



**Program Summary**  
Redesign of the Neilson Library Complex  
18 April 2016

MAYA LIN STUDIO II **Shepley Bulfinch**



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*I believe a library should have books under its roof – there's no doubt in my mind about this fact – but I wouldn't mind seeing less of them, in order to appreciate the ones that are exposed more. Neilson is by far one of my least favorite buildings on campus: the dark, almost suffocating stacks make it uncomfortable for me, and the confusing layout was quite intimidating at first. I hope the future library moves forward towards a more inviting and luminous structure, while still keeping a most necessary tie to its past.*

– Smith Student '18, Book Studies 140, January 15, 2016

# **I. Executive Summary**

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## Executive Summary

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The Program Committee, chaired by Provost Katherine Rowe, began its work in spring 2015. In partnership with Shepley Bulfinch, its twenty-five members designed a campus engagement process with a wide range of opportunities for information-gathering, feedback, and critique. In this way, they sought to determine what elements the campus regarded as critical to the redesign of the Neilson Library complex (Neilson Library and Alumnae Gymnasium). The process included open discussion about personal experience and future ambitions, as well as quantitative data-gathering and observational analysis. In making decisions about programming, instead of creating a hierarchy of *users* of library space, the Committee set priorities for *uses*: uses that can only happen in the library, uses that happen best in the library, and uses that benefit from the library's special resources and purposeful atmosphere.

The Committee set up ten Working Groups (pp. 16-17) with more than 50 people involved, each tackling a different aspect of the project. The first phase of the engagement, *study & listening*, was completed mid-November 2015, and the second phase, *synthesis & detailed program work*, ran through mid-December; both phases ended with full day playback sessions at which campus feedback was invited. Over 128 faculty, 505 students, 120 staff, and 190 alumnae participated in programming events,

and 1,038 community members were surveyed by the brightspot consultants, whose findings are summarized on pp. 28-33.

From these engagements, the Committee learned that Library users want to convene in inclusive, accessible, beautiful spaces with natural materials, light, and connections to the surrounding campus. They asked for improved navigation, access to expert staff, and up-to-date technology. They seek varied, flexible, and reconfigurable spaces that support solo work, quiet group study in heritage reading rooms, and enclosed rooms for collaboration. The resultant program envisions a sustainably designed library of the twenty-first century that makes intellectual activity visible in formal and informal exhibit areas that spotlight experimentation and innovation as well as celebrating traditional scholarship.

The redesigned Library will pioneer new modes of collaboration and access to well-curated, intensively used general collections and foster new kinds of collaboration between users. It will showcase the College's stellar Special Collections of rare and unique materials. Sensitive to the landscape and ecology of Western Massachusetts, the program respects the life of these two historic buildings over many generations since the founding of Neilson Library in 1909 and Alumnae Gymnasium in 1890, when women's participation in scholarship and sport were still new ideas.

Reports of each Working Group appear on pp. 34-55. The program proper follows on pp. 61-77 beginning with a statement of space constraints and listing eight core elements: *public space; staff spaces in public areas; general collections; Special Collections; distributed seating; a technology-rich Commons; dedicated workspaces for library staff; and building support and storage*. The program ends with thoughts about landscape and outdoor spaces. Supplementary materials begin on p. 80.

# II. Process and Outcomes

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- Methodology .....9 - 13
- Program Committee .....14 - 59



# Process and Outcomes

## Methodology

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### Overview of Process

The programming and engagement process was designed with a key goal in mind: to create a wide range of opportunities for campus dialogue, feedback and critique of the program vision as well as the elements to be included in the redesign of Neilson Library. This process, facilitated by the College and Shepley Bulfinch, incorporated opportunities for dialogue about personal experience and future ambition, as well as quantitative data gathering and observational analysis completed by an anthropological consultant. Simultaneous to the open engagement sessions, Program Committee members led a series of Working Groups that embarked on more detailed explorations of the particular program topics.

# Process and Outcomes

## Methodology

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### Process Map

To organize the roles and decision making process for the project, Smith Leadership and the Design Team developed the following structure to guide the programming and design process. Recognizing the complexity of sustaining a multi-tiered Committee structure Smith created key overlaps in membership to facilitate and streamline the dialogue and decision making necessary to make the project successful.

### Roles

**Building Committee** | Chair: Mike Howard

*Role:* Acts as a filter, provides feedback and positions the design & program to be presented to Board for authorization

**Coordination Team** | Chair: Charlie Conant

*Role:* Synthesizes project goals and requirements. Coordinates efforts to implement program and design

**Design Committee** | Chair: Kathy McCartney

*Role:* With reference to constraints set by President, Cabinet & Trustees, makes recommendations for the building design

**Program Committee** | Chair: Katherine Rowe

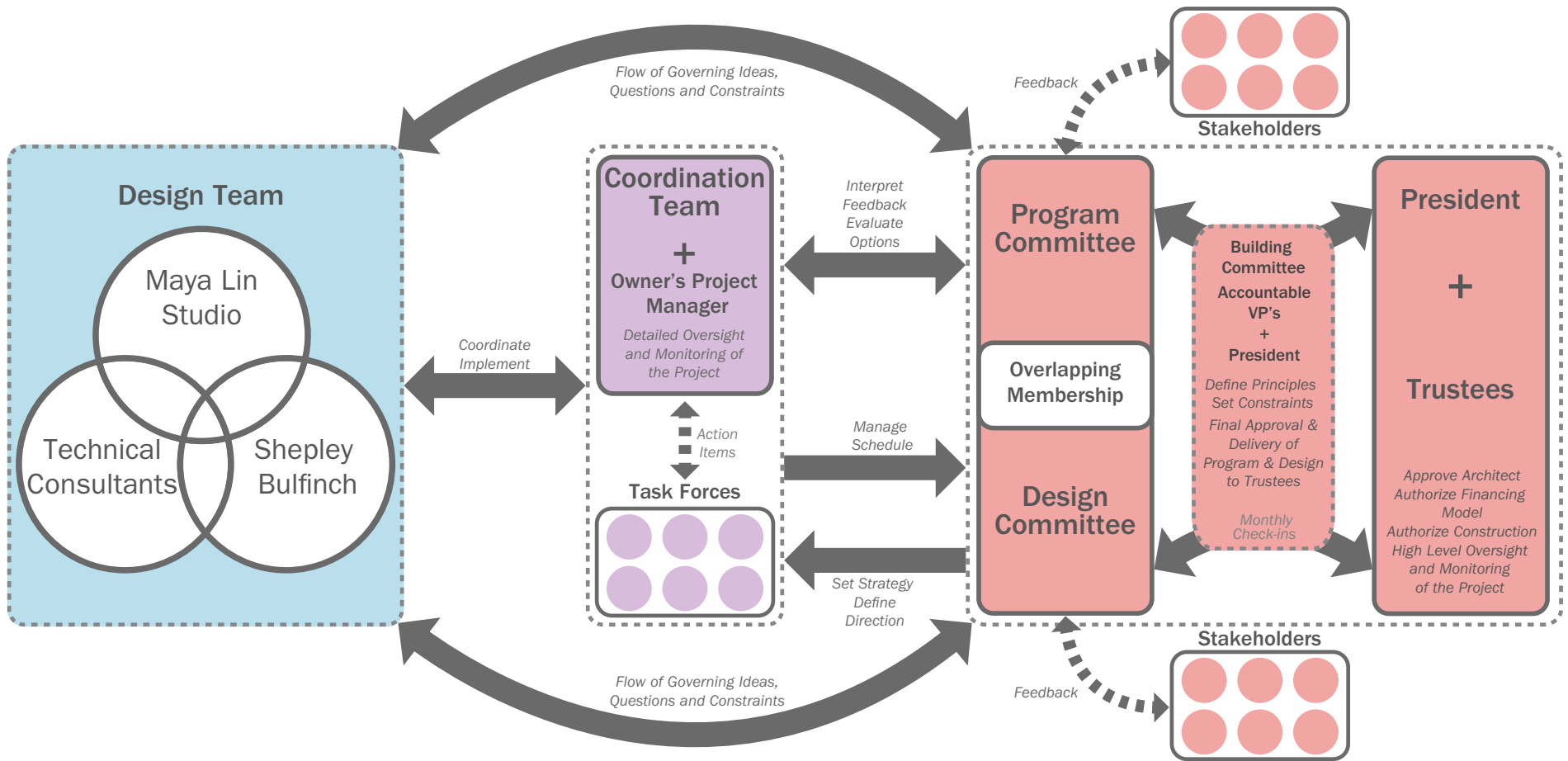
*Role:* With reference to constraints set by President, Cabinet & Trustees, makes recommendations for the program

### Stakeholders

Faculty  
Students  
Staff  
Community  
Others as appropriate

### Task Forces

*Role:* Will gather data on a range of detailed topics to inform the development of the design



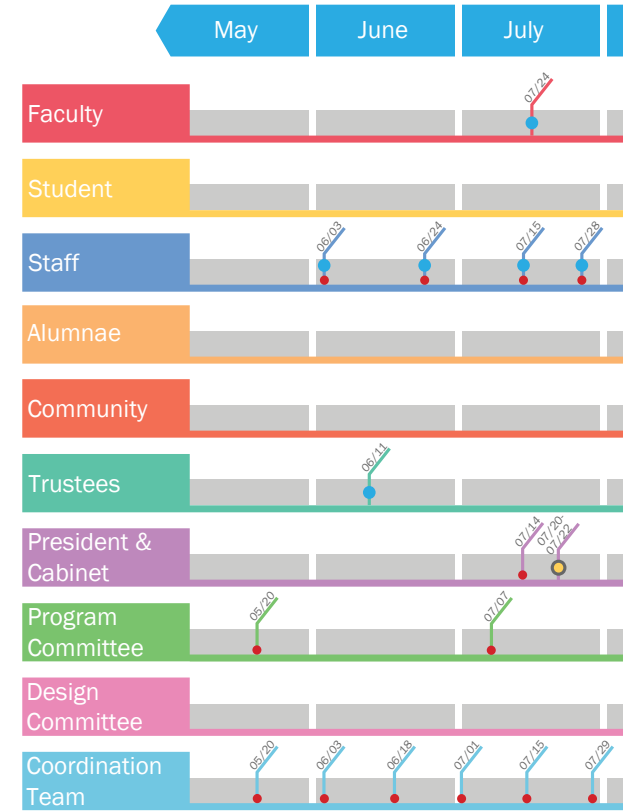
# Process

## Methodology

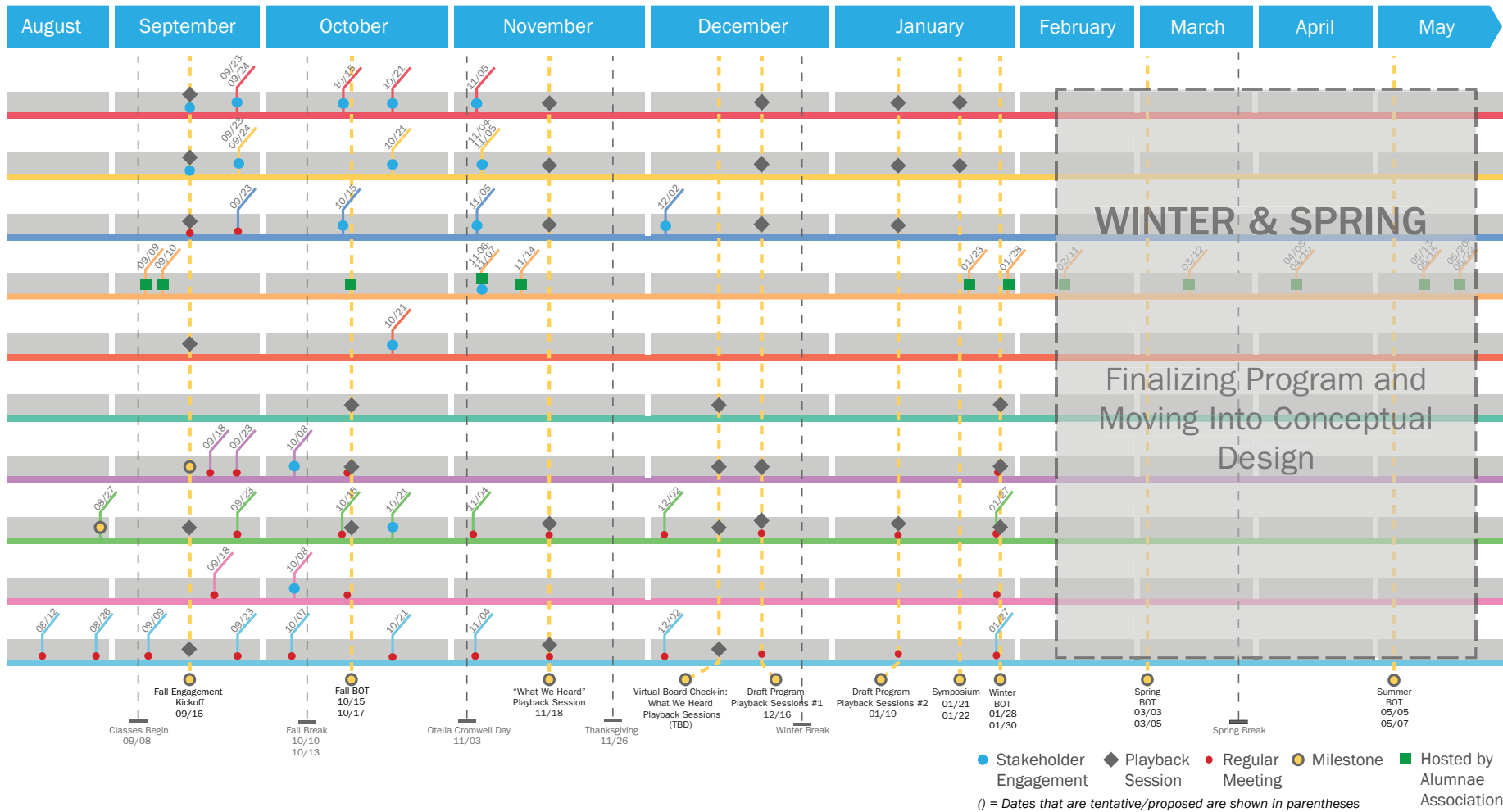
### Engagement Schedule

During the summer, prior to the campus-wide kickoff, a “Calendar Sub-Committee” gathered to plan the frequency and types of engagement sessions to be held in the fall semester. Dates and events were aligned to bring a variety of Smith stakeholders together to consider and explore themes and drivers for the future of Neilson library. The stakeholder groups included: Faculty, Students, Staff, Library Leadership, Community, Alumnae, Trustees, President and Cabinet, Program Committee, Design Committee and Coordination Team.

Efforts were made to provide opportunities for participation through a variety of types of events: from formal sessions focused on a single topic to more informal, drop-in and poster sessions which allowed people to give feedback and ask questions at their own pace. In addition to the events listed here, the student members of the Program Committee organized a student led Working Group to gather input from students at house teas, peer discussions and “tabling” in the Campus Center. “Playback” dates were identified at the end of each phase to ensure that the Smith community had an opportunity to clarify their ideas and hear about the ideas of others.



Faculty	Student	Staff	Alumnae	Community	Trustees	President & Cabinet
<ul style="list-style-type: none"> <li>● 07/24 Library Focused Classes Conference Call: Maya Lin + Faculty</li> <li>◆ 09/16 Fall Engagement Kickoff</li> <li>● Faculty Engagement 01: All Campus Event</li> <li>● Faculty Reception</li> <li>● Focus Group Session</li> <li>● 09/23-09/24 Faculty Engagement 02: Faculty focused Lunch</li> <li>● Focus Group sessions (TBD)</li> <li>● 10/15 Faculty focused Lunch</li> <li>● 10/21 Faculty Engagement 03: Faculty focused Lunch</li> <li>● Focus Group sessions (TBD: engagement with library focused classes)</li> <li>● 11/05 Focus Group: Sustainability</li> <li>◆ 11/18 What We Heard: Playback</li> <li>◆ 12/16 Draft Program: Playback 01</li> <li>◆ (TBD) Draft Program: Playback 02</li> <li>◆ 01/19 Draft Program: Playback 02</li> <li>◆ Faculty Retreat Presentation</li> <li>◆ 01/21-01/22 Symposium</li> </ul>	<ul style="list-style-type: none"> <li>◆ 09/16 Fall Engagement Kickoff</li> <li>● Student Engagement 01: All Campus Event</li> <li>● Focus Group Sessions</li> <li>● 09/23-09/24 Student Engagement 02: Student focused Tea</li> <li>● Focus Group sessions (TBD)</li> <li>● 10/21 Student Engagement 03: Student focused Tea</li> <li>● Focus Group sessions (TBD: engagement with library focused classes)</li> <li>● 11/04-11/05 Ada Lunch</li> <li>● Focus Group: Sustainability</li> <li>◆ 11/18 What We Heard: Playback</li> <li>◆ 12/16 Draft Program: Playback 01</li> <li>◆ (TBD) Draft Program: Playback 02</li> <li>◆ 01/21-01/22 Symposium</li> </ul>	<ul style="list-style-type: none"> <li>● Library Leadership Team Bi-Weekly Meetings (See Dates Above)</li> <li>● 06/03 Library Staff Engagement 01</li> <li>● 06/24 Library Staff Engagement 02</li> <li>● 07/15 Library Staff Engagement 03</li> <li>● 07/28 Admissions and Development Staff</li> <li>◆ 09/16 Fall Engagement Kickoff</li> <li>● 10/15 Library Leadership Workshop</li> <li>● 11/04-11/05 Library Staff Workshop</li> <li>● Focus Group: Sustainability</li> <li>◆ 11/18 What We Heard: Playback</li> <li>● 12/02 Program Deepdive/Synthesis (Informed by Playback Feedback)</li> <li>◆ 12/16 Draft Program: Playback 01</li> <li>◆ (TBD) Draft Program: Playback 02</li> </ul>	<ul style="list-style-type: none"> <li>■ 09/09 All Alumnae Event: DFW</li> <li>■ 09/10 All Alumnae Event: Houston</li> <li>■ 10/15-10/17 AASC Board Meeting</li> <li>● 11/06 Alumnae Engagement 01</li> <li>■ 11/06-11/07 All Volunteer Conference</li> <li>■ 11/14 Smith in the City: Boston</li> <li>■ 01/23 Smith in the City: Washington D.C.</li> <li>■ 01/28 All Alumnae Event: Chicago</li> <li>■ 02/11 All Alumnae Event: New York</li> <li>■ 03/12 Smith in the City: San Francisco</li> <li>■ 04/08-04/10 AASC Board Meeting</li> <li>■ 05/13-05/15 Reunion I</li> <li>■ 05/20-05/22 Reunion II</li> </ul>	<ul style="list-style-type: none"> <li>◆ 09/16 Fall Engagement Kickoff</li> <li>● 10/21 Community Engagement 01: Session at Forbes Library</li> </ul>	<ul style="list-style-type: none"> <li>● 06/11 Library Round Table (Trustees)</li> <li>◆ 10/15-10/17 Fall BOT</li> <li>◆ (TBD) Virtual Board Check-in: What We Heard Playback Session</li> <li>◆ 01/28-01/30 Winter BOT</li> </ul>	<ul style="list-style-type: none"> <li>● Pre BOT Calls: (See Dates Above)</li> <li>● 07/14 Prep Call with President and Provost</li> <li>● 07/20-07/22 President and Cabinet Retreat</li> <li>● 09/16 President Introduces Maya Lin To Campus</li> <li>● 09/18 Design Committee Kickoff Call</li> <li>● 10/08 Site Visit/ Library Tours</li> <li>◆ 10/15-10/17 Fall BOT</li> <li>◆ (TBD) Virtual Board Check-in: What We Heard Playback Session</li> <li>◆ 12/16 Draft Program: Playback 01</li> <li>◆ 01/28-01/30 Winter BOT</li> </ul>



