
   c. Library as laboratory for humanities
   d. The new library should be reinforcing our identity: strong library, pioneer in digital humanities
   e. Support in research and scholarship
   f. Are there where that the space can be used to meet the needs of the community entirely differently than it does now?

5. On the collection:
   a. We have some unique collections that are of value nationally; special collections

BACKGROUND MATERIALS

PROVIDED TO BRIGHTSPOT IN ADVANCE OF THIS STUDY

UNIVERSITY LIBRARY COMMITTEE LETTER

1/19/2016

January 19, 2016

Dear President Sullivan, Provost Katsouleas, and Search Committee Chair Casteen:

Thomas Jefferson famously chose not to anchor his University of Virginia with a chapel, as did many other institutions of higher learning, but rather with a library, housed in the Lawn's focal structure, the Rotunda. The symbolic centrality of our library has lived on in Alderman, our flagship facility in the University's library system. Today Alderman's importance lies not only in its enduring legacy of a world-class collection, its study spaces, and in the attendant services--some of these pioneering--that its librarians provide for the research and teaching of our faculty and our students. Alderman Library is no less important for housing some of the nation's most exciting collaborative research in the humanities, for example, that conducted under the aegis of the Scholars' Lab, the Rare Book School, and the Institute for Advanced Technology in the Humanities. We strongly urge that the architectural plan for the new Alderman continue to express, and to foster, the centrality of the values that it has embodied for so long at UVA.

It is nearly a dead metaphor that a library is the central "heart" of the university and of its research activity. Yet in the case of the University of Virginia, the libraries are in fact the lifeblood of everything we do. From collaborating on projects of interest to faculty and students, supporting individual research projects, fostering initiatives in new areas of inquiry, preserving and enhancing collections of materials, providing materials, to working on innumerable digital projects, the UVA libraries have woven themselves into the very texture of what we believe Mr. Jefferson's University was created to be. Anecdotal evidence suggests that the libraries are also powerful recruitment and retention tools for the faculty.

It has never been more important to think about (and rethink) what libraries are and what they must be (and can be) in the future. Collection building, material preservation, digitalization, access, and the explosion of internet resources provide challenges that will not be addressed easily. Funding and space limitations will demand strategic thinking, creative ideas, and collaboration, yet we are all unified in our commitment to building and preserving one of the best university library systems in the country (and, indeed, the world). The key corollary to this is that we have come to view the university librarians as key collaborators in our teaching and research agendas. We must not jeopardize this relationship, and we must be creative and bold as we move into the unknown, but clearly exciting, future.

In the reconceived mission expressed in an executive summary report received by the ULC last year, and in current hiring patterns that implement that mission, the Library staff have begun remaking themselves from curatorial supporters into active collaborators with the scholarly endeavors of faculty and students. It understates the case to say that, for now, those latter stakeholders lag far behind their Library counterparts. The way to engage students more directly with librarians, and with the resources to which librarians expertly facilitate access, is to engage the faculty who teach students. The ULC has started talking about introducing a "Libratory" component into undergraduate course work, whereby

students and faculty might set up an extra project – an optional one-credit "Lib section" added on to a course – in which the student would collaborate with a librarian to produce a result whose evaluation the course instructor would factor into the grade for the course. As this idea caught on, more and more faculty would get involved, and the scholarly leaven thus introduced would materially alter both the undergraduate experience and the orientation of instructional faculty towards their Library colleagues.

