

# *Academic Library Identity and Space Design*



International Association  
of University Libraries



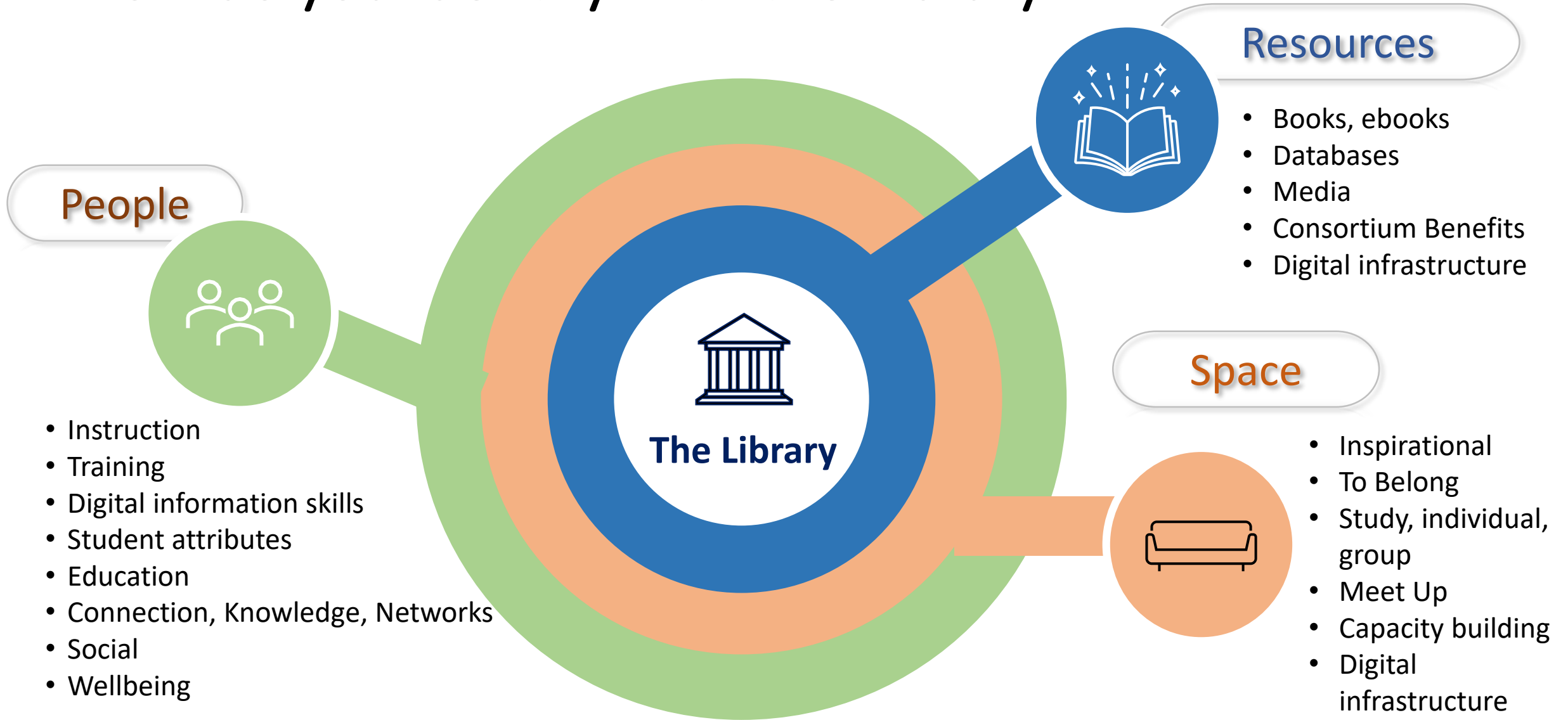
Michael Crumpton (UNC - Greensboro)

Kelly Karpinsky (Shepley Bulfinch)

Representing the Space Interest Group (SIG)

<https://www.iatul.org/special-interest-groups/sig-space.html>

# How do you identify with the Library?



# What is Organizational Identity?

- Shared perspective of an organization's purpose, values and culture
- How the organization is viewed as a collective
- Different from Brand Identity
- Creates influence over motivational factors:
  - Uncertainty
  - Belonging
- Creates Place Attachment models