### Program Committee

- Library Program Committee: Bi-Weekly Meetings (See Dates Above)
- 07/07 Calendar Sub Committee
- 08/27 Summary of Summer Work
- ◆ 09/16 Fall Engagement Kickoff
- ◆ 10/15 Fall BOT
- 10/21 Engagement Day
- ◆ 11/18 What We Heard: Playback
- 12/02 Program Deepdive/Synthesis (Informed by Playback Feedback)
- ◆ (TBD) Virtual Board Check-in: What We Heard Playback Session
- ◆ 12/16 Draft Program: Playback 01
- ◆ 01/19 Draft Program: Playback 02

### Design Committee

- Pre BOT Calls: (See Dates Above)
- 09/18 Kickoff Call
- 10/08 Site Visit/ Library Tours

### Coordination Team

- Coordination Team Bi-Weekly Meetings (See Dates Above)
- ◆ 09/16 Fall Engagement Kickoff
- ◆ 11/18 What We Heard: Playback
- ◆ (TBD) Virtual Board Check-in: What We Heard Playback Session

## Process and Outcomes

Program Committee

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## Overview of the Committee

The Program Committee, chaired by Provost Katherine Rowe, started their work in the spring of 2015. They created a framework for the topics that needed to be explored deeply during the fall of 2015. In addition to regularly held committee meetings and several focused workshops to review engagement feedback, they also attended open campus sessions for first hand exposure to the campus dialogue. Through this process, the Program Committee, with Shepley Bulfinch, created the Program Framework summarized here.

## Stakeholders and Participants

The core goal of the fall engagement was to create as many opportunities for the campus community to be part of the program development as possible. To that end, the Program Committee focused on establishing an environment that promoted honest, open discussion in which they could learn about the components and changes the campus felt were critical to the redesign of Neilson. In this way, preconceived notions were re-examined, and new ideas bubbled up for further exploration. To accomplish these goals, the process brought together multiple stakeholders around single topics, and also gave those same groups access to sessions tailored for specific stakeholders (faculty lunches, student teas etc.). The intent of this process was to encourage all voices to be heard within a comfortable venue. The following pages outline participants and modes of input.

Nancy Bradbury  
Elizabeth Carpenter  
Patrick Coby  
Charles Conant  
Deborah Duncan  
Nalini Easwar  
John Eue  
Sarah Evans  
Betty Eveillard  
Madeleine Fackler  
Barbara Kellum  
Kimberly Kono  
Thomas C. Laughner  
Donna Lisker  
Christopher Loring  
Steven Moga  
Roger Mosier  
Elizabeth Myers  
Cornelia Pearsall  
Judy Pelham  
Barbara Polowy  
Danielle Ramdath  
Katherine Rowe  
Dano Weisbord  
Maria Wood

# 25

*Program Committee members*

## Process and Outcomes

Program Committee // [stakeholders and participants](#)

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### Program Committee Working Groups

Program Committee members led a series of Working Groups focused on key aspects of the program. Their work included:

1. Researching the program topic assigned to the Working Group with librarians providing expertise, information, data and support.
2. Outlining factors and criteria related to the Working Group assignment.
3. Enlisting members of campus outside of the Program Committee, as needed, to create scenarios and an informed recommendation.
4. Outlining philosophy, decision criteria and program needs as part of the Group's recommendation.
5. Reporting back to the Program Committee with recommendations, facilitate discussion and revise on the basis of committee discussion.

Topics and membership of the Working Groups are outlined below. Each Working Group included a convener to plan their work and facilitate reaching out to others in the Smith community who could contribute to the thinking and exploration of the topic.

#### Vision Working Group

Nancy Bradbury, *Professor, English Language and Literature*

Betty Eveillard, *Chair, Board of Trustees*

Christopher Loring, *Director of the Libraries*

Steven Moga, *Assistant Professor, Landscape Studies*

Katherine Rowe, *Provost and Dean of Faculty (convener)*

#### User/Study Spaces Working Group

Sika Berger, *User Experience Librarian*

Sarah Evans '18

Kimberly Kono, *Associate Professor, East Asian Languages & Literature*

Brendan O'Connell, *Instructional Technology Librarian*

Barbara Polowy, *Head of the Hillyer Art Library (convener)*

Maria Wood, AC

#### Collections Working Group

Patrick Coby, *Professor, Government*

Deborah Duncan '77, *Trustee*

Barbara Kellum, *Professor, Art, Chair of Faculty Council*

Robert O'Connell, *Director of Discovery & Access*  
Elizabeth Myers, *Director of Special Collections, (convener)*

Danielle Ramdath, *Associate Dean of the Faculty*  
Amy Rhodes, *Associate Professor, Geosciences*  
Pamela Skinner, *Head of Collection Development*  
Maria Wood, AC

#### Teaching / Seminar / Instruction Spaces and Technology Working Group

Martin Antonetti, *Curator of Rare Books*

Betsy Carpenter, *Development & Campaign Director*

Floyd Cheung, *Associate Professor, English / Sherrerd Center*

Yasmin Chin Eisenhauer, *Instructional Technologist*

Anne Houston, *Director of Teaching, Learning & Research, (convener)*

Donna Lisker, *Dean of the College and Vice President for Campus Life*

Miriam Neptune, *Digital Scholarship Librarian*

Judith Pelham '67, *Trustee*

# 50+

**Working Group Members**



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**Sustainability Working Group**

Steven Moga, *Assistant Professor, Landscape Studies*  
Roger Mosier, *Associate Vice President for Facilities Management*  
Janet Spongberg, *Josten Library Circulation Coordinator*  
Dano Weisbord, *Director of Campus Sustainability and Space Planning (convener)*  
Julia Franchi-Scarselli, '18  
Cara Dietz, '19

**Co-Occupants Working Group**

Charlie Conant, *Senior Project Manager, Facilities Management*  
Nalini Easwar, *Professor, Physics*  
Sarah Evans '18  
Madeleine Fackler '80, *Trustee*  
Anne Houston, *Director of Teaching, Learning & Research*  
Elisa Lanzi, *Director of Digital Strategies & Services*  
Thomas C. Laughner, *Director of Educational Technology Services, (convener)*  
Christopher Loring, *Director of the Libraries*  
Roger Mosier, *Associate Vice President for Facilities Management*  
Cornelia Pearsall, *Professor, English Language and Literature*  
Dano Weisbord, *Director of Campus Sustainability and Space Planning*

**Student Advisory Working Group**

Molly Ackerman '17, *Architecture*  
Michelle Chen '19, *Economics*  
Cara Dietz '19, *Environmental Science & Policy (intended)*  
Sarah Evans '18, *co-chair, Study of Women & Gender (convener)*  
Katie Ferrall '16, *Government*  
Julia Franchi-Scarselli '18, *Art History and Environmental Science & Policy (intended)*  
Alana Kepler '19, *undeclared*  
Vivian Wang '19, *Engineering*  
Lyn Watts '17, *Geoscience*  
Maria Wood AC, *co-chair, American Studies (convener)*  
Kim Zhang '19, *Economics and Government (intended)*

**Special Collections Working Group**

Martin Antonetti, *Curator of Rare Books*  
Rosetta Cohen, *Sylvia Dlugasch Bauman Professor, Education & American Studies*  
Maida Goodwin, *Collections Archivist*  
Elizabeth Myers, *Director of Special Collections, (convener)*  
Robert O'Connell, *Director of Discovery & Access*  
Nanci Young, *College Archivist*

**Staff Spaces Working Group**

Anne Houston, *Director of Teaching, Learning & Research*  
Elisa Lanzi, *Director of Digital Strategies & Services*  
Christopher Loring, *Director of the Libraries*  
Elizabeth Myers, *Director of Special Collections*  
Robert O'Connell, *Director of Discovery & Access (convener)*  
Barbara Polowy, *Head of the Hillyer Art Library*

**Service Model Working Group**

Anne Houston, *Director of Teaching, Learning & Research, (convener)*  
Reese Julian, *Circulation Manager*  
Elisa Lanzi, *Director of Digital Strategies & Services*  
Thomas C. Laughner, *Director of Educational Technology Services*  
Christopher Loring, *Director of the Libraries*  
Elizabeth Myers, *Director of Special Collections*  
Robert O'Connell, *Director of Discovery & Access*

## Process and Outcomes

Program Committee // [stakeholders and participants](#)

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# 943+

## ***Participated in engagement sessions and workshops***

Over 128 faculty, 505 students, 120 staff and 190 alumnae participated in 34 different engagement sessions and 2 playback days

# 1,038

## ***Engaged through brightspot's focused research***

956 Survey Respondents

62 participants in "dScout" app

20 One-on-One interviews (5 Student, 15 Faculty)

## **Summary of Campus Engagement**

Engagement sessions were established by theme, and either divided by constituent (for example student focused library teas or study breaks, faculty lunches or staff-focused sessions) or open to the full campus community to foster cross-disciplinary dialogue.

The first phase of the engagement, study & listening, was completed mid-November, and capped with a full day, open playback poster session. All members of the campus were invited into the Browsing Room to react to materials that presented what was learned during the themed sessions and to provide additional feedback.

In conjunction with the Working Group reports, this material and the community's comments were reviewed at a subsequent Program Committee workshop.

Following completion of phase 2, synthesis & detailed program work, a second open playback session was held in mid-December to again share progress made during the engagement sessions and by the Program Committee Working Groups.

# Process and Outcomes

Program Committee

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## Highlights of Engagement Sessions and Playbacks

Eight important themes were identified to serve as the structure for the fall engagement sessions. A variety of interactive methods were designed to prompt thinking and creative discussion around these themes. The goal was to draw out current perceptions and behaviors as well as to explore how these ideas might evolve or change with future generations of users and technologies.



## Engagement Session Organizing Themes

### Space Types:

What are the kinds of spaces you come to the library for? What are the characteristics of those spaces? What is it like where you study?  
*09/23, 10/14, 10/15, 10/21, 11/04 + House teas*

### Research:

What is your research process?  
*09/23*

### Collections for Research and Teaching:

(General themed session + Faculty Lunches).  
*09/24, 10/15, 10/21, 12/7*

### Technology and Tools for Teaching, Learning and Research:

*09/23*

### Flexibility:

Exploring Fixed vs. Flexible vs. Evolving spaces in the library.  
*09/23*

### Diversity:

How to make the library welcoming to all.  
*10/21 - 2 sessions*

### Accessibility:

Exploring universal design and accessibility needs to support teaching learning and research in the library.  
*10/21*

### Sustainability:

What Makes a Sustainable Library? A Campus Conversation - help frame our thinking about library programming as it relates to sustainability.  
*11/05*

### Playback #01:

“What We Heard”  
*11/18*

### Playback #02:

“What We’ve Done”  
*12/16*



# Process and Outcomes

Program Committee // *highlights of engagement sessions and playbacks*

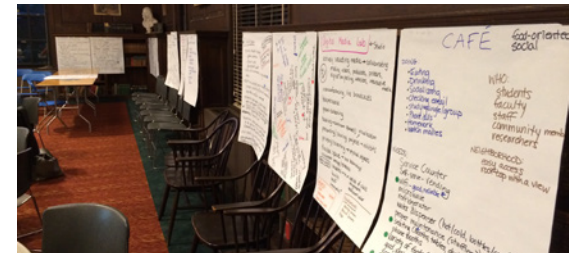
Space Types | Research | Collections for Research & Teaching | Technology & Tools for Teaching, Learning and Research |

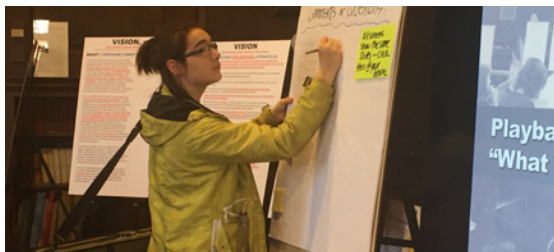
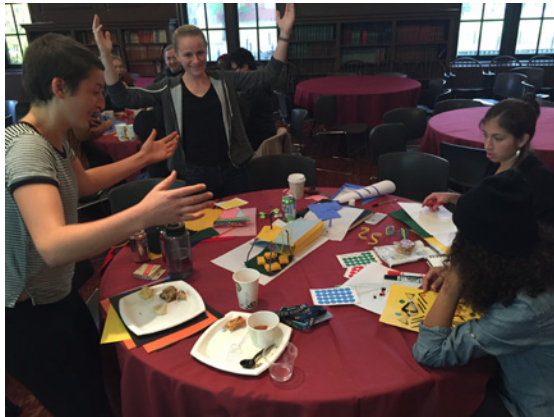
“Teaching technology is also teaching the process of researching”

“Libraries can expose people more organically to new things and materials”

“A range of spaces, quiet study spaces (especially surrounded by books) work spaces, collaborative spaces, social spaces, etc.... are also key to the effective use of collections in Neilson Library”

We need... “Places that encourage group work with a way to identify/name group spaces so you can meet someone there”





For me the library is: “ a place to go for the best guidance to knowledge everywhere”

“What level of user control or autonomy will exist to implement change?”

“The Library should have everything I need to do my work, or be able to refer me [to what I need].”

“There is benefit to thinking of the technology in the library as a ‘kit of parts’ that can evolve”

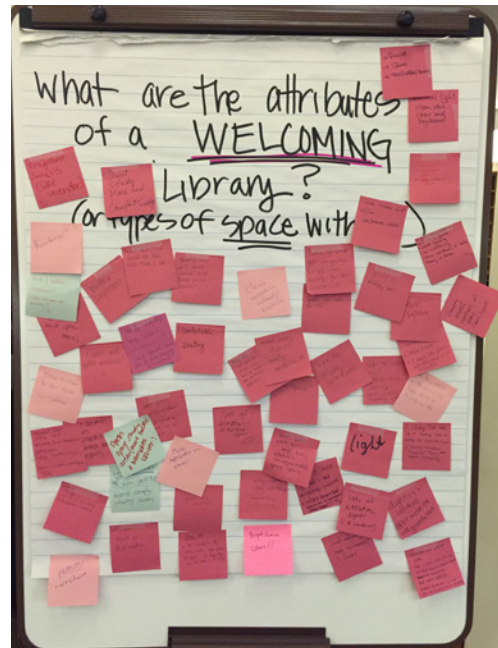


## Process and Outcomes

Program Committee // [highlights of engagement sessions and playbacks](#)

Space Types | Research | Collections for Research & Teaching | Technology & Tools for Teaching, Learning and Research |

Don't just ensure equal  
access, but complete access,



"The library's collection is accessed to support diverse needs including (but not limited to): professional development/research, course/project research, to support instruction/course planning, to check a reference, personal research, for pleasure/entertainment/fun"

"Make room for diversity of thought: through active/impromptu discussion space, exhibits or curated collections"

"Support diverse needs by offering a range of choices for study space and level of human contact plus some level of ability to take ownership and adjust elements of space for individual study/work methods"

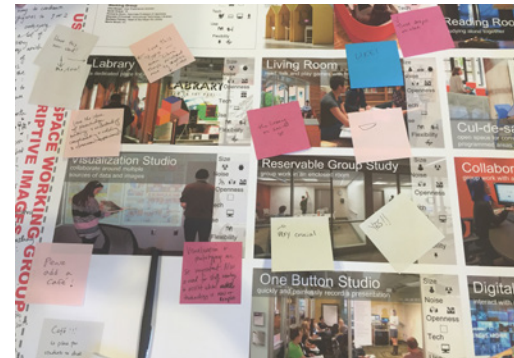




“Provide clear info on what resources/spaces are available through the building at the entry (and what is currently in use?)”

“we should recognize the changing role of libraries in scholarship; e.g. access to data resources is as important as monographs and journals.”

“The library makes a resource ‘subject-neutral’ - not owned by anyone”

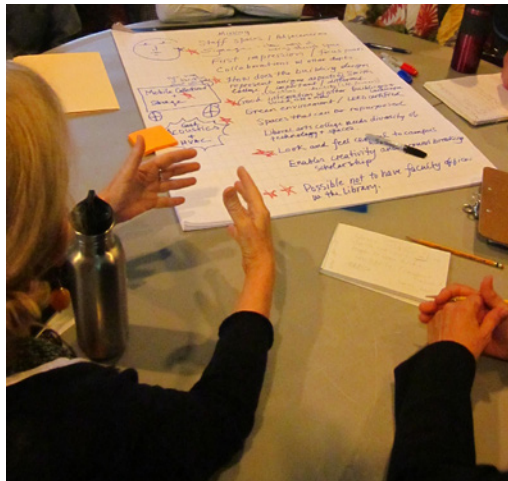


# Process and Outcomes

## Program Committee

### Library Staff Engagement

Library staff were encouraged to attend open themed engagement sessions, as well as a series of library staff events that began in summer 2015. The summer sessions concluded with an open playback session that defined a series of points for further exploration with the full campus in the fall. More detailed work was done in the fall to explore programmatic needs and opportunities for staff work space, special collections and the evolving service model.