The ULC has two undergraduate members, and their views on the renewal from the undergraduate perspective interestingly make a case for the heightened role of Library staff as front-line participants in undergraduate education and in the new curricular initiatives now underway. In speaking with undergraduate students, a primary concern relating to Alderman renovations is the maintenance of quiet study space. Students frequent Alderman's second and third floors for intimate, independent study, and are not looking for these spaces to become predominantly social. While they value the collaborative environment of the Scholars" Lab (even if they don't tap into all its resources) and overwhelmingly wish to maintain (and perhaps expand) the café environment on the main floor, students believe the status quo on the second and third floors should be maintained. Among undergraduate students, there seems to be less concern about the number of books physically housed in Alderman, as long as reference materials can be ordered and delivered to the circulation desk with ease. Most importantly, students say that as we proceed with plans for the renovation of Alderman library, we must ensure that information is easily accessible either through interaction with librarians or within-reach collections. If the majority of the collection will be held in off site storage, the top priority must be discovering new ways to promote user interaction with those materials, since holding materials that people cannot easily access makes little sense. As access to the ever-growing number of research materials gets increasingly complicated, librarians must be established as leaders on the path of undergraduate research more than ever before.

Graduate instruction and mentorship in the humanities and the social sciences are just as keenly directed now toward the Library as not only an archive in circulation but also the laboratory for the incubation of new research methods, no less than the means of circulation of scholarship. In this domain too the Library staff have been pro-active in modeling 21st century scholarship for graduate studies. To give but one example, a consortium of librarians, directors, and curators from Alderman Library, the Scholars' Lab, Special Collections, and the Digital Media Lab have joined forces with a faculty member in English to create an introductory course in graduate research methods that is situated within the library in order to give each incoming graduate scholar a basis of research support and academic partnership with Library staff, expose them to the opportunities for collaboration, circulation, and publication that increasingly define Library resources, and to take ownership of the digital protocols that will underwrite the academic careers of this generation of humanities and social science scholars. On another front, the ramping up of cluster hires in the academy as a whole, and at UVA, and of foundation funding that includes

graduate fellowships and postdoctoral components in the funding packages, relies on having a dynamic Library and highly skilled librarians to carry out the mission of such interdisciplinary and graduate-level initiatives, and to keep UVA competitive in seeking such major grants. The Library has already begun to cultivate such partnerships with departments and programs, and the ULC sees this as another argument for recognizing the Library as a site of knowledge production in its own right.

One opportune way of construing the Alderman renewal project might make it a major element of a philanthropy effort. The ULC regards the Library and its restoration to a state of the art locus for dynamic research as a means of jump-starting other important priorities that cannot flourish in the absence of a major renewal. As we see it, this is a matter for committed leadership, and indeed an opportunity rather than a zero-sum game, since an enhanced Library enhances all of UVA. It is very hard to see how this of all Universities can build new strengths without sustaining its current ones. The ULC views its role as steering between the rock of apocalyptic "they are taking away all the books" fears some faculty have expressed, and the hard place of "everything must stay exactly as it is." Instead, we want to see visionary change that is consistent with—and even enhances—the values and practices of scholarly research in the arts, the humanities, the social sciences and sciences, and across its distinguished Schools, that constitutes the revolutionary tradition at the core of UVA's mission.

Respectfully,

The University Library Committee

John Portmann and Jennifer Wicke, Co-Chairs

(Contributions from: Lise Dobrin, David Gies, Paul Halliday, Matt Hedstrom, Julia Horowitz, Stephen Macko, Worthy Martin, John Miller, Jackie Morrogh, John Portmann, Herbert Tucker, Mark White, Jennifer Wicke.)

cc: Martha Sites, the ULC

ELIZABETH FOWLER PROGRAM PROPOSAL

CIRCULATING PROPOSAL
AN ARCHITECTURAL PROGRAM FOR ALDERMAN LIBRARY

The faculty is delighted to respond to the invitation of Martha Sites, University Librarian, and of the Office of the Provost, Thomas C. Katsouleas, to contribute to a vision of the University Library.

I. GUIDING PRINCIPLES for the renovation of Alderman Library

1.   The University Library is a **World Heritage Site Library**: books have always been integral to UVa's architecture as nowhere else on earth. Our founder designed the Rotunda around books and their use so that the University would nurture enlightened democracy by means of the very fabric of its built environment. Preservation and curation are our key responsibilities as stewards of North America's most important UNESCO World Heritage Site, and the library is the core of that heritage. Keeping the permanent collection at the center of grounds preserves our distinctive residential culture (Cornerstone Plan, pillar 1) and strengthens our research infrastructure (pillar 2).