# Library Evolution



17<sup>th</sup> and 18<sup>th</sup> Century

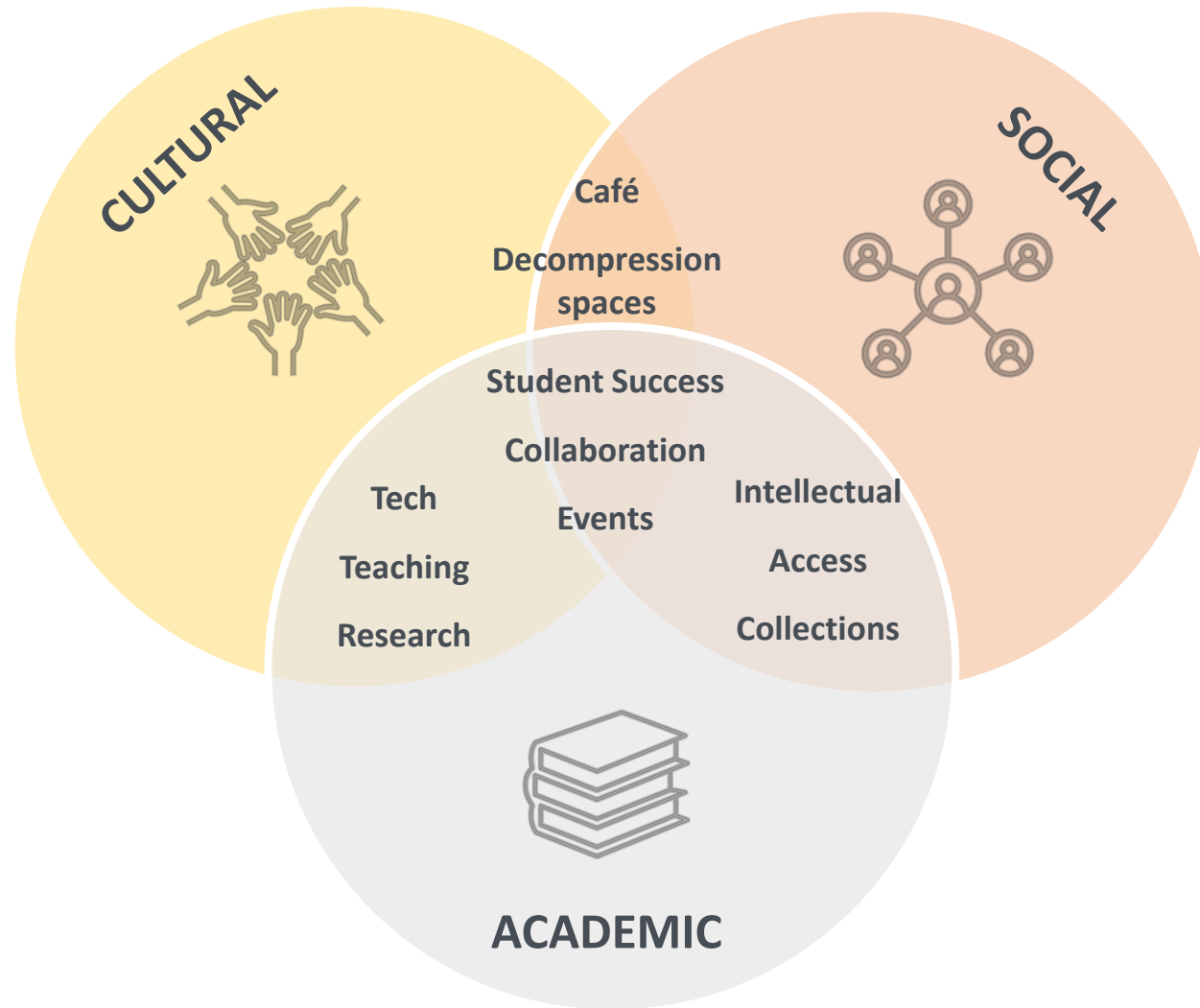


19<sup>th</sup> and 20<sup>th</sup> Century



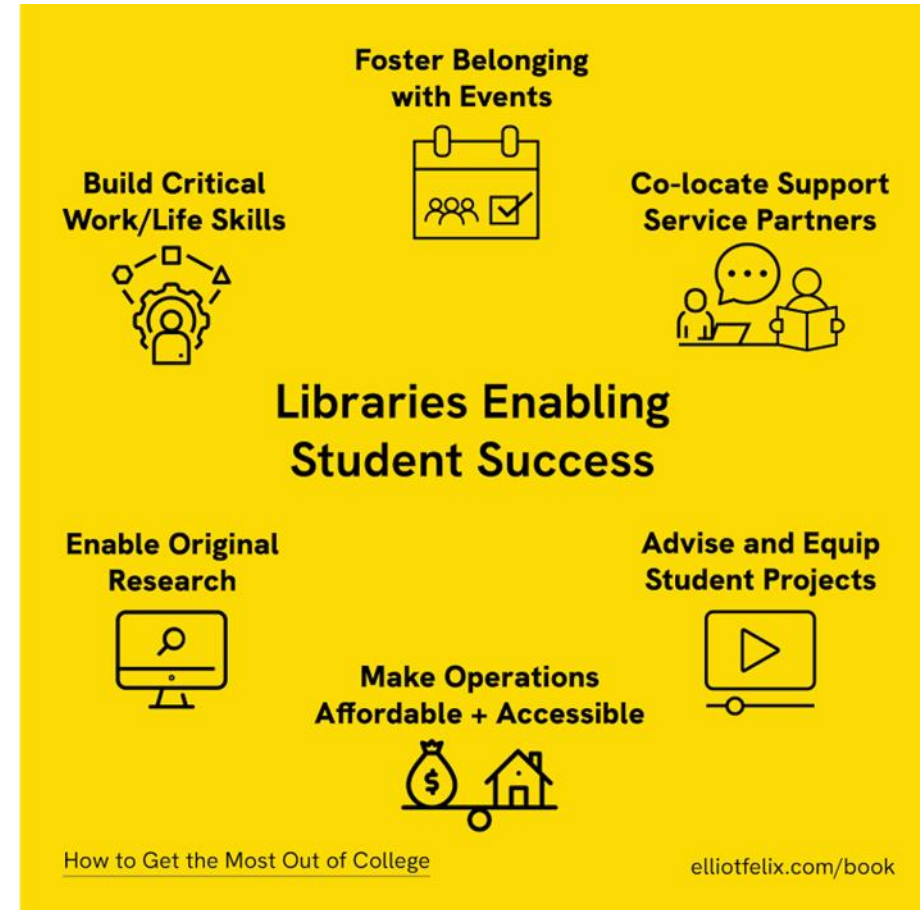
Mid- 20<sup>th</sup> Century

# Library is a Campus Hub



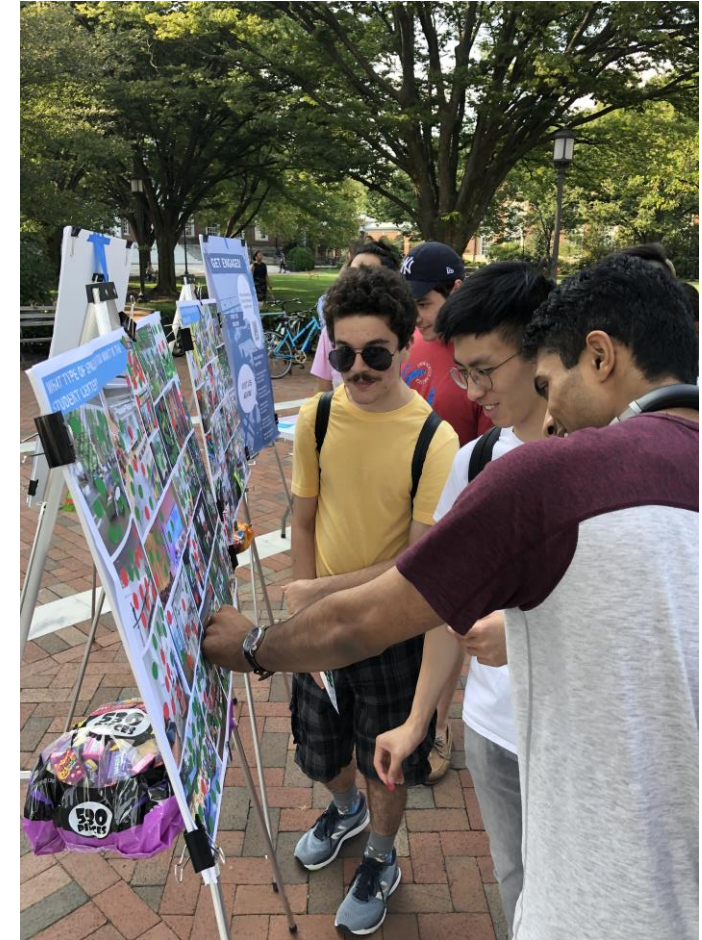
# The changing role of the academic library