### Library Staff Summer Workshops:

Workspace tours and themed discussion with:

06/13

- Digital Strategies and Services
- Special Collections
- Discovery and Access

07/13

- Teaching, Learning and Research

More detailed discussions with:

06/24

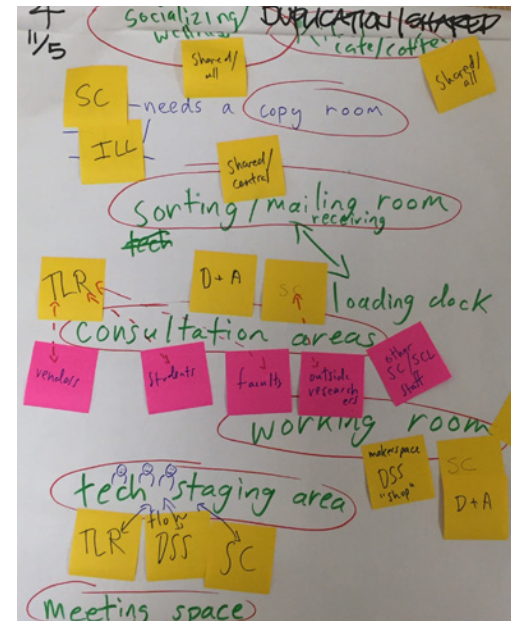
- Special Collections
- Library Staff Renovation Committee
- Collaboration for Technology Enhanced Learning

Open Staff Playback

07/13

### Library Staff Fall Workshops:

- Library Leadership Check-ins (Bi-weekly), Workshops and participation in Working Groups.
- Service Model Workshops
  - 10/15 - Library Leadership
  - 11/04 - All Staff
- Staff Spaces Workshops
  - 11/05 - All Staff
- Special Collections Workshop
  - 12/02



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## Summer 2015 Outcomes:

*Important themes for further exploration*

- How do we provide desired visibility and access to staff and materials while maintaining security and space for focused work?
- What does it mean to make visible the full range of technology resources available; both in the library and on campus?
- Providing the right range of space types for varying activity levels will be key to success.
- Teaching is an integral part of the library; the spaces to support this resource are desperately needed.
- How does the building design and program enhance the library's "public face"?

*Specific Requests librarians/staff have heard:*

- **Variety of study spaces**
  - Quiet study (large and small)*
  - Group spaces (open and enclosed)*
- **Variety of furnishings**
  - Large tables*
  - Comfortable*
  - Whiteboards that can be assigned and stored*
- **Lighting**
  - Views*
  - natural light*
  - task lighting*
  - warmer interior lighting*
- **Longer hours**
  - 24 hour study space*
- **Continued access to books**
- **Hot water/ café**
- **Consistent WiFi**
- **Range of "technology" that isn't available elsewhere eg. analog and new**
- **Charging stations**
- **Secure places to put "stuff"**

## Additional Feedback from Open Staff Playback

*What does it mean to*

**Create/define identity:**

- We want to build a library that is central to the Smith campus both physically and intellectually. A library that is welcoming, enticing and inspires creativity and reflects the unique aspects of Smith College
- The library is a dynamic and active environment focused on creating, sharing, promoting, celebrating, challenging and preserving knowledge.

**Include flexibility:**

- We need maximum flexibility for changing/redefining/repurposing spaces and infrastructure over the next 50 years: flexibility = long term sustainability
- Design spaces that reflect innovative and evolving service delivery models.

## Process and Outcomes

### Program Committee

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#### Highlights of brightspot's Research

In order to deepen and diversify the data sets informing the Program Committee's work, an anthropological consultant was engaged to implement a survey of faculty and students, interview a cross section of stakeholders, and actively observe the way the library is used today. Their work was focused on extracting more data driven findings that would support or potentially challenge the conclusions drawn from the collected narrative. This team also collaborated with an Anthropology class at Smith to generate their observations.

#### User Research Engagement Approach and Outcomes

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

- A campus-wide survey to understand current behaviors, library use, and perspectives of the Smith community. The survey results were used to help inform the topics of further research efforts.
- 58 observation sessions at 12 locations around campus including the residences, academic buildings, and libraries. Students from Professor Suzanne Gottschang's Introduction to Anthropology course were engaged to further scale the reach of the observation and synthesis activities.
- A dscout mission, a phone app that engaged members of the Smith community to contribute images and comments regarding key moments of the research, teaching, and learning experience.
- A 90-minute student workshop in which students discussed their current experiences in the Library, and ideal future experiences.
- Twenty, 45-minute interviews with a range of students and faculty, focusing on their research, teaching, and learning experiences at Smith College, as well as the current and potential role for Neilson Library in the future.

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



Photo of student workshop, courtesy of brightspot

# Process and Outcomes

Program Committee // *highlights of brightspot's research*

## Each of the three divisions uses the library and its resources differently

### DIVISION I – HUMANITIES

The print resources play a more central role for Division I programs, in teaching and research. 51% of survey respondents use books more than once a week.

### DIVISION II – SOCIAL SCIENCES AND HISTORY

The resources of the library play a more supporting role for Division II programs, especially for those that focus on primary research.

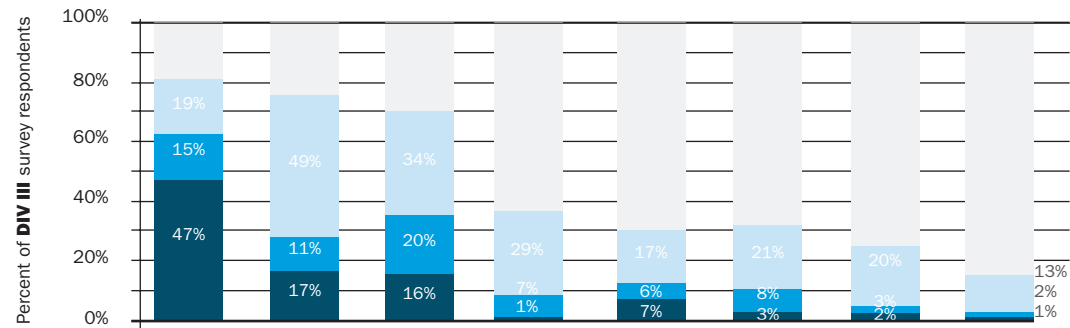
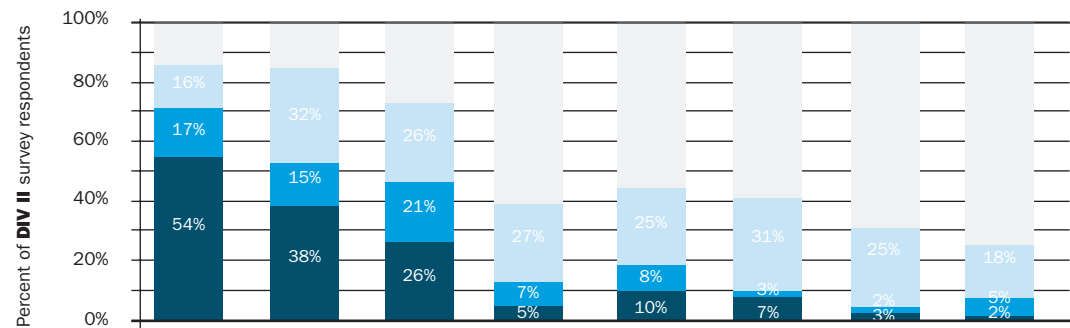
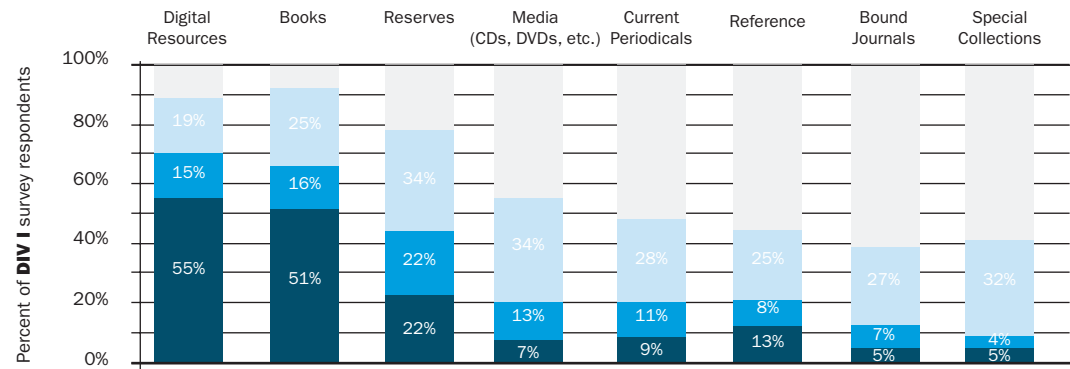
### DIVISION III – NATURAL SCIENCES

Books are used more than once a week by 17% of survey respondents. Division III programs are focused on lab research, interdisciplinary problem solving, and innovative analysis and visualization technologies.

### RESOURCE USE BY DIVISION (at right)

Survey respondents were asked to indicate how frequently they use the Library's collections, independent of location. Resources listed left to right based on frequency of use by all survey respondents.

- LEGEND**
- none or not frequently used
  - once a month
  - once a week
  - more than once a week



## Students and faculty use the library and its resources differently

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

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

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

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

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

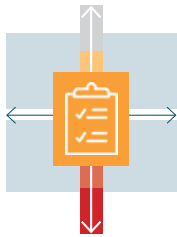
### TEN REASONS FOR USING THE LIBRARIES

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

# Process and Outcomes

Program Committee // *highlights of brightspot's research*

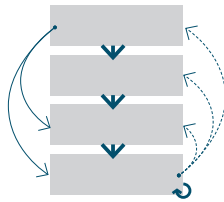
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## 1. MATCHING TASK TO ENVIRONMENT

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

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



## 2. PURSUING A COMPLEX RESEARCH PROCESS

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

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



## 3. MAKING INTELLECTUAL CONNECTIONS

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

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



## THREE MODALITIES

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



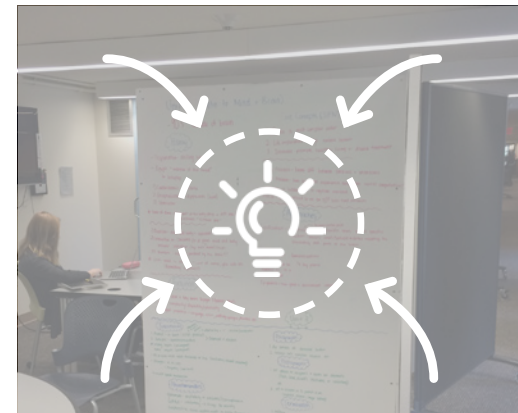
A CORE RESOURCE

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



PLATFORM FOR NEW RESEARCH

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



HUB FOR PROBLEM SOLVING

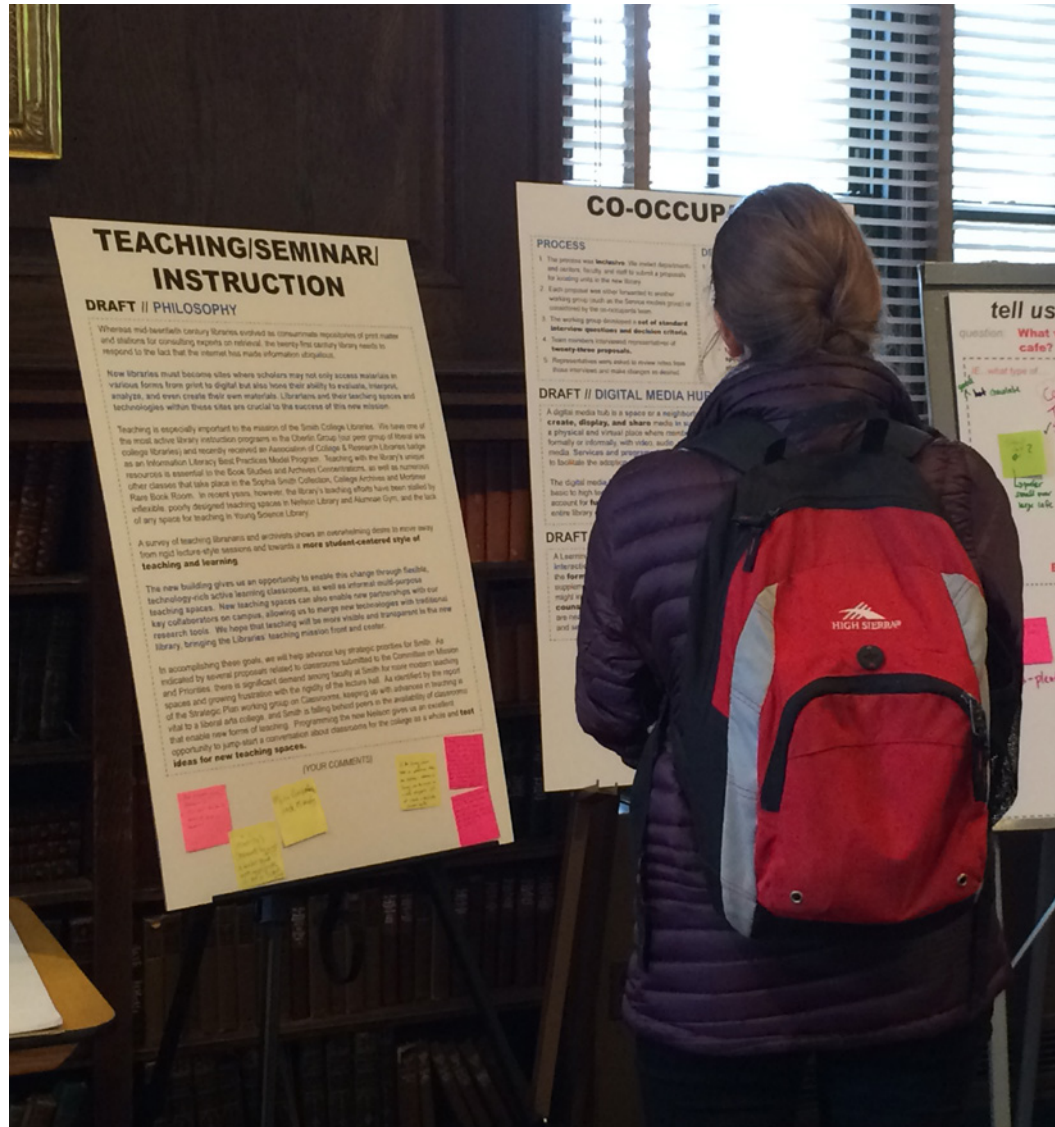
The Library is also a center on campus that provides an environment for group work and problem solving. 48% of student respondents of the survey ranked group work as one of the top three reasons for using the library. Division III faculty also noted the need for spaces that support group work and problem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

# Process and Outcomes

## Program Committee

### Summaries of Working Group Reports

Throughout the fall, at each Program Committee meeting, the Working Group conveners reported out on their progress towards the final product established at the beginning of the programming process. They shared questions and new ideas generated by the research they were doing for feedback and guidance from the other committee members. Summaries of each group's process and findings can be found on the following pages. The Working Group recommendations are informed by, and integrated with, the input received from the Smith Community at the fall engagement sessions.



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**10 Working Groups:**

[Vision Working Group](#)

[User/Study Spaces Working Group](#)

[Collections Working Group](#)

[Teaching/ Seminar/ Instruction  
Spaces & Technology Working Group](#)

[Sustainability Working Group](#)

[Co-Occupants Working Group](#)

[Student Advisory Working Group](#)

[Special Collections Working Group](#)

[Staff Spaces Working Group](#)

[Service Model Working Group](#)

# Process and Outcomes

Program Committee // [summaries of working group reports](#)

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## User/Study Spaces Working Group

### Vision

The new Neilson Library Complex offers an opportunity to provide learning, study, and social spaces of quality and diversity to foster student, faculty, and staff productivity. These spaces will support traditional and new pedagogies and independent and collaborative work, and be enhanced by technology appropriate to specific uses and users.

Because space uses overlap among different types of users and different times of day, week, and year, the User/Study Spaces Working Group recommended focusing on uses of spaces rather than types of users.

### Research

- The User/Study Spaces Working group gathered information about the principal users of the Smith College Libraries – Smith students, faculty, and staff – through a variety of methods including:
- Themed engagement activities developed and presented by Shepley Bulfinch and targeting specific groups of users as well as all users
- brightspot’s anthropological research including a college-wide survey of students and faculty, observation of users in the libraries, individual user interviews, and self-reporting through dscout missions

- The work of the Student Engagement Committee including house and Ada Comstock teas, polls, and other direct engagements

The Users/Study Spaces Working Group capitalized on work done by the Libraries Staff Renovation Committee throughout the winter and spring of 2015:

- An exhaustive list of current and potential future library users and use cases
- Planning for library services during the transitional period of the redesign project, particularly new initiatives (services the staff would like to pilot before moving back into the redesigned Neilson Complex)
- The LSRC Staff Engagement Subcommittee’s work including staff field trips to recently renovated academic libraries and other learning spaces and creation of a Google+ Community to document and share our “Libraries of Envy”

The committee surveyed professional literature including a recent Ithaca study by Nancy Fried Foster on group work spaces and investigated how other academic institutions describe and present the variety of library and other study, teaching and learning spaces on their campus using databases, website graphics, and other means.