2.   We must **specialize**: UVa's primary World Heritage lies in our 18th - 20th century book collections: print materials curated by Virginians over the centuries. We are one of a very few importantly distinctive university libraries such as those at Bologna, Oxford, Harvard, Chicago, Yale, and we have an opportunity for leadership. We must not rush like other lesser libraries to become merely a station on the information highway, with copies of data that are equivalent to anyone else's. As we must maintain the columns of the Rotunda, we must maintain our distinctiveness through preservation of the original material culture of our permanent collection, a collection that is rapidly appreciating in value and rarity (Cornerstone Plan, pillar 5: stewardship of our resources).

3.   **Codex at the core**: our magnificent permanent collection is largely made up of the codex, the bound book. It is our primary holding, our wealth, our resource; the University's innovation in other more ephemeral media continues to emanate from our expertise in the codex. Our acquisitions and preservation should reflect that generative relation: the permanent collection of print materials must be conserved and expanded.

4.   Library architecture should always **express the structure of knowledge.** Expanded distribution of space in the library according to the classification scheme we share with our sibling, the Library of Congress, helps wayfinding and memory in an organic way, ingeniously organizes the population of users so that readers feel ownership and the excitement of expanding their territory, and helps to imbue the structure with meaning and process (Cornerstone Plan, pillar 3). Culling the collections is a wastefully expensive operation that cannot anticipate scholarly need and is destructive of our primary capital in the permanent collection. If Ivy Stacks is expanded, the new space should be browse-able by readers as open stacks and should be reserved for a particular class of materials, so that the distribution of books across the library system makes intellectual sense.

5.   A renewed Alderman should be **nimble**: it must, as it has so richly, nourish electronic innovation but it should *avoid* investment in the architectural "hardware" of evanescent trends: e.g., it is nimble to keep any wiring, etc., for quickly changing electronic platforms, projection, computing itself out of the walls, ceilings, and floors (a extruded, Pompidou Centre approach – easily reconfigured -- is appropriate to the electronic infrastructure).

6.   We should be an **owner not a renter**: rebalance library expenditures to consolidate and expand our World Heritage Site specialty as we move through the 21st c. Commercial pressures to destroy our holdings and rent back images of them must not succeed; the property rights of the University should be defended by reinvesting in the most stable, sustainable platform, the codex, and by developing the electronic apparatus around it (Cornerstone Plan, pillar 5). Rebalancing expenditures means serving the permanent collection by valuing it and new material acquisitions above ephemeral data rentals, and by exploring new ways of funding the University's research needs for ephemeral data via grants and revenue streams particular to other kinds of laboratories on grounds.

7.   What **21st-century research** looks like must guide architectural renovation, and the book faculty, those for whom the library is the primary laboratory space, will be the best gauge of that effort (Cornerstone Plan, pillar 4). Books as material artifacts are the objects and tools of study for a significant rank of the faculty, and cannot be marginalized without harm to UVa's research prominence. Design criteria will include maximizing book-to-human interactivity while accommodating electronic aids (in fact, the book faculty has been at the forefront of digital humanities innovation). Science shows that students retain information they read in a book more efficiently than that they access digitally (Cornerstone Plan, pillar 3.8, evidence-based teaching and learning).

8.   A **commonwealth of knowledge** has been preserved in our print acquisitions over the last centuries. The LC Classifications curate print material as common knowledge, organized according to a distinctively American system that has been selected and shaped by generations of scholars and librarians rather than by the exigencies of commercial search engines. You and I go into the University Library, and we have a chance to find what is and has been known, touched by thousands of hands, in the interests of a commonwealth of knowledge, and on that chance rests our possibility of finding out what may yet be known. This heritage is our responsibility to our students, to our fellow citizens, and to the future.