- Technology is putting more resources online
- Different needs for space usage
- Resources will vary from place to place depending on the mission of the university
- Changing student body so the library will need to meet them where they are
  - International students
  - Multigenerational
  - Varying levels of tech savviness
  - Different experiences and backgrounds
  - Different life circumstances
- Student needs are changing and the library must adapt to meet them



# Stakeholder Engagement

- Integrated Workshops
- Observations
- Surveys – In-Person and Digital
- Scenario Mapping
- Prototype



# How do you want the library to look and feel?

"I want to see other students who look like me"

"It should feel like home with a modern twist"

"color, music, and plants"

"Feel like a library"

"...a place where I can get support with no questions asked"

"See lots of activity and resources that I can use"

# Some of the challenges students face

- Students are diverse with different challenges
  - Housing and food insecurity
  - Loneliness and being away from home
  - Lack of support and resources-financial insecurity
  - Working while in school or supporting a family
  - Academic pressure and being judged on performance
  - Lack of social skills post-pandemic, hard to make friends
  - Technology creating more isolation
  - Social media as a source of socialization, trying to keep up illusions and compete with them
  - Some students have no plans for breaks and this can compound isolation and loneliness
- Stress makes concentration and learning difficult
- Stigma of mental illness or needing help



# Focused Themes Beyond Books

Student Success

Partnerships

Play and Well Being

Knowledge Creation

Resources

# *Student Success*



# Ways to support students...

- Socially
- Game nights/contests
- Trivia
- Crafts classes
- Book clubs
- Study groups
- Field trips
- Legos, puzzles, play-doh
- Art supplies
- Board games/video games

This event is part of the [Wellness](#) event series.



Crafting Resilience, Thursday, March 21, 2-3:30pm

## CRAFTING RESILIENCE

AT HUNT LIBRARY

Craft Drop-in with Prevention Services &  
NC State University Libraries

### Rock Painting

Thursday, March 21  
2 - 3:30pm

Hunt Library  
Tech Showcase

NC STATE  
University Libraries

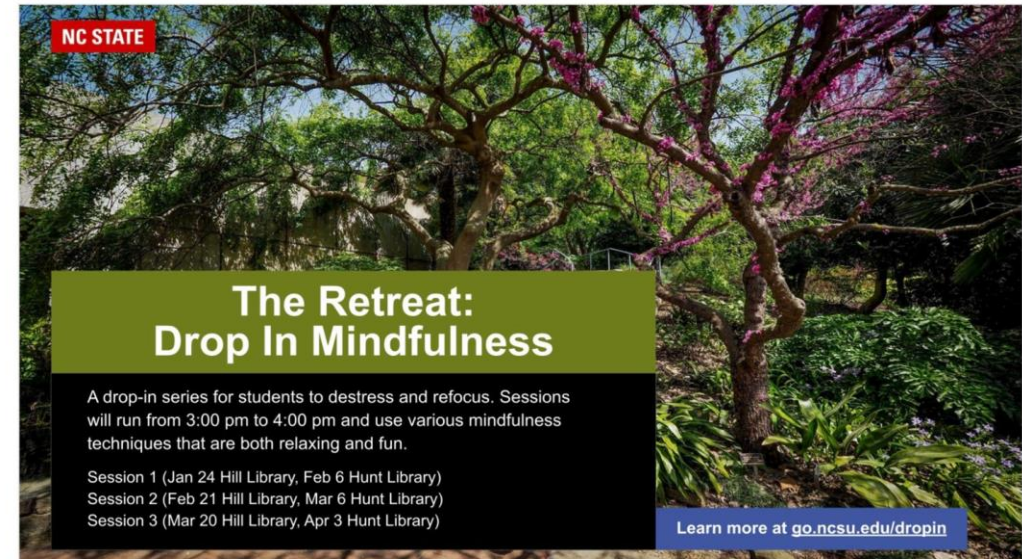
The  
Studios

Lighten Your Pack  
UNIVERSITY LIBRARIES

# Ways to support students...

- Emotionally
- Sensory/regulation space
- Resources for students in need
- Network with local groups
- Mindfulness training
- Expression walls or art projects
- Journaling workshops
- Walking groups
- Trauma informed staff

This event is part of the [Wellness](#) event series.