### Taxonomy of User/Study Spaces

Using the information gathered in our research, and as dictated by the working group’s charge, the committee drafted a philosophy to guide our work and a developed a taxonomy of user/study spaces. All user study spaces were defined in terms of group size, noise levels, openness, technology, use, and flexibility, while acknowledging that many spaces fall along a spectrum and these defining characteristics shift depending on how they are used, time of day, and other factors. The taxonomy addressed other important characteristics for specific spaces, including furnishings, lighting, reservability, acoustics, and adjacencies.

The complete array of user/study spaces was presented in spreadsheet format for easy scanning, and selected spaces were represented in a more compelling format, the Visual Taxonomy.

The work of the User/Study Spaces Working Group overlaps with that of other working groups, as noted in the taxonomy categories. Many of the spaces described here are intended to be flexible and could accommodate multiple uses and groups of users addressed by other working groups.

---

## Space Characteristics

### Group Size



individual



alone  
together



group



public

### Availability of Technology



no tech



basic tech



medium tech



high tech

### Noise



quiet



low-hum



noisy

### Use

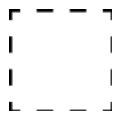


work



not work

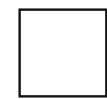
### Openness of Space



open



semi-enclosed



enclosed

### Flexibility



fixed



movable

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Range of categories, characteristics and associated icons, as outlined in the User/Study Spaces Working Group report.

## Process and Outcomes

Program Committee // [summaries of working group reports](#)

### Collections Working Group

#### Executive Summary:

The Collections Working Group (CWG) was charged with developing several collections scenarios balancing the diverse interests of library users, reviewing them with the Program Committee (PC) to establish priorities, and refining recommendations based on community feedback. In accordance with the CWG charge, we developed a collections philosophy and principles. We initially generated five possible collections scenarios; after all the feedback was distilled – and working within the framework of the collections philosophy – we developed a sixth scenario, summarized below. We further created a document with policy and practice recommendations to be considered by the Committee on the Library and other appropriate organizational bodies as necessary, including the Library Leadership Team.

<b>Scenario 1: No Change</b>
<b>Scenario 2: Prioritizing Age</b>
<b>Scenario 3: Prioritizing Use</b>
<b>Scenario 4: Percentage Reduction</b>
<b>Scenario 5: Prioritizing LC</b>

<b>Engagement</b>	<b>Event</b>	<b>Outcome</b>
October 15, 2015	Faculty engagement luncheon	Critique of the CWG draft philosophy and guiding principles; 11 responses using note cards.
October 21, 2015	Chairs and Directors luncheon	51 individual and group responses using a worksheet; scenarios 2, 3, and 5 ranked highest, 1 and 4 lowest, with comments.
November 12, 2015	Library Liaisons	8 individual responses using the worksheet; scenarios 2, 3, and 5 ranked highest, 1 and 4 lowest, with comments.
(Assigned October 23) December 7, 2015	Chairs and Directors feedback from departments	24 department and 4 individual responses; scenario 5 ranked highest, 1 and 4 lowest, some using the worksheet.

#### Collections Process:

The CWG met ten times through fall 2015 and into early January 2016. We participated in four primarily faculty-focused engagements. Each engagement yielded direct feedback in the form of note cards, worksheets, emails, and formal letters. Additionally, the CWG received feedback from the Committee on the Library and librarian liaisons. In total, ninety-eight (98) documented responses were received by end of the year 2015. Through the worksheet, participants were asked:

1. How would you rank the scenarios?
2. What aspects of the scenarios do you like the most?
3. What aspects of the scenarios do you like the least?
4. Which scenario do you think best meets the needs of Smith? If none, please propose a 6th scenario for the Collections Working Group to consider
5. Other Comments

Many individuals and departments opted not to rank the scenarios completely, but rather indicated a top and/or bottom rank or an amalgamation of the scenario parts accompanied by comments. Only those that explicitly ranked scenarios were counted in the rankings and the comments collected into a digest.

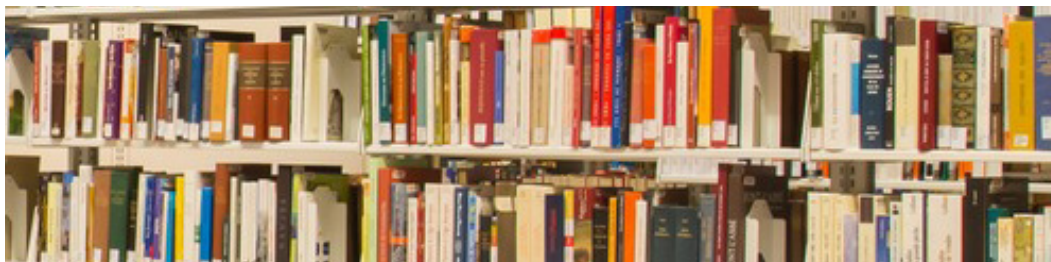
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**Final recommendation:**

Based on feedback received from faculty – with additional feedback from library staff – the Collections Working Group offers the following scenario as a synthesis of the strengths of earlier scenarios. Scenario 6 offers a high-low range of criteria for maximum flexibility in decision making by the Program Committee and architects in the design process. It supposes 5 years of growth and 50/50 compact/static shelving percentage. We consider this a fluid recommendation, subject to further refinement as conceptual and schematic design for the project is fully developed. The core elements of that recommendation are as follows:

- Library of Congress (LC) books stay on-site, with the exception of those LC books older than 15-20 years that have circulated fewer than 3-5 times since 2006. (Approximately 217,100 - 277,000 volumes remain on-site.)
- All Dewey's go off-site with the exception of those Dewey's that have circulated more than 3-5 times since 2006. (Approximately 13,300 - 21,500 Dewey volumes will be re-classed as LC and housed on-site.)
- For journals, keep current issues plus a maximum of the previous 10 years on campus.
- Special Collections is all on-site, with the exception of some records management and long-term restricted manuscript collections.
- Compact shelving could service journals, oversized, and some LC monographs. Recommend some static and/or curated collection shelving for browsing/intensive browsing purposes.

Note: Smith College Libraries also provides access to a large collection of digital content including: eBooks, eJournals and streaming media.

**Faculty Involvement and Selection Process:**

Another core element of the CWG recommendation is that faculty will be invited to review all volumes recommended to go off-site (i.e., all Dewey plus LC monographs older than 15-20 years that have low/no circulation). Faculty members will have access to an interactive database, Curate the Collections, that allows them to:

- Search for a specific work by author or title  
Produce lists of titles by LC or Dewey call number
- Sort results lists
- Display circulation figures for specific titles
- Link out to Five College holdings for specific titles
- Link out to WorldCat holdings for specific titles
- Flag items for retention by clicking on a “Recommend” button

*CWG has also recommended monitoring the use of titles housed off-site; any title that is requested three times will be transferred back to Neilson; any Dewey titles that fall into this category will be reclassified into Library Congress. After 5 years the current usage will be reviewed to create capacity for new holdings.*

## Process and Outcomes

Program Committee // [summaries of working group reports](#)

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### Teaching/ Seminar/ Instruction Spaces & Technology Working Group

#### Summary of conclusions:

The new building gives us an opportunity to improve the library's robust program of teaching and learning through flexible, technology-rich active learning classrooms, as well as informal multi-purpose teaching spaces. The library's current teaching program focuses on instruction in research skills, helping to fulfill Smith's strategic priority of enabling undergraduate research, and enables students to use their research in the making of new knowledge and digital scholarship. New teaching spaces can enhance this program and the ability for teaching and learning to take place throughout the library, and also enable new partnerships between the library and key collaborators on campus, allowing us to merge new technologies for making and sharing with traditional research tools.

#### Process:

The Teaching / Seminar / Instruction Spaces and Technology Working Group took the following steps in order to develop our report: we created a philosophy statement (an expanded version of the summary of conclusions given above); examined data on current teaching within library and Educational Technology Services spaces; conducted two

surveys of Smith teaching librarians and archivists to determine the content and teaching methods currently being utilized; compiled information about the Learning Spaces Rating System (developed by EDUCAUSE) and a list of unique, non-traditional teaching spaces at Smith; reviewed the report of the Smith Strategic Plan working group on classrooms; and visited innovative classrooms at the UMass Integrative Learning Center. From the above we developed decision criteria and technology considerations, both summarized below, as well as a spreadsheet of teaching use cases. Our deliverables included a summary of all work described here.

#### Principal recommendations:

In order to maintain at least our current level of teaching activity, we recommend that the program for the new building include at minimum:

- Two teaching spaces for Special Collections, either within or adjacent to the SC envelope
- A classroom to accommodate the teaching done by the librarians in the Teaching, Learning & Research group (TLR)
- At least one multi-purpose space that could be used for teaching when the TLR classroom is booked and for other purposes such as group study at other times



Duke University, Rubenstein Library | Seminar Room



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**In regard to these and other uses, we recommend that the following decision criteria be used:**

***Priority 1 – Uses that can only happen in the library:***

- Teaching by librarians and archivists, typically involving one or two in-library sessions for a particular class. We do between 200-300 of these sessions a year in our dedicated teaching spaces.
- Teaching for the Book Studies and Archives concentrations, by librarians/archivists or faculty teaching in those programs. Both concentrations rely on presentation of materials in Special Collections.
- Teaching that depends on use of collections, services or tools available in the library. This will include the use of unique digital tools in the new Neilson, such as visualization studios, maker spaces, etc.

***Priority 2 – Uses that happen best in the library:***

- Teaching that can benefit from proximity to collections, services or tools available in the library.
- Teaching and learning outside the formal classroom setting that takes advantage of the library's collections, services or spaces.
- Teaching and learning collaborations with the Libraries' key partners.
- Consultation rooms that the Library and its strategic partners can use to model innovative pedagogy and related technologies for faculty.

***Priority 3 – Uses that benefit from the library's special resources and purposeful atmosphere to create new synergies that advance Smith's mission:***

- Instruction spaces that enable a culture of experimentation, inspire creativity, and support authentic, cross-disciplinary thinking and conversation. In such spaces, instructors may explore and implement innovative and effective teaching and learning pedagogy.
- Registrar-scheduled classrooms that would forge a sense of an academic community in the library space.

**Technology considerations for teaching spaces should include the following:**

- Technology within the library teaching spaces must be accessible to all members of the community.
- Technology should support diverse uses and be easily reconfigurable to enable various methods of teaching.
- Proximity to service points is important for providing technology support.
- Technology should be “future proof” and adaptable to changing uses over time.
- “Smart” technologies and scheduling software should be installed to maximize room use and evaluate usage patterns.

## Process and Outcomes

Program Committee // [summaries of working group reports](#)

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### Sustainability Working Group

#### Summary:

The Sustainability Working Group (SWG) researched, conducted outreach, discussed, and evaluated how sustainability may inform the library program. While energy efficiency, materials, management and use of water, landscape design, and related questions will be primarily a function of the design process, key areas of overlap with program include educational, health, and ecological goals for the buildings and landscape.

#### Process:

The SWG met three times through fall 2015. We worked with CEEDS (Center for the Environment, Ecological Design & Sustainability) who hosted a well-attended engagement session in November 2015, and incorporated sustainability into general library engagement sessions. Each engagement yielded direct feedback in the form of note cards, worksheets, and emails. Additionally, the SWG received feedback from the Study Group on Climate Change who expressed strong support for taking this opportunity to make the library “as sustainable as possible.”

In general, there were many comments with regard to sustainability, and these ranged from very detailed e.g. “we should have plants in the library”, to very high level e.g. “this should be a net-zero energy building.”

#### We recommend:

- Taking this once in a lifetime opportunity with the library to do something exceptional in the area of sustainability
- Libraries promote sustainable behavior through sharing common resources and sustainability in the library should be driven by library use, and Smith College identity
- Holding a second meeting with the campus community in early spring to discuss the details of where the design is headed.
- Promoting exceptional, healthy, efficient spaces for research & reflection
- Providing a stable environment for the benefit of the Special Collections
- Building less (library is currently 6%-7% of campus space). Less foot print will minimize net greenhouse gas emissions, and is a tactic specifically called out in our Sustainability and Climate Action Management Plan (SCAMP)
- Reusing and rehabilitation of key assets (e.g. Alumnae Gym)
- Finding opportunities inside and outside the building to:
  - *Promote positive environmental behavior & personal responsibility*
  - *Provide ecologically & pedagogically beneficial landscapes*

#### Final recommendation:

Based on feedback received from the community the SWG offers recommendations above, and suggests that this issue needs to be revisited during the design process.

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6. What is the MOST important aspect of sustainability to be considered in this building?

All of it! 😊

Sustainability shouldn't be a question - should be fundamental to what we do.

Clip from worksheet collected at 11/05/15 Sustainability Lunch

# Process and Outcomes

Program Committee // [summaries of working group reports](#)

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## Co-Occupants Working Group

### Executive Summary:

The Co-Occupants Working Group was charged with vetting non-library departments and their suitability for the renovated Library complex. Members of the working group developed a philosophy and baseline criteria for what would be considered to be placed in the library, invited proposals from the community, either interviewed representatives for those proposals or referred the proposals to other working groups, and made a set of recommendations based on the established criteria. The Co-Occupancy Working Group's recommendations can be summarized as follows:

- Five proposals considered are for programs or services that are either new or not in the library complex today and are NOT being recommended for inclusion in the Neilson design.
- Seven proposals considered are for programs or services that are either new or not in the library complex today and are being recommended to be in Neilson. (Either "Use that happens best in the library" or "Use that benefits from the Library's special resources and purposeful atmosphere to create new synergies that advance Smith's mission).

- Two proposals considered are for programs or services that are currently in the library complex and are NOT being recommended for inclusion in the new Neilson design.
- Four proposals considered are for programs or services that are currently in the library complex and are recommended for inclusion in the new Neilson design.
- Two proposals were considered without a formal recommendation.

*The Co-Occupant Working Group's recommendations are summarized on the pages that follow.*

### Philosophy:

As the intellectual heart of the campus, the Neilson Library complex enables faculty, students, staff, and other members of our community to come together to explore, make, and share knowledge. It's a place where users come to learn and experience knowledge in order to then produce it. They arrive with tasks and goals that the library provides the expertise and resources to answer and they should leave knowing more and having encountered, tried, and/or produced something new.

Activities that occur in the renovated complex should support the library program vision:

"...the Neilson Library complex advances and celebrates learning, benefiting all who come to Smith. The Library complex welcomes diverse modes of knowledge making – from quiet, solitary reading and study to lively brainstorming and collaboration – enabling the purposeful exploration, creation, and sharing of knowledge. In the complementary spirits of continuity and transformation, we envision a sustainably designed library that supports scholarship and teaching, provides access to knowledge, and inspires and equips future leaders of a networked world."

The programs or departments located in the library complex have in common this intensive focus on exploring, making, and sharing knowledge. They promote and engage in activities that advance Smith's rich liberal arts traditions in a way that is collaborative, inclusive, and supportive. They foster and take advantage of an environment of shared spaces, activities, and functions centered on user perspectives.

**Proposals reviewed by this Working Group:**

Ada Comstock Lounge	Digital Media Hub	Humanities Works
Cafe	Educational Technology Services (Instructional Technology)	Kahn Institute
Caverno Room	Event Space	Sherrerd Center
Learning Commons ( <i>Accessibility Services, Jacobson Center, Lazarus Center, Spinelli Center, Wurtele Center, Formal and informal learning spaces</i> )	Faculty/Emeriti Offices	Smith College Historic Dress Collection
Conway Center/WFI/ Innovation Space	Film Studies/Center for Media Production	Sophia Smith Furniture Collection
Copy/Print Services	Five Colleges Center for East Asian Studies	Spatial Analysis Lab
	Five Colleges Learning in Retirement	Tyler House Kitchen & Dining Hall

**Proposals referred to outside group or entity for review:**

Move campus police back to central campus.....	<i>Not considered, as it did not meet minimum criteria.</i>
Meeting/convening space for Smith staff.....	<i>Referred to User/Study Spaces Working Group.</i>
Yoga space.....	<i>Referred to User/Study Spaces Working Group.</i>
Northampton/Massachusetts/New England Collections.....	<i>Referred to Collections Working Group.</i>
Mindfulness/Meditation Room (two proposals).....	<i>Referred to User/Study Spaces Working Group.</i>
Young Science operations moved to Neilson.....	<i>Referred to Collections and Service Model Working Groups.</i>
Library Dog.....	<i>Referred to User/Study Spaces Working group.</i>
Quiet study space.....	<i>Referred to User/Study Spaces Working group.</i>
Quiet/Reflection/Green Space.....	<i>Referred to User/Study Spaces Working group.</i>
Office/Lounge for Five College Associates.....	<i>Referred to Service Models</i>
Department space for offices and lounge space.....	<i>Part of larger discussion regarding faculty presence in library complex</i>
Library test kitchen (incubator space).....	<i>Referred to User/Study Spaces Working group.</i>
Maker space.....	<i>Referred to Service Models</i>

## Process and Outcomes

Program Committee // [summaries of working group reports - Co-Occupants continued.](#)

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### Methodology:

The Co-Occupants Working Group had two primary guiding principles as it went about its work.

1. The process should be transparent. Any group that proposed space in the library complex should know the process we were undertaking and the criteria by which decisions would be made.
2. The process should be inclusive. Anyone from the campus community could submit a proposal to be included in the library complex.

We culled proposals from the call that went out for the college's strategic plan during the spring 2015 semester, proposals that had been received during the early stages of library planning, and also invited, through the Dean of the Faculty, anyone to submit a proposal.

We then categorized the proposals into one of two categories; those that fell within the domain of the "co-occupants" working group and those that were best considered by other groups. That second group of proposals was forwarded to the appropriate individual.

The Program Vision was the guiding document for the group's work. There were several key phrases that drew our focus:

1. "...we reimagine a sustainably designed library that supports scholarship and

teaching, provides access to knowledge, and inspires and equips the future leaders of a networked world."

2. "...the Library brings together multifaceted operations and a network of expert staff inside and outside the complex who partner with faculty and students in the enterprise of teaching, learning, and research."
3. "...library spaces will be responsive, inclusive, flexible, inviting, varied and/or technology-rich, consistent with Smith's deep commitment to sustainability in all of our human practices."