II. SITE CONSIDERATIONS for the renovation of Alderman Library

1.   **Code compliance** and infrastructure: Alderman must become fully compliant with the current fire code. Compliance should be minimally invasive in the stacks, per the baseline proposed in the DEGW 2007 report: work with the fire marshal early, install sprinklers in ceiling space between the stacks, or, if absolutely required for compliance, reluctantly above them; fire blocks may be required to suppress chimney effect, but we should welcome a huge payoff for retaining the stacks as they structurally support the rest of the building, would be ruinously expensive and awkward to remove, and, as built, are very suitably and desirably human-scaled (Cornerstone Plan, pillar 5). Throughout the building, egress must be expanded, lighting and climate control require complete redesign, finishes need refurbishing, asbestos containing materials must be remediated in habitable spaces, and ADA compliant elevators are desirable even if not required by code. These renovations can be achieved in a number of ways without disturbing the basic structure of the core and the centrality and integrity of the permanent collection.

2.   **Volume** of volumes: plan to expand the codex collections by retaining the core and incorporating books more creatively in the rest of Alderman; consider that the renovated building should enshrine, protect, display, and make tangibly accessible to patrons 3.5 million volumes

with an anticipation of more. (Cf. Widener (3.5 million) at Harvard, Regenstein (4.5 million) and Mansueto (3.5 million) at the University of Chicago, Sterling (3.5 million) at Yale and the Bodleian at Oxford (12 million).

3. **Ceiling heights** should (following a primary Jeffersonian design principle) facilitate daylighting and wayfinding but not waste volume with grandiosity.

4. The two voluminous **light courts** should be greened (vertical and roof gardens?), made usable (café and study space?), and used to improve circulation and accessibility of the spaces around them, including the stacks. Consider enclosure. (Cf. the larger British Museum.)

5. **Connections** in the library precinct: making usable the space between Clemons and Alderman is very desirable (cf. University of Chicago's libraries). The terrace between Alderman and Clemons includes an ample stack of space that should be captured for use.

6. **Furnishings**: seating is not a good in itself, as students don't need another place to sit on Grounds; what they need from Alderman is a place at the bookshelf and research table that engages them with the permanent collection. Architectural control of light and of the acoustic environment (not the removal of books) is the primary key to engineering the flexibility over time of built space: Alderman can accommodate more classroom and other group meetings with books by building spaces that control audition in order to focus (individual niches), isolate (classrooms), or elevate (façade and entry) attention. Books are a primary material resource in refining the acoustic environment and should be incorporated in every room, wall, divider, enclosure, and corridor: they are a most gorgeous (in aging) and affordable (we already own them) decorative finish, highly insulating, attractive, and meaningfully symbolic. Perceived safety of carrels and other niche spaces can be easily gained by turning desk spaces perpendicular to the exterior walls, retaining light and views. Individual carrels and the ability for individuals to make temporary collections (perhaps even exhibits) of books are highly desirable (Cornerstone Plan, pillars 1 and 3).

7. **Footprint** and "headprint" of Alderman: agreed it should not encroach on the primacy of our first library, the Rotunda (where some presence of the permanent collection in the Dome Room and elsewhere must always be maintained). Footprint, with substantial site engineering for drainage, should expand and open up to the north, and, because scholarship is more central to our mission than athletics, Alderman should dominate the sports fields and courts.

8. **Face the public**: access to and legibility of the permanent collection should be increased several magnitudes. The North Elevation should be recreated by an expanded footprint and represent our commitment to public outreach by providing a new face to the world, a new entry to both Alderman and the University's core, a new orientation towards approaches from the north and west. The library should speak across the road to Carr's Hill in a dignified way at human scale and reconfigure vehicle and pedestrian traffic so an organized, rational, and dignified approach to the Rotunda is created. The entry should provide a view into the permanent collection, offer space for display and interpretation of undergraduate, graduate, and faculty research, and enlist the public in research (Cornerstone Plan, pillar 2, serving the public). The building's North Elevation should express the codex, recognize the larger organization of knowledge as it has evolved from Jefferson's time to our own, and initiate the ceremony of research. A renovated Alderman Library will provide access to our past, present, and future.