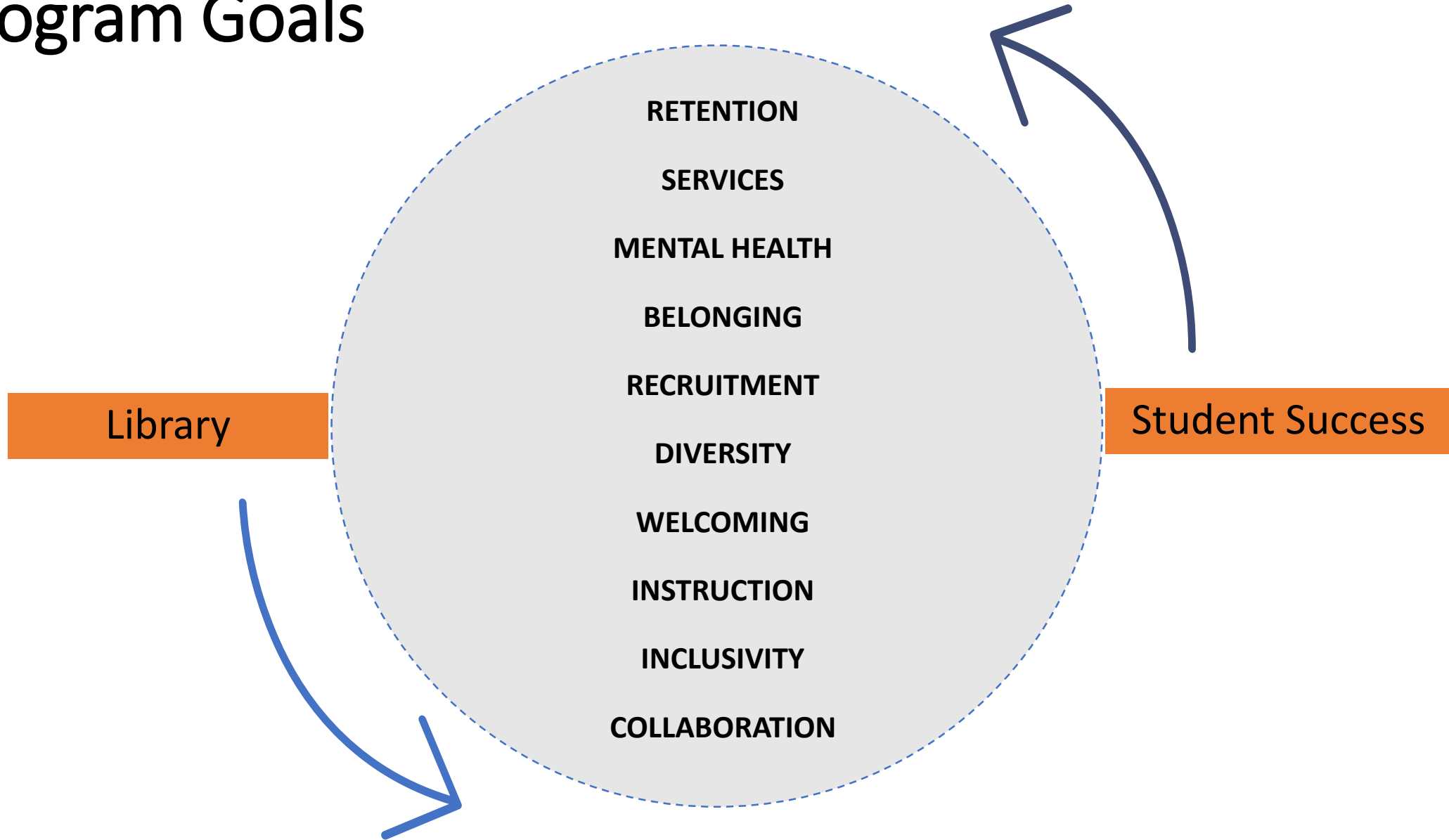


The Retreat: Drop-In Mindfulness



Not a One  
Size Fits All

# Program Goals



# Library is a Campus Hub

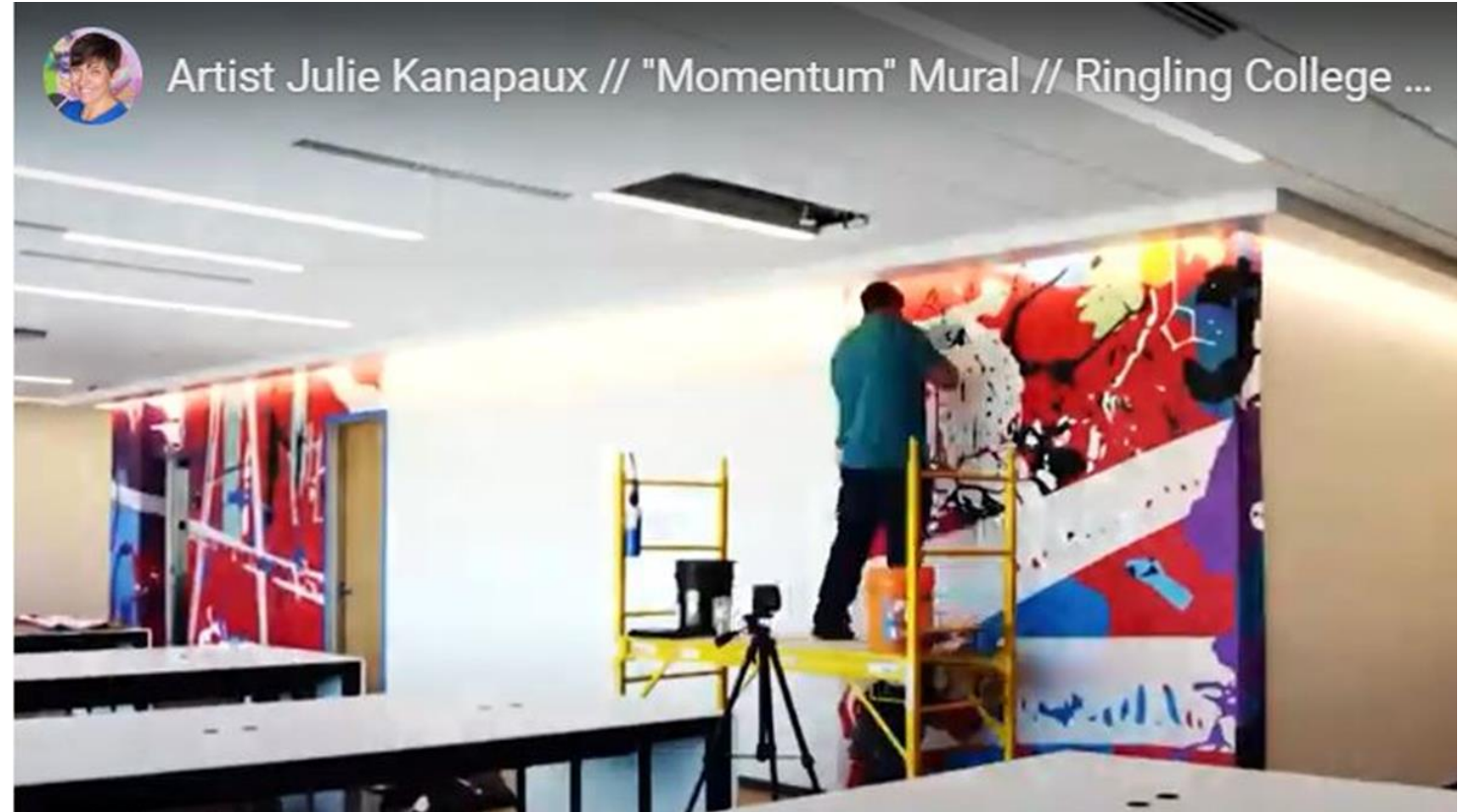


# Access to Resources



# Community Art

Ringling College of Art and Design



# Library is Flexible/Adaptable



# Library is Connected to Environment



Connection to Daylight



Connection with Nature



Connection with Place/Culture

# Questions – Student Success

Describe spaces that you have designed in your libraries that intentionally designed for students to be able to work successfully.

What kind of assessment methods do you employ to align your space with student success factors?

What are your students asking for regarding enhancement of your spaces within your library?