We also paid close attention to the guiding principles for the program and **used the three criteria** in that document to help determine which co-occupants were most appropriate for the library complex.

1. Uses that can **only** happen in the library.
2. Uses that happen **best** in the library.
3. Uses that **benefit** from the library's special resources and purposeful atmosphere to create new synergies that advance Smith's mission.

We also agreed that there were reasons for co-occupancy that would not be used for consideration:

1. Services or organizations whose reasons for co-occupancy focused on a need to be

centrally located on campus.

2. Services or organizations that needed more space.
3. Whether or not the proposal would require funding (although we have made note of that in our recommendation).

Next, we developed a set of questions, whose aim was to help us determine the suitability of each of the proposals for the library complex.

An email was sent to the sponsors of each of the proposals with a copy of the vision and the set of questions. The team divided into groups of two and three and interviewed each of those sponsors.

Each person interviewed had access to the interview notes and was able to make changes.

Notes from those meetings were collected and used for an extended retreat. The group came to consensus on each of the proposals and crafted a recommendation. Those recommendations are contained in this document.

In addition, our working group was charged with considering a Learning Commons and a Digital Media Hub as part of the program. We developed working definitions and discussed them at our retreat. Those definitions and recommendations are also included in this report.

Finally, it is important to note that the recommendations in this document reflects our group's best thinking about the library as an entire ecosystem, based on our engagement with the campus, and may or may not align with the different perspectives articulated in our interviews and follow-up discussions. We considered many sources of information and many different and sometimes conflicting perspectives from across campus.

Proposal	Recommendation	Knowledge Enabling Mode	Adjacencies	Core Presence or satellite?
Ada Comstock Lounge	Not Recommended			
Cafe	meets criteria #3: <b>benefit</b>	Sharing	Learning Commons	Core Presence
Caverno Room	meets criteria #2: <b>best</b>	Experiencing	Rare Book Collection	Core Presence
Learning Commons (Incl: Accessibility Services, Jacobson Ctr, Lazarus Ctr, Spinelli Ctr, Wurtele Ctr, formal & informal learning spaces)	meets criteria #3: <b>benefit</b>	Sharing		To Be Determined
Conway Center/ WFI/ Innovation Space	meets criteria #3: <b>benefit</b>	Making	Digital Media Hub Learning Commons	Core Presence
Copy/Print Services	Not Recommended			
Digital Media Hub	meets criteria #2: <b>best</b>	Making	ETS, Learning Commons, Archives	Core Presence
Educational Technology Services (Instructional Technology)	meets criteria #3: <b>benefit</b>	Sharing	Digital Media Hub Learning Commons	Core Presence
Event Space	meets criteria #3: <b>benefit</b>			
Faculty/Emeriti Offices	Not Recommended			
Film Studies/Center for Media Production	meets criteria #2: <b>best</b>	The Working Group recommends that academic departments not be located in the library complex, but that the Center for Media Production be included as part of the Digital Media Hub.		
Five Colleges Center for East Asian Studies	Not Recommended			
Five Colleges Learning in Retirement	Not Recommended			
Humanities Works	meets criteria #3: <b>benefit</b>	Making	Special Collections Digital Media Hub	Core Presence
Kahn Institute	meets criteria #3: <b>benefit</b>	Making	Special Collections	Core Presence
Sherrerd Center	meets criteria #3: <b>benefit</b>	Sharing	Learning Commons	Satellite
Smith College Historic Dress Collection	Not Recommended			
Sophia Smith Furniture Collection	Not Recommended			
Spatial Analysis Lab	meets criteria #2: <b>best</b>	Making	Spinelli Center Digital Media Hub	Core Presence
Tyler House Kitchen & Dining Hall	Not Recommended			

## Process and Outcomes

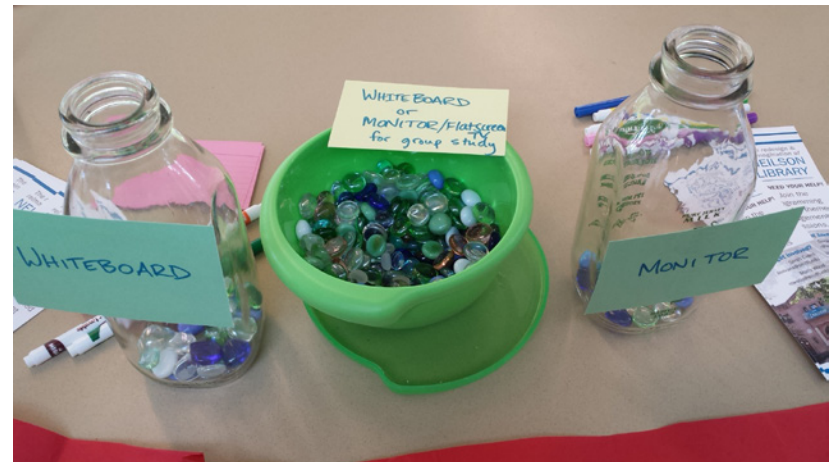
Program Committee // [summaries of working group reports](#)

### Student Advisory Working Group

The Student Advisory Working Group's endeavor in the redesign process was to actively engage the student body in an extensive and deep discussion on three main facets: what does the library mean to us, how we do use it currently, and how would we like to use the library in the future. Running through all of these facets was an emphasis on how the reimagined library would represent the values and ideals the campus community felt were important to represent them.

Through all the outreach, the committee strove in its process to be an open conduit for students' thoughts and opinions. We recognized that each individual we wanted to reach was different in their comfort in talking in large settings. In an effort to offer multiple levels of exposure, the committee assisted Shepley Bulfinch in promoting large sessions on campus while the committee itself focused on more targeted outreach in small group settings.

The outreach consisted of house teas, tabling in the campus center, and actively listening to students and other community members concerns around campus. Through the efforts of this committee nearly half of the student population and many other members of the general Smith community were reached in a direct way.





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## TOP 10 // WHAT WE HEARD\*...

- **Wayfinding inside and outside of the building is important.** Currently the building is difficult to navigate and items inside the spaces don't seem to fit together. The building complex acts as an obstruction to moving throughout the campus. The building itself needs to feel more integrated. Each space and center needs to flow and fit into the others.
- **Accessibility needs to be integrated into the design and the space in a beautiful and natural way.** There also needs to be multiple ways of movement throughout the building to enable people of differing abilities to function in the library in an equal manner.
- **Heritage and nature.** Students feel that spaces that feel natural and have better lighting are the spaces they love. Other spaces that are beloved are those with history. Rooms such as the periodicals room (Collacott), reading room (Friends of the Library), Caverno room, and <sup>3</sup>/<sub>4</sub> West had a purposeful atmosphere and identity along with long wooden tables and brass lamps that gave the space a feel of heritage and importance.
- **Holistic view.** Students felt that the library needed to see them through the whole process of learning; procrastination, rest, and long intensive hours of study. The new library needs to have multiple spaces that cater to the different stages a student may be in. If the student will be in the library for 10 hours, they would like a place to sleep or take a break, a study area fit to their needs, and healthy food to keep their energy up.
- **Food and nutrition are very important.** Cafe or no cafe, students would like to see healthy snack options such as cheese and crackers, hummus, fruit, etc along with beverages such as coffee, tea, and hot/cold water.
- **Outlets and access to technology are essential to working at any stage and for any length of time.** There is a current lack of power outlets in the library, which needs to be fixed in the new spaces.
- **Quiet spaces are very important to students.** Noise bleed into quiet study areas is a concern.
- **Students hold books and browsability very dear,** expressing a deep desire for to the ability to wander through the stacks, get lost among books, make serendipitous discoveries, and explore Smith's vaunted collections.
- **Greater visibility of diversity** in topics and authors, highlighting oppressed narratives and non-hegemonic literature, actively opposing Eurocentrism.
- **Building practices and ongoing services reflecting a serious commitment to sustainability and social justice,** with a minimal or even net negative carbon footprint, union labor, and responsibly sourced building materials and furnishings.

*\*Feedback, comments and ideas gathered through Student Advisory Committee led: house teas, tabling in the Campus Center, comment boards in the libraries, informal conversations with students outside of regular sessions/teas/etc., and in some cases through individual e-mails.*

# Process and Outcomes

Program Committee // [summaries of working group reports](#)

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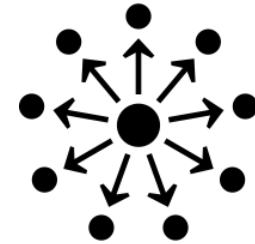
## Service Model Working Group

### Summary of Conclusions:

Service models in the new library will assist Smith students and faculty by providing a central, easily identified location for accessing services that support research, collaboration, the finding of information, and its use in creating new knowledge. Library service models support the college's promise to offer each student a unique, personalized education. A highly visible and accessible central service point provides a gateway to making, sharing, and experiencing knowledge through research and collaboration. Users connect with a network of technology and resources in the Libraries, on campus, and beyond. In-person and online consultations focus on teaching our community how to do for itself, rather than us doing it for them, so that they build skills as scholars and researchers. Service models will continue to be developed throughout the building design process, and may change depending on decisions about building co-occupants and the future of the branch libraries.

### Process:

The Service Models Working Group took the following steps in order to develop our report: we created a service philosophy; developed a working definition of "service model" (a structure or set of structures that realizes the service philosophy); developed a list of current services; identified forces/factors causing change to current services; and participated in a service models workshop with Shepley Bulfinch. At the workshop we developed a taxonomy of services focused around four types of services– Consultation; Self-Service; Transactional; and Instructional (see definitions below)– and identified services as Virtual, Physical or Both Virtual and Physical. At a follow-up workshop with all library staff we identified personas and mapped the personas through service models.



Central Service Point



Created by Gerald Wildmose  
from Noun Project

Consulting

### Key terms:

(Refer to Taxonomy section for full definitions):

- [Consultation](#)
- [Self-Service](#)
- [Transactional](#)
- [Instruction](#)
- [Virtual](#)
- [Physical](#)
- [Both Virtual and Physical](#)

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### Principal Recommendations:

The Service Models working group report identified five possible services model scenarios for the new building. These are not mutually exclusive and can be grouped into Priorities 1, 2 and 3.

#### *Priority 1– Uses that can only happen in the library:*

- **Central service point:** A central service point provides visibility, flexibility and convenience. It saves space and staff by eliminating the need for multiple service desks within the library.
- **Consulting:** Consulting spaces are necessary to provide private spaces for in-depth consulting. These spaces could be multi-purpose and also used for group study, teaching, meetings, etc. as long as there are an adequate number and they are reservable when needed for consulting.

#### *Priority 2– Uses that happen best in the library:*

- **Digital Media Hub:** The Digital Media Hub services refocus the current Center for Media Production located in Alumnae Gym into a more collaborative, interdisciplinary space that will enable digital production, research and discovery. As a service model, it combines current services from the Center for Media Production with library digital services. Services include: use of specialized tools and equipment, media production instruction, equipment lending, digital literacy and research assistance.

#### *Priority 3–Uses that benefit from the library's special resources and purposeful atmosphere to create new synergies that advance Smith's mission:*

- **Learning Commons:** A grouping of student services such as tutoring and disability services into one location.
- **Makerspace:** While a makerspace can advance making at Smith, makerspaces already exist in some spaces around campus. However a makerspace in the library might serve interdisciplinary needs.



Photo credit: Smith College Libraries

## Process and Outcomes

Program Committee // [summaries of working group reports](#)

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### Special Collections Working Group

#### Executive Summary:

The Special Collections Working Group (SCWG) was charged with gathering information, creating a Special Collections philosophy statement, security, spacial, and environmental requirements, and decision criteria. The scope of the SCWG included Special Collections spaces: Reading Room, collections storage, exhibition, instruction, meeting/consultation, staff workrooms and offices, and collaboration spaces.

#### Process:

The SCWG met ten times from September 2015 to January 2016. Special Collections staff provided feedback at one all Special Collections staff meeting and from one in-depth Special Collections engagement (workshop) session with Shepley Bulfinch. SCWG first developed a philosophy statement based from the existing Special Collections mission, vision, and values statements. We further prioritized Special Collections spaces, before defining the unique needs of those spaces.

#### Principles:

(Abbreviated) Because the physical materials are irreplaceable, they do not circulate. Students, faculty, and the public will primarily use them in a variety of spaces inside the envelope.

- The envelope should safeguard and sustain the contents, but not appear fortress or mausoleum like. To foster active engagement and a sense of belonging, the research/engagement spaces should be welcoming and comfortable; not intimidating.
- Special Collections is a major content hub for the digital humanities.
- Special Collections physical materials can also be used in teaching spaces outside of the envelope, provided there is adequate security and adjacency.
- Special Collections must endeavor to allow remote and closed-network (reading room) access to digital and analog archival materials for research, creative, and teaching purposes.
- Given the volume of teaching done in Special Collections, multiple and flexible teaching spaces are required.
- Exhibition of Special Collections materials is very desirable provided there is adequate security and basic environmental control of the cases and spaces.

#### Philosophy:

As a steward of historical materials of enduring value, Smith College Special Collections fosters inquiry, critical thinking, and knowledge building through an active engagement with the past and a focus on the future. Special Collections seeks to balance access with preservation of the materials, in any format. We recognize that preservation of unique and rare print materials necessitates that the materials be stored, processed, and used under conditions that are more restrictive than is likely to be the case in the rest of the Neilson Library Complex: inside a security and environmental envelope. However, we envision spaces that facilitate multiple types of learning and interaction with Special Collections staff and materials (physical and digital).

<b>Space Type</b>	<b>Key Components</b>	<b>Special Considerations</b>
Entrance / Vestibule	Adjacencies: nearest the main library, could be outside of the Special Collections envelope; not restricted;	Site for lockers, coat closet. Could feature digital signage, comfortable soft seating, exhibition cases. Can also be a less formal meeting or social space.
Exhibition Space	Adjacency to Special Collections is not required, though some exhibition space near or in Special Collections is ideal. Museum quality cases (lighting, security, environment); Digital exhibitions ideal in addition to physical exhibits. Stable environment.	
Instruction Space(s)	Adjacencies: reading room, collections; restricted to Special Collections; size 50 ppl maximum dividable into two rooms.	Advanced security, in the environmental envelope. Advanced technology, lockers or cubbies, large movable tables and chairs.
Reading Room	Adjacencies: collections, elevator, vestibule, staff offices, collections hold; not restricted, but supervised; (24) seats min; (1) glass-walled 6 ppl. group study in/part of reading rm; (1) media rm; up to (2) closed-network computing stations.	Security appropriate to public space; line of sight from the reference desk, which has capacity for two staff at any time.
Collaboration Space(s)	Adjacencies: near collections and reading room; depending on location may be restricted to staff use only; sizes: (1) 15 ppl. meeting rm, (1) 1-2 ppl. phone rm.	Advanced security, in the environmental envelope. Full technology including large flat screens, white boards.
Collections Storage	Adjacencies: reading room, elevator, work spaces; restricted to staff use only	Compact & specialized shelving, security, fire suppression system, motion lights, workstations within, cold storage, highest environmental controls.
Archival Supplies	Adjacencies: work spaces; restricted to staff use only	Advanced security, in the environmental envelope.
Collections Hold	Adjacencies: reading rm, elevator; restricted to staff use only	Advanced security, in the environmental envelope.
Records Room	Adjacencies: administrative offices; restricted to staff use only	Advanced security, in the environmental envelope.
Workroom: Collections	Adjacencies: stacks, elevator, MDFs; restricted to staff use only	Processing workstations for staff and students, accessioning workstations, staff semi-private offices. Significant space for tables, shelving, carts. Advanced security, in the environmental envelope.
Workroom: Technology	Adjacencies: stacks, elevator, archival supplies, MDFs, not next to the reading room; restricted to staff use only	Digital object processing and technical services, workstations for staff and students. Limited space for shelving. Advanced security, in the environmental envelope.
Workroom: Special Projects	Adjacencies: stacks, elevator, archival supplies, collections workroom, technology workroom; restricted to staff use only	Space for permanent and term staff and some students. Advanced security, in the environmental envelope.
Staff Offices	Adjacencies: MDF, other staff areas and workrooms; restricted to staff use only	Advanced security, in the environmental envelope.

# Process and Outcomes

Program Committee // [summaries of working group reports](#)

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## Staff Spaces Working Group

### Summary of Conclusions

Staff spaces in the new library will encourage making, sharing, and learning by providing environments that invigorate staff in the innovation process and foster creative problem solving. Placing staff spaces near areas of active learning will allow staff to better collaborate and assist students and faculty with the research and discovery process. Flexible design and adaptable technology will facilitate workflow transformations in the future.



To promote a productive, collaborative environment in the new building the Working Group developed the following governing philosophy:

- 1. Co-location of related functions**  
Workspaces that are near areas that are related to an individual's job helps reduce the need for foot travel throughout the floor and have a positive impact on time efficiency and productivity.
- 2. Sharing of spaces**  
Shared spaces that support and encourage collaboration foster innovations. Spaces such as breakout rooms, reception areas, photocopying/printing/mail distribution areas, work-related storage space, and kitchens or break rooms create common ground where staff can work together on shared issues.
- 3. Flexibility**  
Easily adaptable workplaces that support varied work strategies and help balance an individual's work and home life—including systems and furnishings that accommodate organizational change with minimal time, effort, and waste.
- 4. Spatial quality**  
A humane, well-designed workspace that meets the user's functional needs and provides individual access to privacy, daylight, outside views, and aesthetics.
- 5. Healthfulness**  
Clean and healthy work environments with access to air, light, and water— and free of contaminants and excessive noise.