University Library Committee Space Task Force Executive Briefing for the Incoming Dean
University of Virginia
24 June 2016

To: Martha Sites, Interim Dean of the Library

Task force members:

William Sherman, chair
Taylor Fitchett
Larry Goedde
Charlotte Morford
Esther Onega
John Portmann
Jennifer Wickes

Introduction

The much-needed safety and systems upgrade of Alderman Library provides an opportunity to align the library system's physical resources with twenty-first century research and scholarship requirements. As the primary pan-university entity with the capacity to both support emerging forms of inquiry and provide continuing access to all forms of media, from books to digital information, the library must further develop and nurture deep relationships with the faculty, staff, students and administrations of all of the schools of the university to realize its transformational potential. By approaching this task from the perspective of the library as a living system, that may engage the university and community in new ways through an inclusive design process, the Library has the opportunity to reinvigorate its historically central place in the life and identity of the university.

This briefing represents the views of the Space Task Force of the University Library Committee. The committee met during Spring 2016 to support the incoming Dean of the Library with perceptions of the task force members regarding the upcoming renovation and potential expansion of Alderman Library, with a particular attention to how this renovation supports teaching, research, scholarship and creative work at the university through a robust library system. There have been a number of voices weighing in from faculty and students, evidence of engagement and commitment to the library that we support, and reflecting a range of specific priorities and partial understandings of the library's whole mission and function. It is the goal of this report provide a broader perspective based on the experience of the diverse membership of the University Library Committee. These comments are intended as a signal of the University Library Committee's interest in continuing to advise and be engaged in the programming and design processes for the next steps in the Library's physical development. We have also gathered a number of earlier reports and reference documents that are provided as an appendix to this summary on a Collab site.

The Library System - Vision for future

The 21st century library is a complex organization providing access to information in many forms, while the image of a library, as a building for the housing of books and their study, persists as the dominant public identity. It is therefore of critical importance to develop a language for discussing the library system that is inclusive of this historic and continuing value, while being clear about the contemporary

reality. On the most basic level, this means creating a new mental image of the library as a dynamic, interconnected system that has the capacity to adapt at its core. There are several implications of this conception:

- o As the modes of teaching and research are accelerating in their continuous evolution, so the library must be a place of **continuous adaptation**, with close ties to the academic departments and emerging fields of research and practice. As a pan-university organization, the Library plays a critical role in cross-fertilizing both knowledge and methods of inquiry as a site for cross-disciplinary interactions among faculty, staff and students.
- o Through the understanding of the full spectrum of teaching and research support spaces and people available across the university through the schools and other units, **the Library can refine its unique contribution to the academic ecosystem,** rather than replicating functions that may be best supported elsewhere.
- o As the university increasingly recognizes the value of informal learning and meeting spaces in the intellectual life of students and faculty, the library has the potential to serve this need through its **unique resources**. This is particularly true at a university at which the majority of students live off-grounds, having a minimal existing infrastructure of spaces that straddle the academic/social boundary as integral part of the academic mission.
- o The language of on-grounds/off-grounds storage is obsolete – this is a relatively compact university campus with many components to the system. While Alderman/Clemons serve as a central hub, and for many disciplines the primary identity, it is not "the Library".
- o The capacity to adapt implies the need for some percentage of the space in the system to be re-programmable, adaptable to swing and transitional uses. This includes space for **experimentation, temporary uses and creative partnerships**, and may shift over time, rather than being singularly identified flex spaces.
- o While the different branches of the library system may be organized around specific disciplines, they **should each be identified as first and foremost a part of the system as a whole**, supporting the pan-university goals of the library, rather than as extensions of individual schools or departments.
- o As the university develops its planning for for growth, for its interface with its surrounding city and new relationships between schools of the university, the Library should be involved as a spatial and programmatic connector between all members of the extended university community.