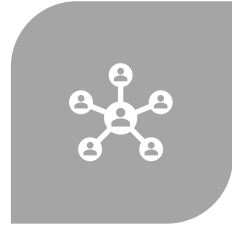
# *Partnerships*



# Ways to create a holistic space



**FRIENDS OF THE LIBRARY**



**NETWORKING WITH NON-PROFITS**



**NETWORKING WITH THE COMMUNITY**



**WORKING WITH OTHER DEPARTMENTS IN THE UNIVERSITY, SPECIFICALLY FACULTY**



**INCORPORATE SPECIAL COLLECTIONS**



**TRAUMA INFORMED TRAINING FOR STAFF**



**DEPENDING ON CURRICULUM, HAVE STUDENTS EARN CREDIT AS MENTAL HEALTH LIAISONS**

# Library is a Gateway | Campus Ecosystem



# Library is a Gateway | Partners Host vs. Home



Pop-Up

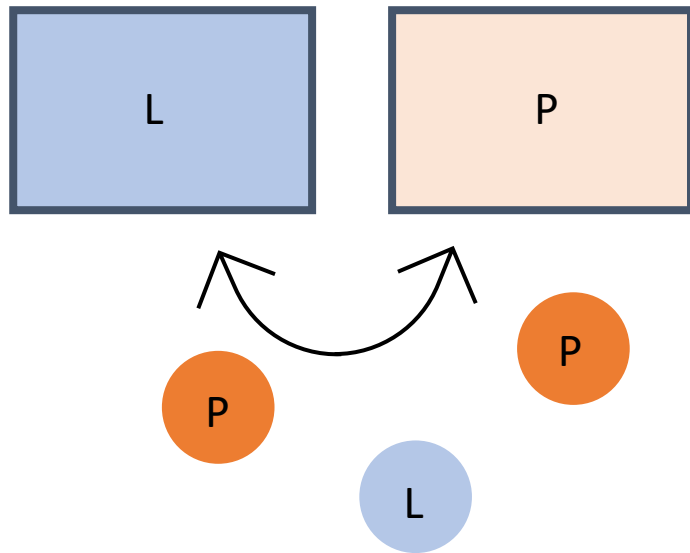


Share Space

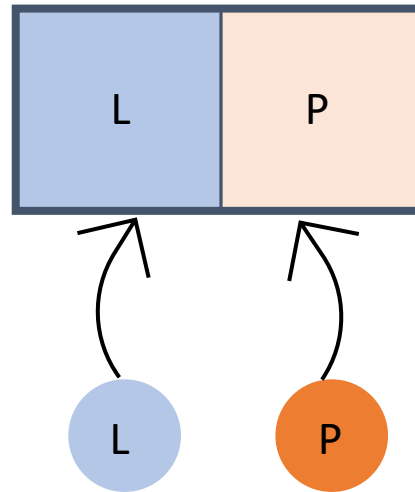


Dedicated

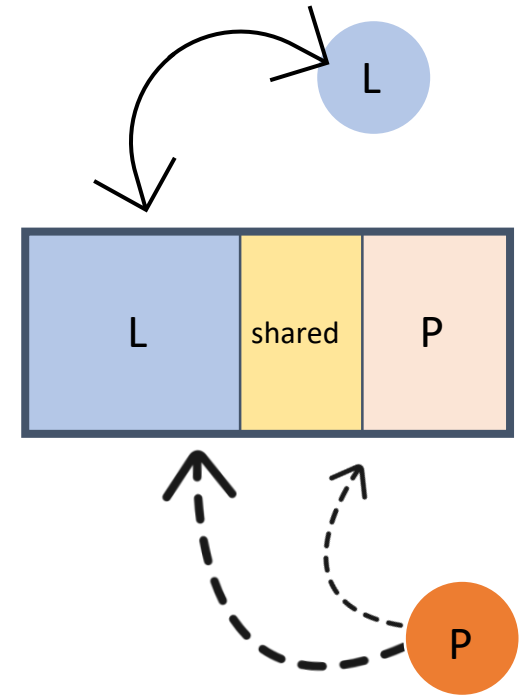
# Planning Models



Campus Ecosystem



Multi-Use



Integrated

# Community and Beyond

- **Library**

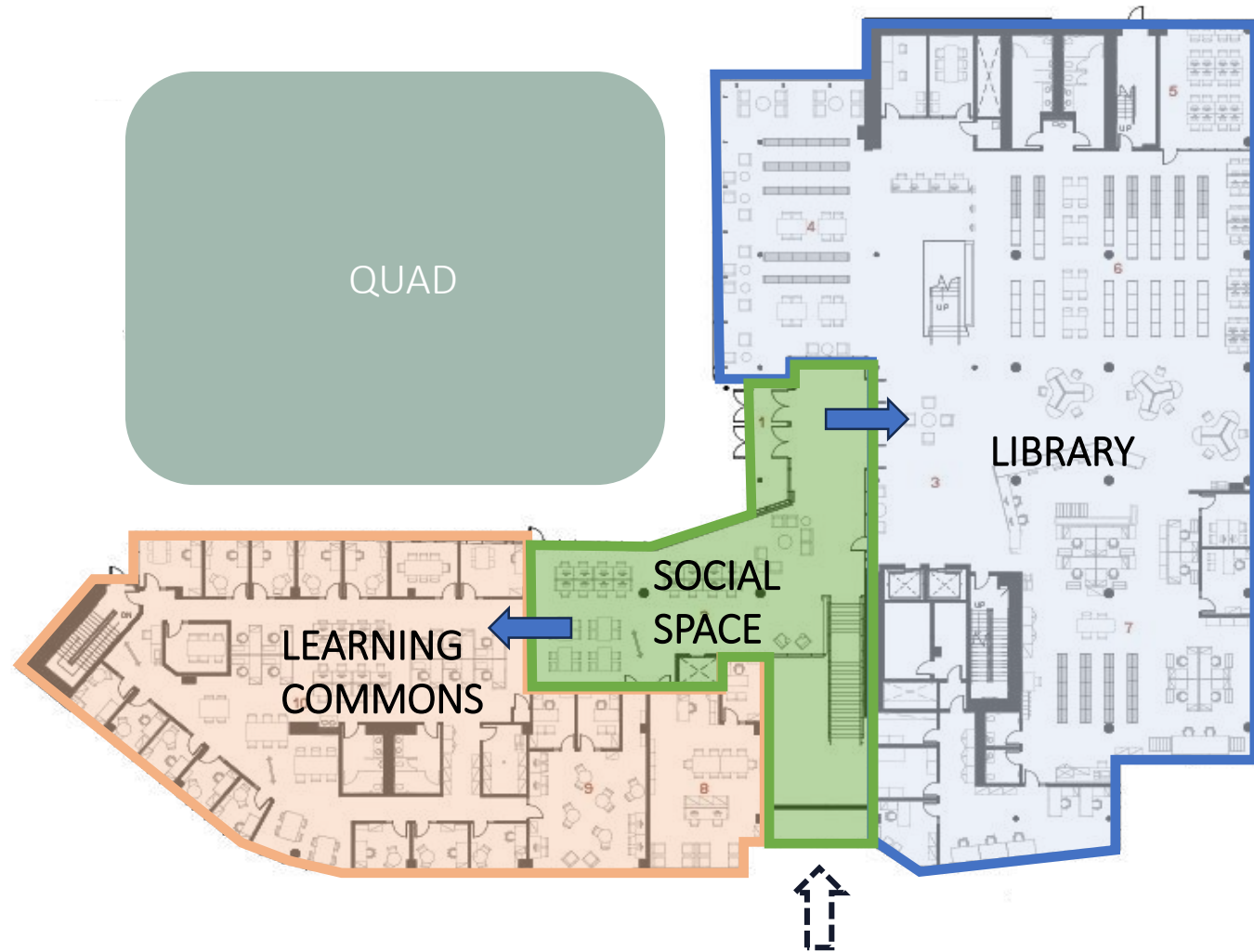
- Collections
- Open and Group Study
- Reading Rooms
- Instructional
- Special Collections & Archives