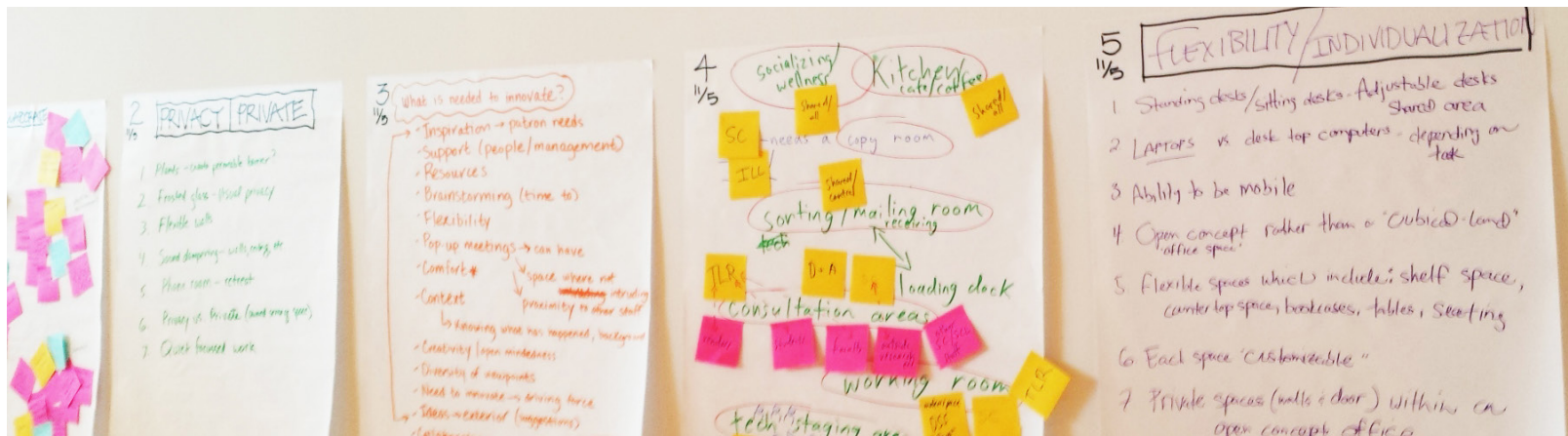
## Process

The Staff Spaces Working Group used the following steps to develop our report: we reviewed a list of questions that need to be tested; developed a staff spaces philosophy; developed an office space document using predefined spaces from Shepley Bulfinch; participated in a Shepley Bulfinch lead workshop. At the workshop we discussed spaces that would promote collaboration and innovation as well as allowing staff to create their own workspace. The workshop helped the group develop a detailed workspace plan along with the principal recommendations below.

## Principal Recommendations

While reviewing prioritization for staff spaces, the group came to following conclusions:

1. **Staff spaces are essential for the operation of the library.**
2. **The Library Leadership Team and the Working Group have dramatically restructured workspaces in our document to be more efficient than our current workspace layout.**
3. **The Working Group was able to move many staff from offices to shared workspaces dramatically reducing the need for large floor plans.**
4. **Many of the spaces used only for staff will be shared with the public.**



# Process and Outcomes

## Program Committee

### Taxonomy (Terminology)

As particular terms became integral to understanding the vision, space qualities or program concepts, it became important to arrive at shared terminology for the community to use going forward. This taxonomy (defined on the following pages) should be considered as a supporting glossary to the program.





**Accessible:** Spaces and functions are responsive to different ages, physical abilities, and learning needs. These tend to be flexibly programmed, with reconfigurable and adaptable furniture and resources.

**Book:** Gives the library its name (*liber*), a resilient, time-tested, remix technology that varies in form to include the clay tablet, papyrus scroll, parchment codex, fine letterpress print on handmade paper, scholarly hardback, pulpy mass-market paperback, and bytes displayed in pixels on a screen.

**Co-Located:** Give physical proximity to staff and partners to support collaboration and a user-centered service model.

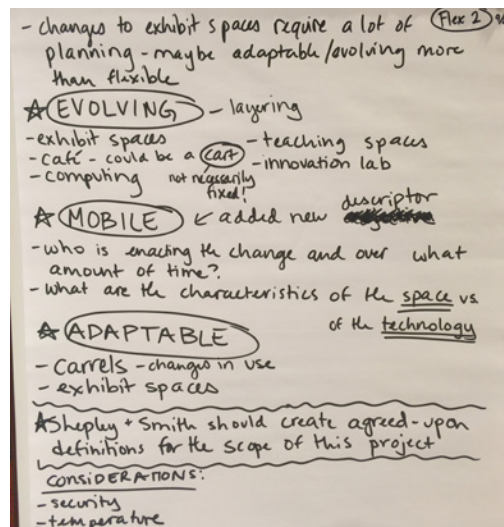
**Dedicated:** Program component(s) are specialized and used by a particular group, applied mainly to focused staff-only workspaces.

**Digital Media Hub:** Physical space where faculty, students, and staff come together to create, display, and share media in support of teaching, learning, and research. It is a place where members of the community can work together, alone or in groups. The environment and access to technologies will allow users to work with video, audio, web sites, and other forms of existing and emerging media. Because of the changes in technology, this space should be adaptable to account for future needs.

**Distributed:** Located throughout the building / complex. Applied mainly to program components that are for general use.

**Enclosed:** Acoustically separated, may also be visually separated. Boundaries are full height walls, and a door is present.

**Flexible for the future:** The library will respond nimbly to changing practices of learning, study, and knowledge making. We expect to see a significant change in the future as we have in the past two decades in the technologies and practices of making and sharing knowledge. We view change as an opportunity to learn what we value in our own practices and traditions and to embrace those values in new ways.



## Flexibility Terminology

### Fixed

**Who implements:** Construction team

**Time:** Significant, requires time and funding of renovation to change

**Mobility:** Not mobile

**Funding:** Significant

### Adaptable

**Who implements:** Campus staff or furniture/construction team

**Time:** Planned, but potentially with short turnaround (new furniture, remove static shelving, etc.)

**Mobility:** Not a factor

**Funding:** Likely required

### Evolving

**Who implements:** Library Staff

**Time:** Quick, could be change in protocol – actual space does not change

**Mobility:** Things may move or change, but by staff, not users

**Funding:** Likely limited or no funding required

### Flexible

**Who implements:** Users

**Time:** Instantaneous

**Mobility:** Very mobile - casters especially important

**Funding:** No funding required for change

## Process and Outcomes

Program Committee // *taxonomy (terminology)*

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**Inclusive:** Program and design that reflect current research about how students learn. Given Smith’s mission of access, particular attention should be paid to the needs of first generation college students, those with diverse abilities and learning needs, and those from diverse educational backgrounds, so that the renovated complex supports diverse ways to thrive academically. Experiential and collaborative learning spaces are important features of inclusive programming.

**[Neilson] Commons:** This term is a place holder for a knowledge creation “zone” that includes the Digital Media Hub, spaces for Library Instruction and Student and Faculty centered collaborations. Woven throughout, tying these anchor points together are shared formal and informal spaces for research and exploration.

**Open:** Visually and acoustically open to surrounding space. Boundaries are implied through furniture, lighting or signage.

**Reconfigurable:** Spaces and functions are designed for users to adapt them to different purposes at different times of day, season, and year. Reconfigurability is an important success factor for those with diverse abilities and learning needs.

**Responsive:** Welcoming physical environments that provide the constraints needed to reduce cognitive load, optimizing higher functions of memory, attention, imagination, contemplation, analysis, discovery and creation, in inclusive and accessible ways.

**Semi-enclosed:** Acoustically open, but may be partially visually protected. Boundaries may be through furniture, lighting or signage, and architectural interventions. No door.



**Service Model:** A structure or set of structures that realizes the service philosophy.

**Consultation:** Takes place in a private space appropriate for deeper conversation; scheduled or walk-up

**Self-Service:** No contact with person/staff is required to access or complete the service; can include virtual services

**Transactional:** Walk-up, impromptu, not scheduled, on as-needed basis, often includes an exchange of equipment or materials

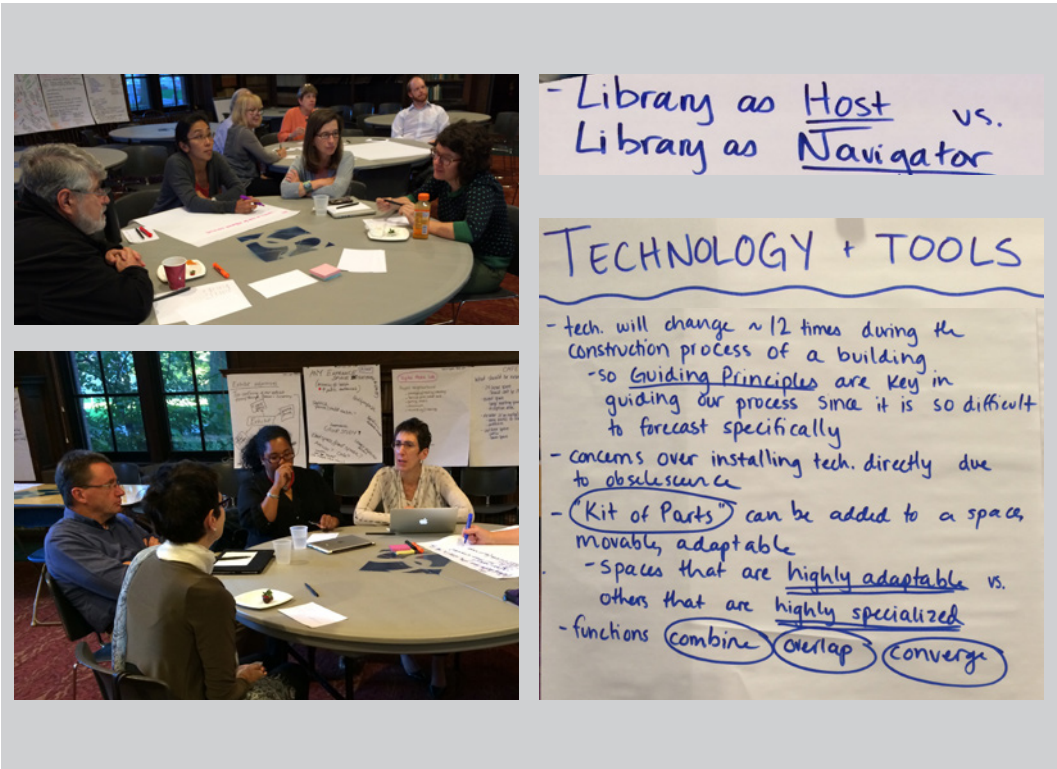
**Instruction:** Planned session for a group, involving a predetermined class plan

**Virtual:** Email, web chat, Skype, phone, website browsing, or other online service provision

**Physical:** Located in the library at a public service desk, table, or roaming

**Both Virtual and Physical:** Access to part or all of service or information is available in person, or online, but may benefit from physical, or require physical presence

**Shared:** Spaces, technology or experts that serve multiple use groups. Use priority may be defined to support key functions and programming. Use priority to vary through the day, or potentially through semester or year etc.



**Staff experts:** The network of knowledge pioneers, stewards, partners, and guides, who bring diverse knowledge bases as technologist, reference specialist, teacher, curator, archivist, conservators, and more. They are committed to sharing the expertise needed to help Smith faculty and students navigate, integrate, and use knowledge resources through rich technologies

**Technology:** Information resources that span the long history of knowledge making, from the earliest forms of writing preserved in our unique Special Collections, to books and journals, digital information tools, repositories, databases, and increasingly linked data systems.

**Technology-rich spaces:** Spaces infused with appropriate technology (see separate definition) and furnishings that support their varied use.

**No tech:** Technology use discouraged, either socially or by design

**Basic tech:** Infrastructure to support electronic technology (e.g., bring-your-own laptop) including WiFi and outlets

**Medium tech:** Installed technology, such as visual display for group viewing, workstations, headphone or speaker audio

**Tech rich:** Installed specialized technology to maximize communication and collaboration within the room and with external people and places; flexible technology infrastructure to accommodate future technologies

**Unified:** Located within a clearly defined zone, proximity between elements strengthens overall vision for each individual component, and allows for shared use of key resources (spaces, technology, experts)

# III. Program

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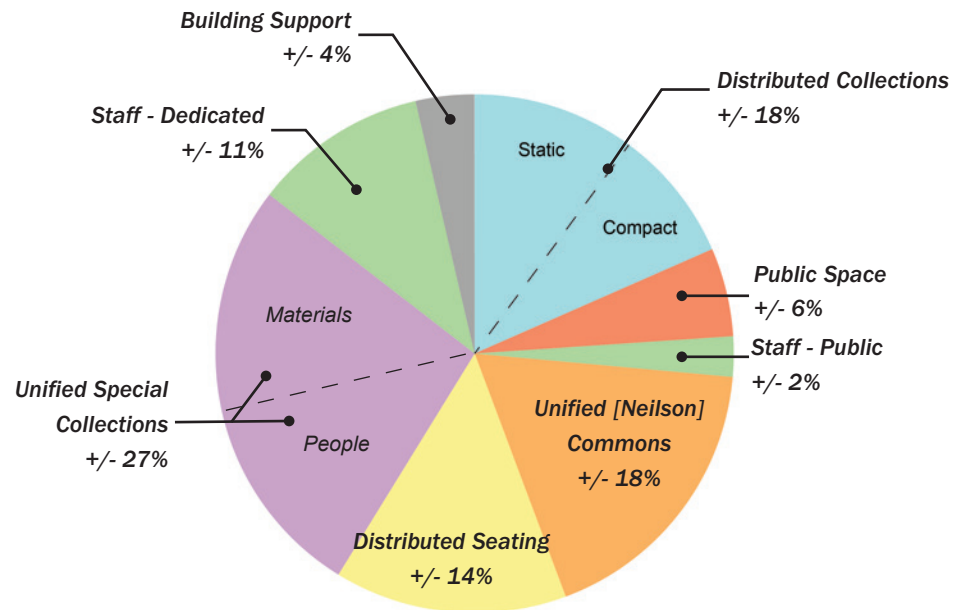
# Program

## Introduction

### The program solves a spatial problem

#### Considerations include:

- Buildings age and require reinvestment (last Neilson renovation was in 1982)
- Central campus site is constrained, must balance need for library space with desire for more open and green landscape
- Cost considerations and Smith's commitment to efficiency and sustainable energy practices point to a smaller building
- High demand for quality working, research, and gathering spaces including within Special Collections.
- Transformational changes in libraries (functions, materials, access, staff roles, and space demands) require changes in the use of space
- Library collections continue to grow in both material and digital formats



Recommended Program: ~146,000 gross sq. feet

### Program Drivers for Use of Space

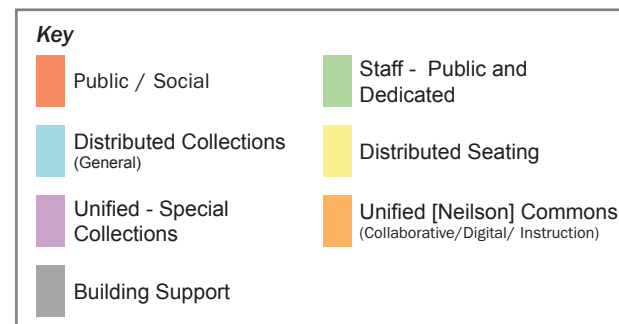
**Study / reflection:** solo spaces, reading rooms

**Convening:** café

**Innovation / collaboration:** enclosed and open

**Shared:** reservable not owned

**Scalable / aspirational:** capacity range, evolving space



# Program

## Vision

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The intellectual heart of the campus, the Neilson Library complex advances and celebrates learning, benefiting all who come to Smith. The Library complex (Neilson Library and Alumnae Gymnasium) welcomes diverse modes of knowledge making – from quiet, solitary reading and study to lively brainstorming and collaboration – enabling the purposeful exploration, creation, and sharing of knowledge. In the complementary spirits of continuity and transformation, we envision a sustainably designed library that supports scholarship and teaching, provides access to knowledge, and inspires and equips future leaders of a networked world.

Our renovated Library complex is the center of a rich learning and research ecosystem.

It curates outstanding resources: books, documents, artifacts, digital resources, and other technologies consulted by researchers from around the world and open to the explorations of every member of the Smith community. The library’s users – learners, teachers, readers, researchers – convene here to study and connect, exchange ideas, and access expertise and to create knowledge. The digital library within the physical library may be imagined as a hub with spokes: anchored in the physical building and supporting teaching and learning across the Smith campus classrooms and beyond. In the service of its overall mission, the Library maps pathways to multifaceted services and convenes expert staff who partner with faculty and students in the enterprise of teaching, learning and research.

The Library complex connects Smith’s past to its future. Originally constructed in 1909, two decades before Virginia Woolf’s famous protest in *A Room of One’s Own* against the exclusion of women from great libraries, it remains a material expression of Smith’s early and ongoing commitment to advancing the future of scholarship and women’s education.

In ways that are appropriate to their diverse functions and that promote intensive use, library spaces will be reconfigurable, inclusive, flexible, inviting, responsive and/or technology-rich, consistent with Smith’s deep commitment to sustainability in all our human practices.

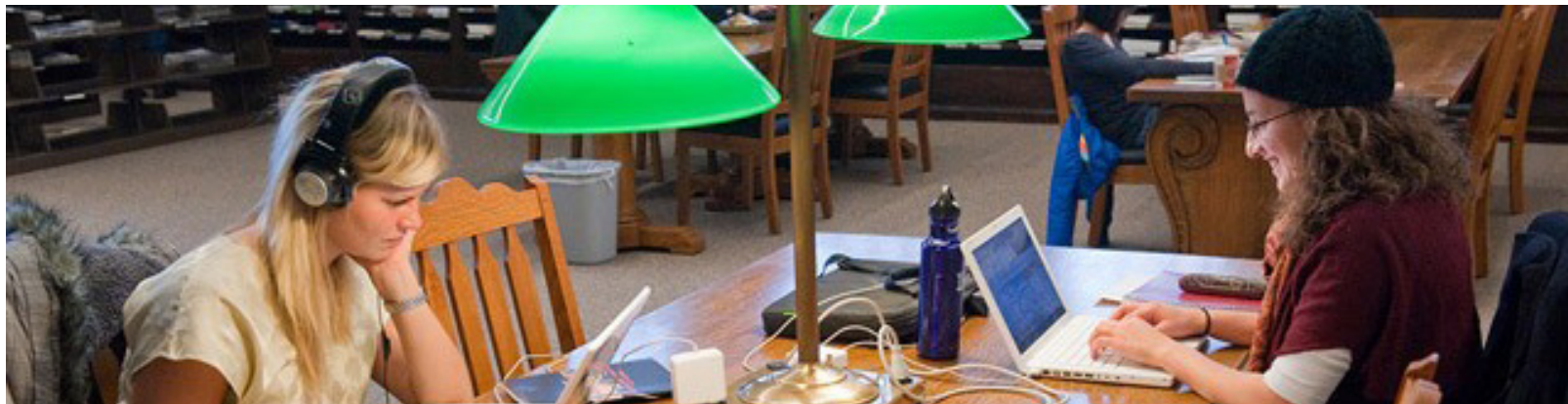


Photo credit: Smith College Libraries

## Guiding Principles and Themes

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Activities, services, and resources in the library share an intensive focus on three core aspects of knowledge making: exploration, creation, and sharing of knowledge. These are the cognitive and social foundations of learning and scholarship at all levels. The four additional principles below are aligned with the commitments emerging from the parallel Committee on Mission and Priorities strategic planning process.