Alderman/Clemons

Seeing Alderman and Clemons conjointly as the academic hub of the University should be central to planning the Alderman renewal. The renovated buildings and the larger site could provide, in effect, the Commons of the University. The collections—both physical and digital—could be highlighted throughout the building. A light-filled, visible courtyard atrium could serve as a central meeting place and auditorium for academic programs and Library-sponsored lectures, and would provide a common space of distinction, something Rotunda-like, for holding such events. An expanded café with spaces for individual work and group encounters would be a draw for the entire community.

Retaining as many books as possible in open shelving in the renewed structure is central to its functioning as a Commons and as a treasured resource for scholarship. To this end, we suggest that planners move away from an assumption that the existing footprint of Alderman and the New Stacks

must be maintained, and think instead more expansively about a larger stack structure replacing the New Stacks on the north side of Alderman.

Similarly, we recommend e recommend we reconsiderreconsidering the assumption that everything and everyone must reside in Alderman. For example, "maker sspaces" are appearing across the University—a comprehensive, collaborative approach to their planning could provide more avenues for cross-disciplinary scholarship. While Alderman can be the central hub of the library system, we suggest considering the entire library operation as one supportive ecosystem, rather than the purviews of discrete disciplines.

Rethinking the north side of Alderman Library also presents an opportunity to redesign the University Avenue façade so as to give architectural expression to the idea of the Library as a site of knowledge production across disciplines and schools at Virginia. A redesigned north side would also complement the University's current planning initiative for the "Ivy Corridor," and communicate the beauty and seriousness of the University's academic aspirations. This would also reinforce the identity of the library as both a university library and a public library serving all the citizens of the Commonwealth.

Also essential to the renewed role of Alderman/Clemons as University Commons will be a variety of spaces for differing uses, including quiet study spaces, reading lounges, space for graduate carrels and carrels designated for undergraduates doing research, collaborative work spaces, and classrooms for Library and faculty-led initiatives.

The identity of Clemons Library as a separate undergraduate library should be eliminated, and its spaces should be redesigned to incorporate multiple uses as noted above. It should be linked physically to Alderman's stacks and other spaces to permit access to the main book collection. The current Clemons terrace or patio also presents an opportunity for a more significant shared common space, potentially semi-enclosed for year-round use and more directly connected to functions in both buildings.

Transition Spaces and Processes

During the period of construction there will be some inconvenience to many of those who stand to benefit from the renewal of Alderman Library, but hardships can be minimized by careful planning for the transition and frequent communications on the status of the renovation from the Dean of Libraries and the Provost. The highest priority challenges for the library during this time will be to maintain a high level of library service, including access to collections, and to provide adequate student study space, as well as space for the library workforce. But the great benefit of this period of displacement is that as temporary spaces are created it is possible that new ways of doing business will be discovered and new partnerships formed.

Collection planning should start immediately and include several elements. An inventory of the Alderman collection is imperative because a significant portion of books are not adequately represented in VIRGO (no barcoding, record errors, or not cataloged). This is critical to finding books located off-site because physical browsing will not be possible and successful virtual browsing depends on accurate metadata. This process will take some time and should be started this calendar year. Details of the project (staffing, equipment, logistics, and cost) should be outlined over the summer so work can proceed without needless haste. Another key element of planning is for the librarians to discuss with

faculty from all disciplines which collections will remain at Ivy Storage (University Libraries West) and which will be returned to the newly renovated University Libraries Central (Alderman + Clemons). This may be facilitated through an "ombudsman" representing faculty interests or a group of faculty specifically charged to work with library staff coordinating this process. Core materials for teaching should also be identified and they should remain onsite in the swing space.