- **Learning Commons**

- SASS/SSS
- Writing Center
- Honor's Program
- Academic Advising
- Testing Lab
- Disabilities Services

- **Social Space**

- Café Kiosk
- Open Study
- Multi-Purpose Room



# University of Miami | Richter Library



# Community and Beyond



# Questions – Partnerships

Describe spaces that you have designed in order to bring in an internal library to the advantage of your students with the library?

What kind of cross assessment methods are you employing to reinforce the value of that partnership?

What are your students asking for in terms of collaboration between units?

# *Play and Well Being*



# Defining What Play Means

- Libraries have always been a hub for people to interact and spend time with one and another. One of the main goals of academic librarians is for students, promptly young adults, to engage with their library resources. As the role of academic libraries changes, libraries have to adapt to how to present themselves. That's where gaming labs or gaming events come into place.
- “As libraries build up their game collections, offering continuous game opportunities can be a low-cost and relatively low-effort way to encourage more student use of library spaces” (Teresa Slobuski, Eric Johnson, Ginny Boehme, and Lauren Hays, 236).

# Gaming

- Video gaming labs and other ways to include gaming in urban academic libraries provide opportunities for collaboration when they are played or even talked about in groups.
- Able to play together but even to watch or discuss different types of games.
- Creating events to watch different tournaments for popular games or being able to provide a space for a club to meet to discuss this topic.
- Video games themselves can help break down these barriers that students face when going into undergrad. It also helps promote positive interactions between users and staff.



# Library Supports the Whole Person



# Library Supports the Whole Person

## Respite | Play

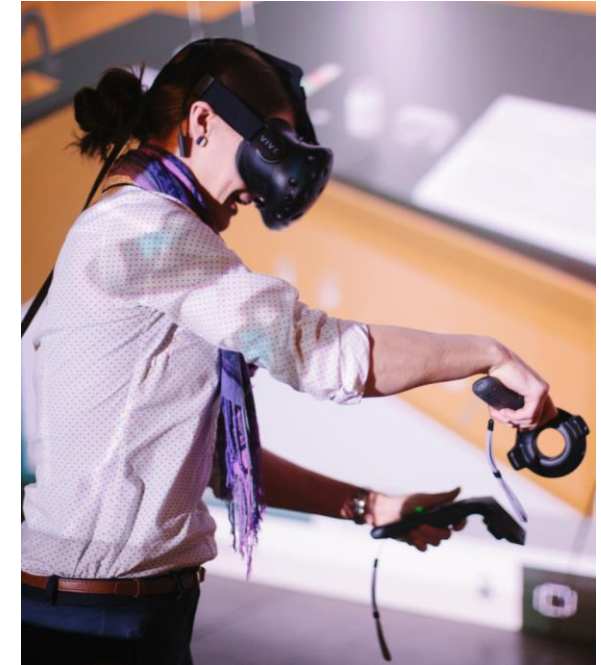


# Play



# Technology

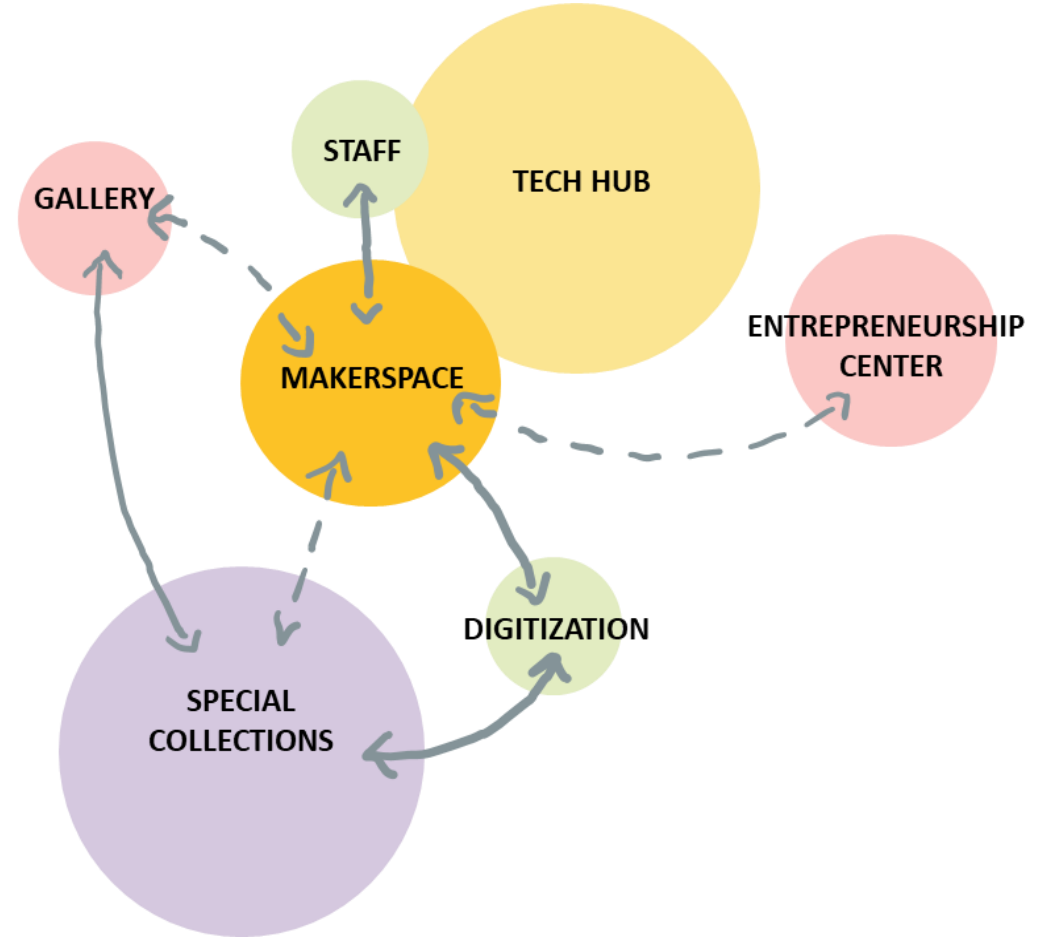
## Breaking down the barrier



# Makerspace

Where does it belong in the library?