1. Create flexibility now and for the future, ensuring adaptability of the building over time, to the best of our ability.
2. Provide for the range of activities that comprise purposeful and playful knowledge making, spanning quiet, contemplative study and lively collaboration:
  - Align with what we have learned about how students and faculty work.
  - Emphasize uses and activities. Prioritize those that can only happen in the library, happen best in the library, and benefit from the library's special resources and purposeful atmosphere to create new synergies that advance Smith's mission.
3. Apply campus sustainability principles to functions, services, and resources the library vision, program, and design:
  - Promote inclusive excellence in learning and research: as appropriate to their diverse functions, all spaces will be reconfigurable, accessible, flexible, inviting, responsive, and/or technology-rich, consistent with Smith's commitment to inclusiveness in our human practices.
  - Priority will be given to those functions that answer common needs, share and/or integrate services, so as to maximize our ability to meet the interests of multiple users, given our resource constraints.
  - Program in a way that's less about historical ownership of space and more about modes of work and modes of learning – so as to use space efficiently and effectively to meet the interests of core users. (CMP retreat 9/3/15).
  - Avoid or limit highly-customized/ owned spaces; instead, offer fewer, higher quality, more flexible, and more intensively used and shared spaces. (CMP whitepaper fall 2015).
4. We acknowledge that not all campus needs will be met in this renovation.
  - The program committee seeks to balance the core needs of three key user groups: students, faculty, and library staff who use the library in very different ways, as our campus study makes clear.



Photo credit: Smith College Libraries

# Program

## Program Components

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### Overview of the Program

The Program is organized into eight components defining interior space use.

- **Public Space**
- **Staff - *Public***
- ***Distributed* - Collections**
- ***Unified* - Special Collections**
- ***Distributed* - Seating**
- ***Unified* - Neilson Commons**
- **Staff - *Dedicated***
- **Building Support**

The following pages summarize the Program Committee's recommendations.

### What is changing?

- The Library complex will be smaller in overall square footage; the target square footage set by the college is approximately 146,000 gross square feet (includes Neilson and Alumnae Gym).
- The quality and variety of workspaces will increase significantly
- Spaces will be more efficient and flexible for the present and the future
- There will be an increase in reservable / sharable spaces and a decrease in "owned" spaces
- The Library is not recommended as the home for any academic departments or "owned" faculty offices.
- New collaboration opportunities will be created for students, faculty and staff (Unified Neilson Commons)
- Key parts of the program will remain open and aspirational, reflecting the ongoing transformation and work to come in the design phase
- Collections will be allocated on and off campus with consideration for intensiveness of use; collection estimates represent high/low capacity limits



Photos credited on following pages



**Ongoing work by the Program Committee**  
(not prioritized):

- Further discussions about Young Collections
- Unified Neilson Commons: further discussion with potential members

**Program Committee aspirations:**

- More event space
- Increase General Collection growth capacity from 5y to 10y
- Increase General Collection day 01 volume capacity

**Program breakdown by component:**

(+/- indicates approximate range to be explored during design)

	Estimated GSF	% of Total
Outdoor Spaces	N/A	N/A
Public Space	+/- 8,100 gsf	~ 6%
Staff – Public	+/- 3,700 gsf	~2%
Distributed - Collections	+/- 26,900 gsf	~18%
Unified - Special Collections	+/- 39,000 gsf	~27%
Distributed - Seating	+/- 21,200 gsf	~14%
Unified - Neilson Commons	+/- 26,000 gsf	~18%
Staff - Dedicated	+/- 15,800 gsf	~11%
Building Support	+/- 5,300 gsf	~4%
<b>Total:</b>	<b>+/- 146,000 gsf</b>	<b>100%</b>

**Breakdown of seating types:**

(+/- indicates approximate range to be explored during design)

**Study, Research, Collaboration Seats** +/- 700

**Instruction Seats** +/- 180

**Event Seats** +/- 100

**Café Seats** +/- 20

Category names, developed around use priority, also include qualifiers to give cues to beneficial adjacencies and relationships: “distributed” components are best spread throughout the building, “unified” elements are intended to be located together, benefiting from strong physical connections.

# Program

## Program Components

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### Public Space:

Program components that benefit from a clear path to or from an entrance are included in this category. These spaces will also be the areas most frequently accessed by those not focused on deep research tasks. They will typically experience a wide range of activities throughout the day.

### Key Elements

- Multiple entries
- “Café” seats
- Event space
- Exhibit areas
- Personal storage lockers



Duke University, von der Heyden Pavilion



Duke University, Perkins Library | Chappell Gallery

### Staff – Public:

In addition to dedicated areas for focused work, staff members require defined space to host the more public functions of the service model outlined here. Also included in this category are staff meeting and consultation spaces; by locating these within publicly accessed zones, they may be made available to all users in the evening hours. Use can be maximized through an on-line booking system.

#### Key Elements

- Service points
- Small consultation rooms (available for general use in the evening)
- Quick print / look up stations
- Phone rooms (available for general use in the evening)
- Medium meeting room (available for general use in the evening)



Hamline University, Anderson University Center

#### Service Model - Types of Access:

*Consultation*  
*Self-Service*  
*Transactional*  
*Instruction*  
*Virtual*  
*Physical*  
*Both (physical and virtual)*

# Program

## Program Components

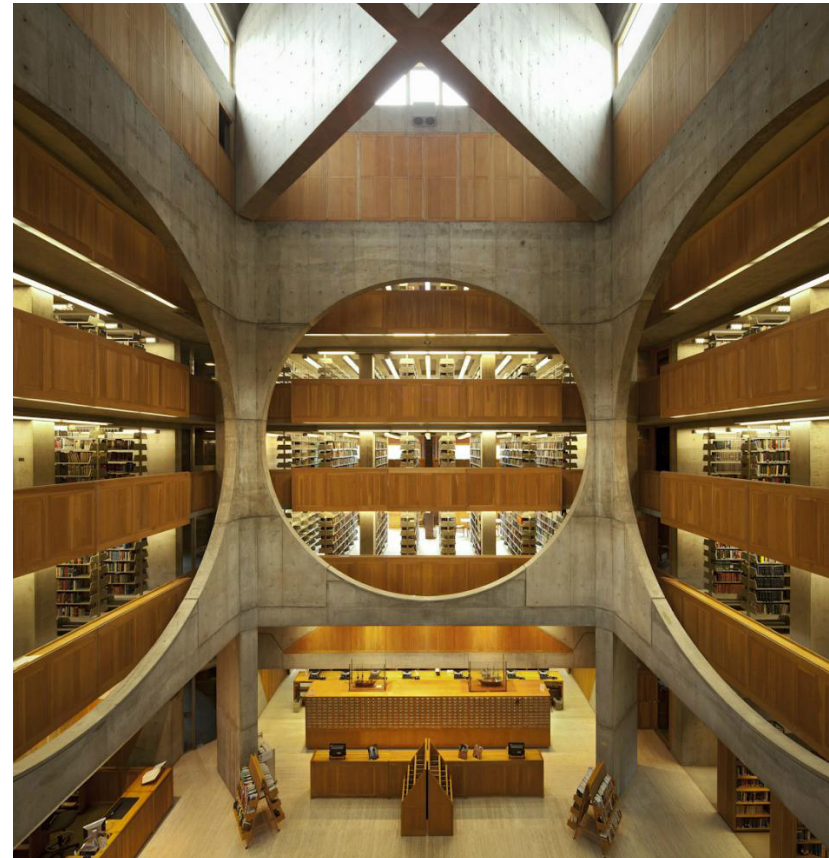
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### Distributed - Collections:

The browsable general collection is meant to be visible, accessible and distributed thoughtfully through the building to facilitate wayfinding in the collections. To reduce the overall square footage, while maintaining a key portion of the collection on-site, a combination of compact and static (traditional) shelving is recommended. The balance of this breakdown between compact and static is to be further explored during design. The starting point in the program framework includes half compact and half static (traditional) shelving.

### Key Elements

- Print / Monograph (Books)
- Bound Journals
- Ready Reference
- Current Periodicals & Newspapers
- Other Media (DVD, VHS, etc.)
- Themed Browsing Collections



Phillips Exeter Academy, Library (Louis Kahn)

**Supported Tasks:**  
*Deep research*  
*Quick reference*  
*Reading for pleasure*  
*Inspiration*

---

## Collections Philosophies

### Principles of collection quality and technologies

#### Quality

**THEN:** SIZE was an important indicator of quality.

**NOW:** An important criterion is HOW WELL THE COLLECTION IS USED

- A high quality collection should be well curated and part of a robust network
- With the much wider availability and use of digital texts, users often come to libraries for their SPECIAL COLLECTIONS; materials that are RARE OR UNIQUE to the library that houses them

#### Technology

- Library staff expertise is crucial to supporting use of technologies, by teaching research methods and supplying help and referrals to other resources on campus and beyond.
- A variety of resources (i.e. staff experts, technologies, collections, collaborative spaces etc.) are integral to Library services and instruction.
- The Library needs a more flexible, adaptable infrastructure so that it may better serve its users and adapt to rapid change.
- Resources should be visible and interdisciplinary.

### High/low volume ranges = recommended capacity limits

Four factors inform the volume range (to be determined in design and beyond)

- Balance with the other elements of the program
- Balance of compact and static shelving
- Capacity for growth
- Aligning the collection with teaching, learning and research needs now and in the future

*Instead of choosing one technology and not the other, we should maximize the benefits of coexistence by using books and digitization together to utilize the strengths and to ensure the survival of both.*

- Smith Student '19, Book Studies 140, January 2016

# Program

## Program Components

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### Unified - Special Collections:

A central aspect of the vision for Smith's Special Collections is the physical unification of the three branches – Sophia Smith Collection, College Archives and Rare Books. Due to the specialized use and value of materials housed within, a secure controlled climate envelope is required not only for the collection storage area, but also, at a more moderate level, for both research and instruction spaces and staff work areas where special collections are used.

### Key Elements

- Study and research spaces
  - *Special Collections reading room*
  - *Flexible instruction spaces*
  - *Small rooms - for consultation and media viewing*
  - *Open collaboration seats*
- Public exhibit
- Advanced staff spaces, flexible for future work
- Secure Special Collections stacks / storage



Johns Hopkins University, Brody Learning Commons | Rare Books Reading Room



Johns Hopkins University, Brody Learning Commons | Conservation Lab

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“Special Collections envisions itself as a liberal arts laboratory: a place for imagination, active experimentation, and dynamic exchange. As such, we will provide innovative approaches to research, access, and pedagogy.”

- Special Collections Working Group philosophy

**Supported Tasks:**

*Deep research*

*Inspiration*

*Discovery*

*Instruction*

*Global partnerships*

*Content creation*

*Exhibition*



Yale University, Beinecke Library (Skidmore, Owings and Merrill)

# Program

## Program Components

### Distributed - Seating:

A range of study and research environments for general use will be located throughout the building. The distributed nature, variety and flexibility of types speak to the vision of the Program Committee and observations of Library Staff. These aspects are reinforced by the work of the anthropological consultant whose findings featured the strong, task oriented behaviors of both students and faculty.



### INDIVIDUAL *Alone - Alone*

- Carrels
- Solo soft seating
- Nooks (1-2 p)
- Small tables (1-2 p)
- Reflection spaces



### READING ROOMS (Enclosed and Open) *Alone - Together*

- Large tables (8+)
- Soft seating
- Curated/themed collections
- Grand Reading Room, “Caverno Room,”  
Extended Hours Reading Room



### Supported Tasks:

- Focused study*
- Contemplation*

Photos L to R: Phillips Exeter Academy, Library (Louis Kahn); University of Cambridge, Sainsbury Lab | Nook Space (Stanton Williams); University of Oregon, John E. Jaqua Academic Ctr. for Student Athletes | Open Reading Room (ZGF Architects); Langston Hughes Library (Maya Lin Studio); Duke University, Perkins Library | The Link (Shepley Bulfinch); Johns Hopkins University, Brody Learning Commons (Shepley Bulfinch)





**Supported Tasks:**

*Focused study*  
*Deep research*  
*Writing, other scholarly activity*  
*Inspiration*

**COLLABORATION – OPEN**

*Together - Together*

- Movable tables and whiteboards
- Group and solo seating
- Plug in for mobile technology
- Future technologies and innovations



*Viewing media as a group*  
*Study groups & group discussions*  
*Private phone calls (enclosed only)*

**COLLABORATION – ENCLOSED**

*Together - Alone*

- Phone room (1-2p)
- Small group study or consultation room (4-6p)
- Assistive Technology Lab
- Large group study, project room (12-15p)



**Supported Tasks:**  
*Brainstorming*  
*Creating & practicing presentations*  
*Creating written or media projects*  
*Tutoring*

# Program

## Program Components

### Unified - Neilson Commons:

This program category embodies one of the biggest changes in the way the Smith campus is currently working. Sought by staff, faculty and students alike, the Unified - Neilson Commons is conceived of as an intensively shared space for collaboration in different sized groups through a mix of reservable spaces. It brings together experts, partners and users to enhance and deepen the knowledge creation process. Framed around three branded hubs, interwoven with shared, formal and informal spaces, the vision and use of the Commons will continue to evolve through design, construction and into the future.

### WELL-DEFINED *Digital Media Hub*

- Recording and listening spaces
- Video Conferencing
- Stations with specialty hardware and software for media creation, production, staging, editing and sharing



### *Library Instruction*

- Large flexible teaching space
  - Seminar/breakout



Photos L to R: Pomona College, Studio Art Hall | Fixed Computing Lab (w/HY); Harvard Business School, Batten Hall | Instruction Space (Shepley Bulfinch); Duke University, Rubenstein Library | Seminar Room (Shepley Bulfinch); Raw/Undedicated Flex Space (unknown building); University of Calgary, The Taylor Family Digital Library | Data Visualization Studio (Kasian)

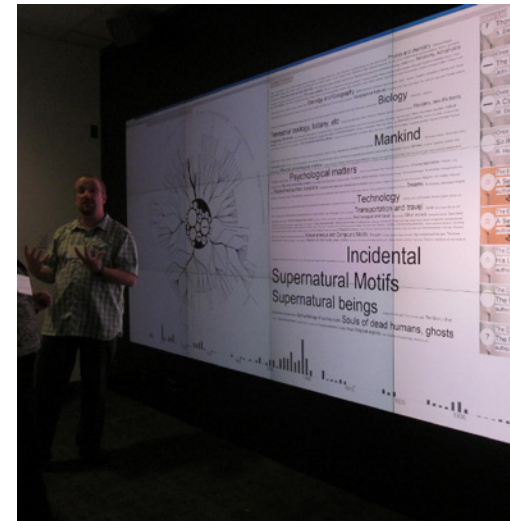
**STILL DEFINING (workshop to be held spring 2016)**  
*Faculty & Student Centered Collaborations*

- Kahn, possibly Humanities Works, Sherrerd, WFI/Conway, Spinelli, Jacobson, Wurtele, Lazarus, Disability Services: some collaborators would be located in full, others in part.

**REMAIN OPEN TO FURTHER EXPLORATION**  
*Shared / Research / Exploration*

*may include:*

- Media teaching space(s)
- Open and enclosed collaboration spaces
- Hoteling for staff experts, faculty, visiting researchers
- Raw space(s) for hosting uses focused on research through making



**Supported Tasks:**  
*Knowledge creation*  
*Engaged learning*  
*Research*  
*Innovation*  
*Collaboration*

# Program

## Program Components

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### Staff – Dedicated:

Through a multi-stage workshop process, library staff members were challenged to study their current work flow, consider a baseline for the ideal and then push forward to an even more visionary proposal. The portion of the program framework dedicated to working spaces for expert staff includes, similar to those centered on users, a range of space types that incorporate the concepts of flexibility and a pioneering vision of workspaces focused on intensity of use.

### Key Elements

- Offices and shared workstations
- Workrooms
- Social space
- Low percentage of “owned” spaces
- Locked storage & other support spaces

### Staff groups:

- Center for Media Production*
- Digital Strategies & Services*
- Discovery & Access*
- Educational Technology Services*
- Library Administration*
- Teaching, Learning & Research*
- Spatial Analysis Lab*



Princeton University, Firestone Library | Special Collections workspace

### Supported Tasks:

- Focused work*
- Instruction preparation*
- Collection management*
- Collaborative projects*
- Content creation*
- Storage of materials*

### Building Support:

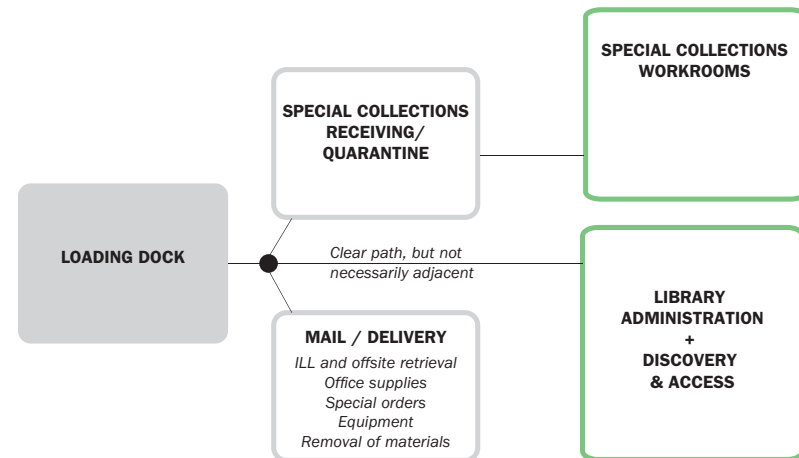
Lastly, the building program outlines an initial understanding of several key support spaces and needs that are specific to this building. The remaining code required building support and service components are included in the overall square footage through application of a grossing factor, calculated based on benchmarking of industry standards and similar projects.