Swing space needs can be calculated and space identified now so that construction will not be delayed. It has been suggested that Clemons Library could first be renovated as the swing space for librarians, for major library service points, core teaching collections and some amount of study space for students. In a later phase of construction, it could be joined with the renovated Alderman to establish a larger footprint for University Libraries. In addition, the Music and Brown Science & Engineering libraries may be able to house displaced staff, but they are already at maximum capacity for student study space. Having adequate study space for students is absolutely essential for smooth transitioning. All schools, including the professional schools, should be called upon by the Provost to identify spaces where students will be welcome to study. The locations should be virtually available by using a real-time space locator on the website with a capacity monitor link so that students will know how many seats are empty in the facility before they arrive to study.

Another swing space could be incorporated into the new University Libraries West (Ivy). Those within University Libraries who provide indirect services might be temporarily located in this facility. This could include those in Technical Services and others in information technology-related positions. We should focus on providing augmented retrieval and delivery of materials located at University Libraries West (Ivy). This could include buying/leasing additional vans and hiring additional staff, possibly from a temp pool, both at Ivy and Central Grounds to distribute books once they have been delivered. We may also consider a second shift to provide necessary access to materials located at Ivy. In addition, University Libraries West (Ivy) will have a Reading Room large enough to accommodate extensive research that needs to be done on-site. Once the renewal is complete this swing space would be available for scholars needing extended access to Ivy's collections. If the space is flexible it would also be possible to allow some library operations to remain at this site.

Conclusion

The ULC regards the Library and its restoration (across its many parts) to a state-of-the-art locus for dynamic research as a means of jump-starting other important priorities at the University of Virginia that cannot flourish in the absence of a major renewal. As we see it, this is a matter for committed leadership, and indeed an opportunity rather than a zero-sum game, since an enhanced Library system enhances all of UVA. The ULC hopes to see visionary change that is consistent with—and accelerates— the values and practices of scholarly research in the arts, the humanities, the social sciences and sciences, and across its distinguished Schools, that constitutes the revolutionary tradition at the core of UVA's mission.

In light of proposed plans to alter the eastern approach to grounds and to include a significant pedestrian pathway, the opportunity to recast the Library (in this instance, Alderman) as the architectural linchpin of a revisionary prospect for the University as a whole is as telling as the fortuitous coincidence of these plans with the impending bicentennial. This also affords the chance to showcase UVA's plans for its libraries as something of a Rotunda 3.0 project, one that articulates that dynamic stem of the academical village around a transformation of its library spine. UVA as a public university and as a place that seeks to secure its hallowed research and teaching reputation for the future needs

the kind of hub—both symbolic and as a real set of interconnected sites—where collaborative and critical work between and among faculty, graduate students, and undergraduates, along with strategic facilitators from the libraries can emerge and where such efforts can be catalyzed and then converge. Such a renewed Library would transform the existing strengths and protocols of the University of Virginia and would speak to the 21st century reality that a Library is a site of knowledge production, rather than simply a container to house its contents. The ULC, as an engaged group of faculty and library personnel that has a liaison role between the Provost and the new Dean of the Library, hopes to spark and further such an ambitious and yet consolidating notion of the promise and potential of the UVA Library.

Appendix

In lieu of copying materials, these background materials are posted to Collab at https://collab.itc.virginia.edu/portal/site/6a08e34f-eb7a-42c8-86f3-c3bb5557a156/page/75456d2b-145e-44c9-bf00-1d22d72de12d:

BoV Building and Grounds Committee:
June 9 presentation that includes Ivy Stacks and Ivy Corridor projects
List of members with links for detail

Faculty Feedback:
Proposal from Elizabeth Fowler, professor of English
Letter from ULC to UL search committee and provost re: Library's future

Ivy Stacks Information:
Collections data

Off-Site Storage Information:
List of other higher ed facilities

Planning Studies:
DEGW planning study report (2007)
Cannon study: themes
Cannon study: final report (2016)

UVA Library System Information:
Size, collections, programs and services by facility
"System Guide" brochure produced for Cannon's information

Library User Survey 2015:
Link to final report
Wordcloud visual