- Experiential Learning
  - Creating product
  - Exploring Ideas
  - Invest in use of Equipment
- Stand alone – serves greater campus community
- Special Collections – preservation and conservation efforts
- Reference and Research – teaching opportunities across disciplines



# Makerspaces and Academic Libraries

- What is the appeal of placing Makerspaces in Academic Libraries?
  - Promotes academic libraries as a collaborative space
  - Help students view libraries as more than a place for books and studying
- Expanded Opportunities for instruction and curriculum
  - Increases both opportunities for, and the method of instruction (Julian & Parrott, 2017)
- Provide a space for students to combine knowledge learned into a practical skill



# Makerspace Facilities

- Makerspaces can offer a variety of high-tech tools and machines!

**Sewing Machines**



**3D Printing**



**Vinyl Cutters**



**Laser Cutters**



# Makerspace Facilities

- Makerspaces also may offer a variety of low-tech tools and machines

**Button Makers**



**Knitting Equipment**



**Woodworking tools**



**Painting Supplies**



# The Value of Makerspaces

- What value do Makerspace bring to Academic Libraries?
  - Opportunities for students to explore different learning styles
  - Multi-use space for educational, personal, or extracurricular use
  - Makerspaces give students hands-on experience with a wide variety of technologies
  - Learning new skills for life both in university and post-graduation
  - Creating projects may promote student wellness and campus engagement
  - Promotes and encourages collaboration among students
  - Diversify the resources offered by an Academic Library and opportunities for students (Julian & Parrott, 2017)





# Questions – Play and Well Being

Describe spaces that have been intentionally designed or included to support your campus health and well-being mission?

What kind of observations and studies help to determine the appropriate elements of casual spaces and areas dedicated to care?

How do you identify popular trends that support the whole student?

# *Knowledge Creation*





# Field Guide of New Librarianship

- One of Lankes' influential works is "The Atlas of New Librarianship". In this book, he reimagines librarianship based not on books and artifacts, but on knowledge and learning. Lankes proposes a new mission for librarians: to improve society through facilitating knowledge creation in their communities. He emphasizes that librarians should be facilitators of conversation, seeking to enrich, capture, store, and disseminate the conversations of their communities.
- In summary, Lankes advocates for a dynamic and forward-thinking approach to librarianship, emphasizing the importance of knowledge creation, community engagement, and adaptability in a changing information landscape.

# Digital Scholarship



# Advanced Research Hubs



# Questions – Knowledge Creation

Beyond stacks, how is space dedicated to student networking and development of research and knowledge?

How do you determine success has been achieved using library resources?

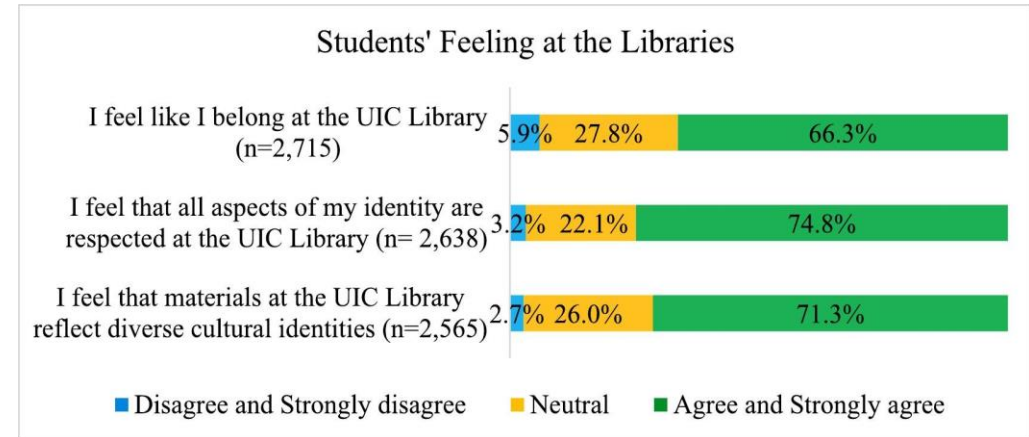
What are stakeholder needs to reinforce knowledge creation success?

# *Resources*

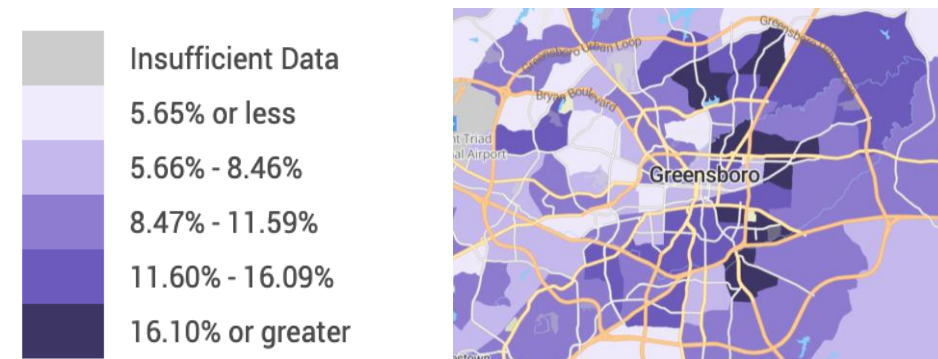


# Trend: Rise in Digital Resources & shifting online

- Article: “College students’ perceptions on sense of belonging and inclusion at the academic library during COVID-19” (Scoulas, 2021)
- Belonging: “perceptions of feeling valued and respected by library staff, and feeling accepted and a valued part of the university library through their access to and use of library spaces and collections” (Scoulas, p. 2)
- Takeaways:
  - 1. Tied belonging in many cases to visiting the physical library (p. 6-7)
  - 2. Student’s identity being respected by the library was rated highest, while other aspects of belonging were the lowest (p. 8)
  - 3. Ensure appropriate accommodations for disabilities (p. 7)



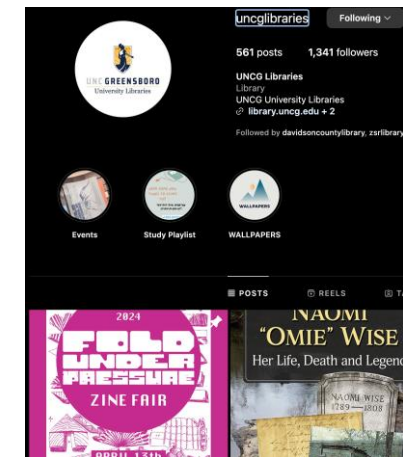
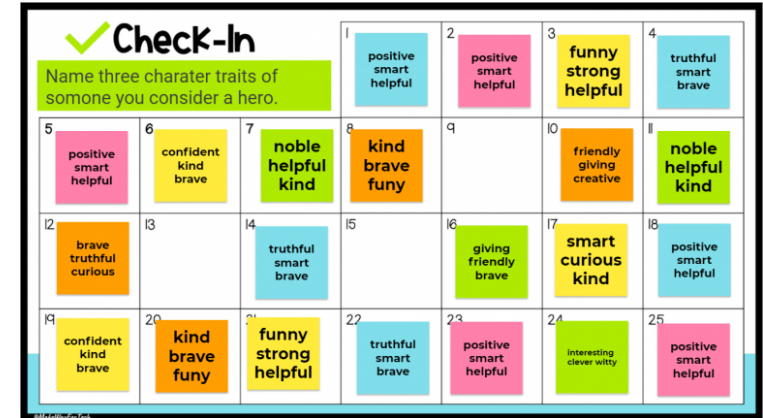
From “College students’ perceptions on sense of belonging and inclusion at the academic library during COVID-19,” by Jung Scoulas, 2021, *The Journal of Academic Librarianship*, 47, p. 4.



Ages 18-64 with a disability from PolicyMap.

# Looking Forward

- Access, Use, & Convenience
  - Digital Divide
  - Accommodations for users with a disability
- 2. Make digital spaces more personal & inviting
  - Digital wall of encouragement
  - Social Media
- 3. Build Community
  - Student presence on library advisory committee (Evans, 75)
  - Digital suggestion boxes (Beaudry, p. 33)



# Open Access Publication Models

- Traditional OA\*
  - Fully OA journal. Journal production costs may be funded by subsidies, article processing charges (APCs), advertising, membership fees
- Hybrid OA
  - Journal with only some OA content (likely funded via APCs)
- Delayed OA
  - Content is OA after an initial embargo period
- Self-archiving
  - Author posts copies of his/her own work (published elsewhere) in an institutional, subject-specific, or other online repository



# What is the Internet Archive?

- The “Internet Archive is a non-profit library of millions of free books, movies, software, music, websites and more”
- Affiliated with the Wayback Machine
- Created in 1996



# Internet Archive

## The Wayback Machine

- The Internet Archive is a good source for information from many different sources
- With how many types of information that they have (and their connection to The Wayback Machine) it is possible to find information from a long range
- With some “adult” information on the site with no age restrictions, there can be some problem with children using the site
- Also, some resources possibly having illegal origins, there may be some problems there



# The Art of Moveable Books

## Virginia Commonwealth University



# Digital Connections

University of Notre Dame | Hesburgh Library



# Access to Collections

## University of Miami



# Hybrid Connect



# Questions - Resource

How are your spaces identified as resources owned and available beyond traditional books and media?

How important is remote storage options important to your library?

Have you accessed the value of books being warehoused vs how that space can be used for different programs?

# Breakout Groups & Facilitators

Student success – Kelly Karpinsky, Shepley Bulfinch

Partnerships – Nathalie Leclair, University of Ottawa

Play and Well Being – Martin Borchert, University of New South Wales

Knowledge Creation – Kornelia Tancheva, University of Pittsburgh

Resources – Mike Crumpton, University of North Carolina Greensboro

Floater- Gry Bettina Moxnes, Oslo Metropolitan University

*You'll have 20 minutes in your group to discuss the three questions presented, please take notes to contribute to the proceedings.*

# Reporting out!

- Themes and questions:
  - Student Success
  - Partnerships
  - Play and Well Being
  - Knowledge Creation
  - Resources



# Resources

- <https://www.library20.com/page/about>
- [What is Organizational Identity and Why is It Important? \(exceptionalfutures.com\)](https://exceptionalfutures.com/what-is-organizational-identity-and-why-is-it-important/)
- [https://en.wikipedia.org/wiki/Organizational\\_identity](https://en.wikipedia.org/wiki/Organizational_identity)
- Campbell, James W. P. *The Library : A World History.* , Illustrated by Will Pryce, The University of Chicago Press, 2013.
- Corral S, Schlak T, Corral S, Bracke P. The Social Turn in Communities, Professions and the Economy. In: *The Social Future of Academic Libraries: New Perspectives on Communities, Networks, and Engagement.* Facet; 2022:3-34.
- Hickerson, H. Thomas, et al., editors. *Designing Libraries for the 21st Century.* Association of College and Research Libraries, 2022.
- Julian, Kristi D., and Deborah J. Parrott. "Makerspaces in the Library: Science in a Student's Hands." *Journal of Learning Spaces*, vol. 6, no. 2, 2017, pp. 13–21.
- Klinenberg, E. (2018). *Palaces for the people : how social infrastructure can help fight inequality, polarization, and the decline of civic life* (First edition). Crown.
- Lankes, R. David. *The Atlas of New Librarianship.* The MIT Press ; Association of College & Research Libraries, 2011.
- Leorke, D., & Wyatt, D. (2022). *The Library as Playground How Games and Play are Reshaping Public Culture.* Rowman & Littlefield Publishers.
- Pope-Ruark, Rebecca. *Unraveling Faculty Burnout : Pathways to Reckoning and Renewal*, Johns Hopkins University Press, 2022. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uncg/detail.action?docID=29138944>.
- Scoulas, Jung Mi. "College Students' Perceptions on Sense of Belonging and Inclusion at the Academic Library during COVID-19." *Journal of Academic Librarianship*, vol. 47, no. 6, 2021, p. 102460, <https://doi.org/10.1016/j.acalib.2021.102460>.
- Yazdani, Nasim. "A Pedagogy of Care in Academic Libraries: A Framework to Increase Underrepresented Communities' Sense of Belonging and Engagement." *Journal of the Australian Library and Information Association*, 2024, pp. 1–24, <https://doi.org/10.1080/24750158.2024.2391224>.