### Key Elements

- Loading Dock
- Special Collections receiving / quarantine
- Mail & delivery rooms
- Building storage
- All gender restrooms



Existing Loading Dock



Key staff relationships to new Loading Dock

# Program

## Additional Components

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### Landscape and Outdoor Spaces Vision

The outreach and engagement process included several discussions with Library users and community members about outdoor spaces. In addition to specific design ideas offered by participants, the process also revealed four major themes relevant to Program, summarized here for consideration by the Design Committee and the project team.

#### Site as Program

Several participants expressed enthusiasm for the concept that outdoor spaces and landscape will become something more than decoration for new architecture. A close reading of ecological context, historic patterns, infrastructure, landforms, human needs and uses, and natural processes should inform decisions about the purposes of the designed landscape. Possible purposes or values that could be expressed in outdoor spaces include (a) educational goals (scientific, sustainability, landscape awareness); (b) sociability and community interaction; (c) naturalistic or park-like design emphasizing quiet, contemplative spaces for psychic benefit; or (d) informality and adaptability by and for users. The central location of the Library site in the historic core of the campus provides special opportunities for placemaking.

#### Landscape and Sustainability

Discussions of the Sustainability Working Group and with the College community reflected a very high level of interest in how the outdoor spaces of the redesigned Library would demonstrate a programmatic commitment to ecological responsiveness; minimal environmental impact or possibly regenerative effects; and ecosystem services, particularly habitat and storm water issues.

#### Landscape and Accessibility

Improved circulation and accessibility are mandatory and essential Program goals related to both buildings and landscape.

#### Landscape and Botanic Garden

From 1894 to the present, the Botanic Garden has strongly shaped the appearance, function, and purposes of the campus landscape. In this regard, the outdoor landscape of the Library is already a part of the Program (as an Arboretum and Botanic Garden, an outdoor living collection of plant materials), and the Library Redesign will engage and could possibly enhance or augment this uniquely valuable asset.



Swarthmore College, Scott Outdoor Amphitheater (Thomas W. Sears)



Yale University, Morse & Ezra Stiles Residential Colleges (Kieran Timberlake)

## Smith's Digital Library

### Transforming How We Make, Share and Experience Knowledge

Students and faculty will have unparalleled access to rich materials, innovative technology, and expert services. The Digital Library platforms, from websites to databases to social media, will provide content, foster connections, and create a community of scholars.

#### The Smith community will:

- Experience extraordinary Special Collections significant in nature, scope and depth.
- Connect via a new Library website, responsive across all devices and accessible to diverse readers.
- Engage with text, audio, video from, by and about the Smith community.
- Discover and explore global collections.
- Communicate with a network of library experts across multiple channels.
- Create new knowledge in varied formats to enable robust research and innovative scholarship.
- Share original research and data in online platforms to maximize the impact of digital scholarship.
- Strengthen research skills with interactive learning environments.

## Research

Resources by Subject ▼

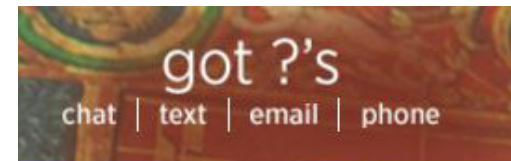
Find Articles, Images, News & more

Databases by Title

Smith Digital Collections

Citation Guides | RefWorks

[more ▶](#)



## Library Services

My Account/Renew

Borrowing & Access

Interlibrary Loan

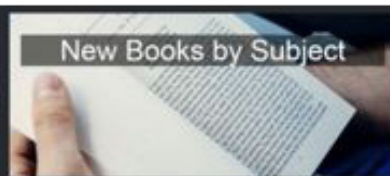
Facilities & Equipment

For Faculty

For Alumnae

For SSW Students

[more ▶](#)



# Program

## Spatial Concept Diagrams

### Overview

The following series of diagrams adds a graphic overlay defining the vision, relationships, adjacencies and spatial concepts of the program components and framework outlined in previous sections.

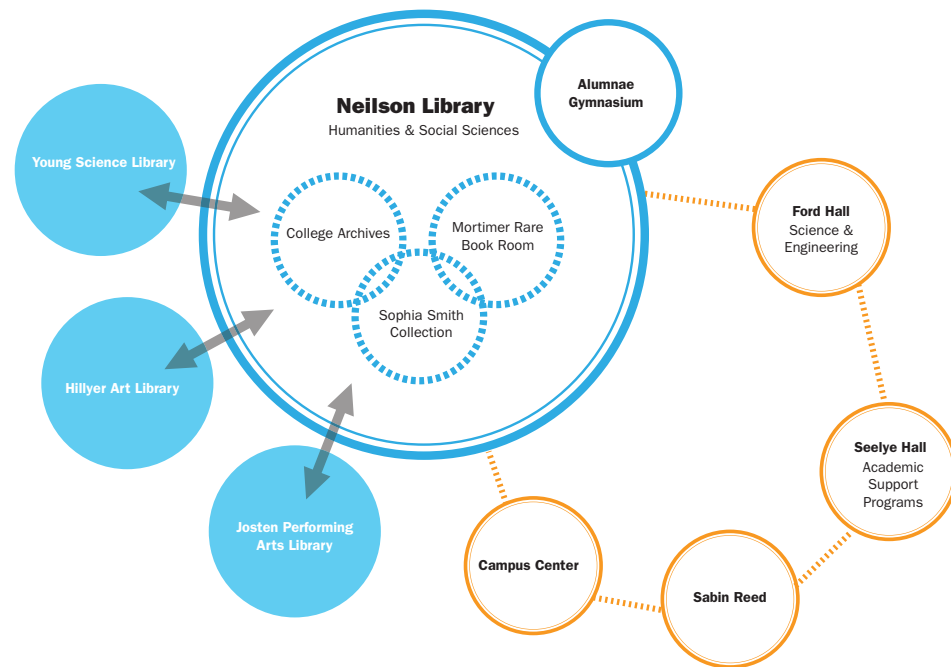


Diagram 01: Neilson Library as the heart of a network of campus resources.

### Adjacency and Flow

The program is grouped into eight building categories, plus outdoor spaces. In many ways the relationships between these categories are fluid, and will be further explored and defined during design.

The diagrams on these two pages speak to concepts of adjacency and flow. Diagram 01 focuses on the relationship of the Neilson Complex to campus, while diagram 02 looks more closely at the connections between program components and the approximate scale of the pieces.



*As the intellectual heart of the campus, the Neilson Library complex enables faculty, students, staff, and other members of our community to come together to explore, make, and share knowledge. It's a place where users come to learn and experience knowledge in order to then produce it. They arrive with tasks and goals that the library provides the expertise and resources to answer and they should leave knowing more and having encountered, tried, and/or produced something new.*

- Co-Occupants Working Group  
Philosophy

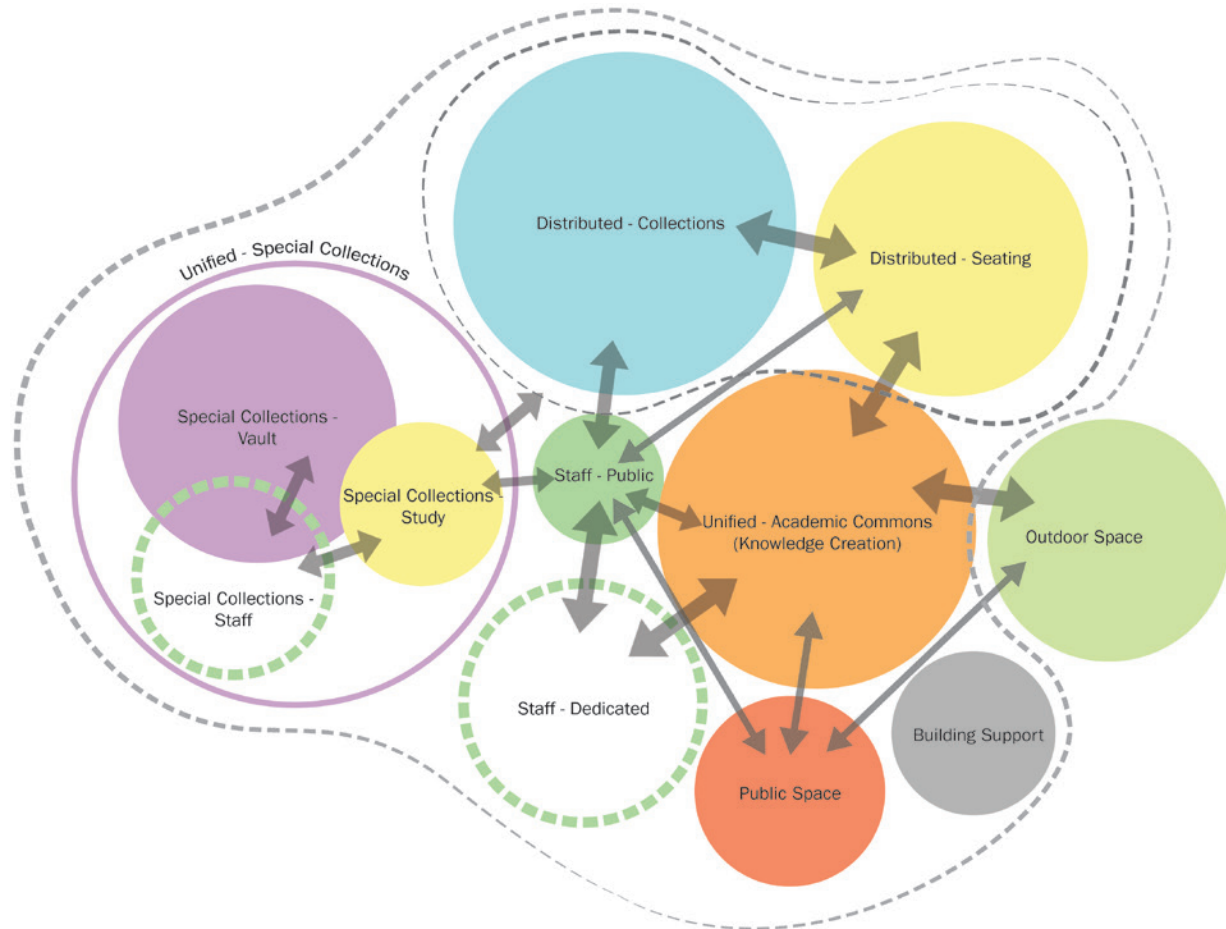


Diagram 02: Relative scale and relationships of primary components of the Library program framework.

# Program

## Spatial Concept Diagrams

---

*Every space has certain characteristics related to use, users, and technology. While defining characteristics are useful for understanding space, many spaces fall along a spectrum and shift depending on how they are used, time of day, and other factors. For the purposes of this working group, all user study spaces are defined in terms of group size, noise levels, openness, technology, use, and flexibility.*

- User/Study Space Working Group report



quiet



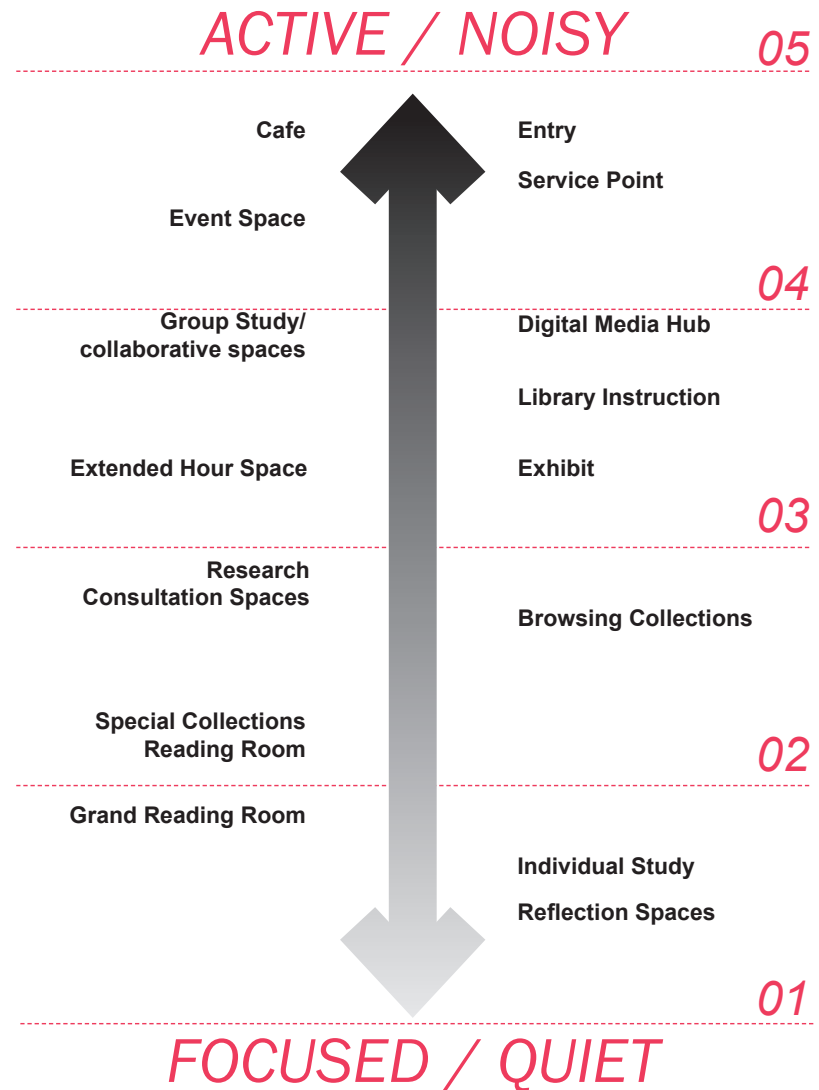
low-hum



noisy

## Noise/Quiet Continuum

In addition to user adjustability of light levels and furniture, the ability to have control over or access to different levels of activity or noise is a priority to fulfill the vision of a welcoming and accessible library. The layering of these activity levels could occur both across a floor as well as vertically through the building. “Low-hum” components may act as spatial transition or buffer zones between those that are intended to accommodate greater noise levels. Conversely, it would be valuable to create “walk-and-talk” path(s) through or along the edge of the quietest zones to limit disturbance.

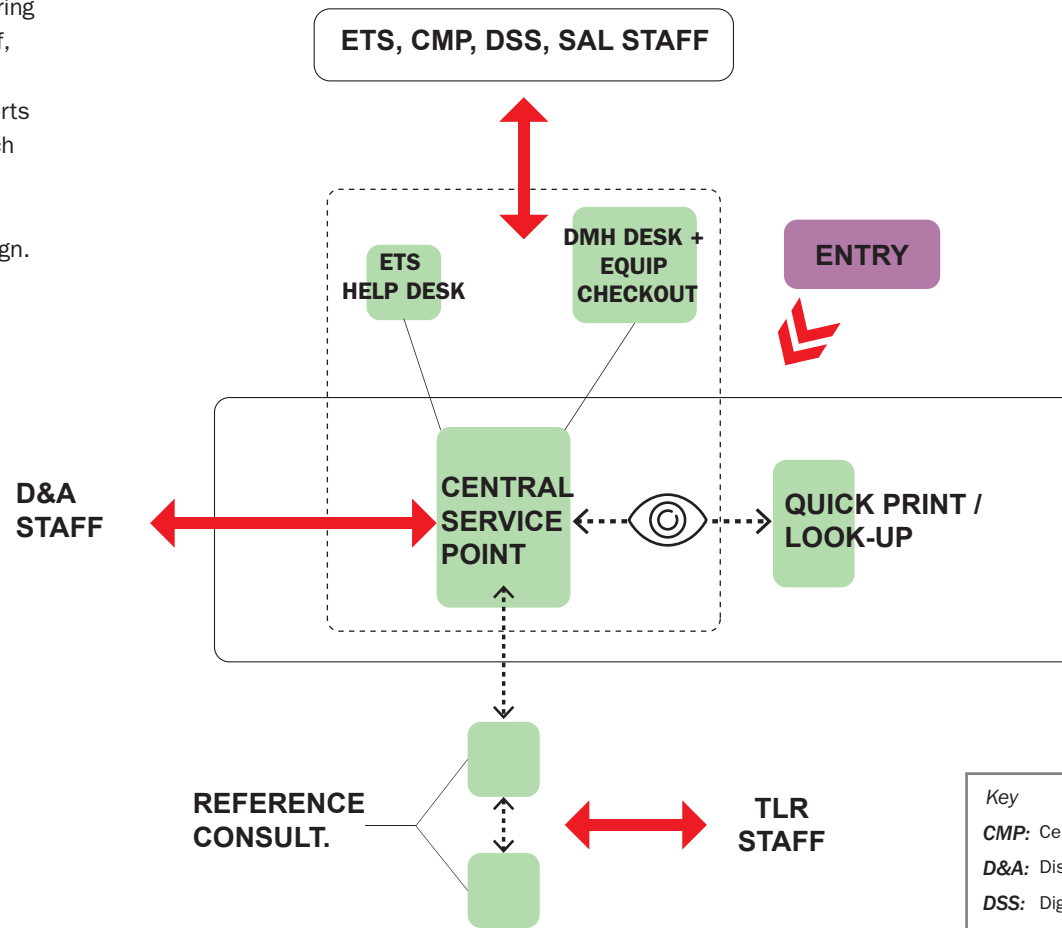


# Program

## Spatial Concept Diagrams

### Service Model

The service model scenarios considered during the fall workshop sessions with Library staff, and as recommended by the Service Model Working Group, rely on ties to the staff experts who support the services. The ways in which staff and service connections are ultimately realized will be closely tied to the spatial opportunities presented in the building design.



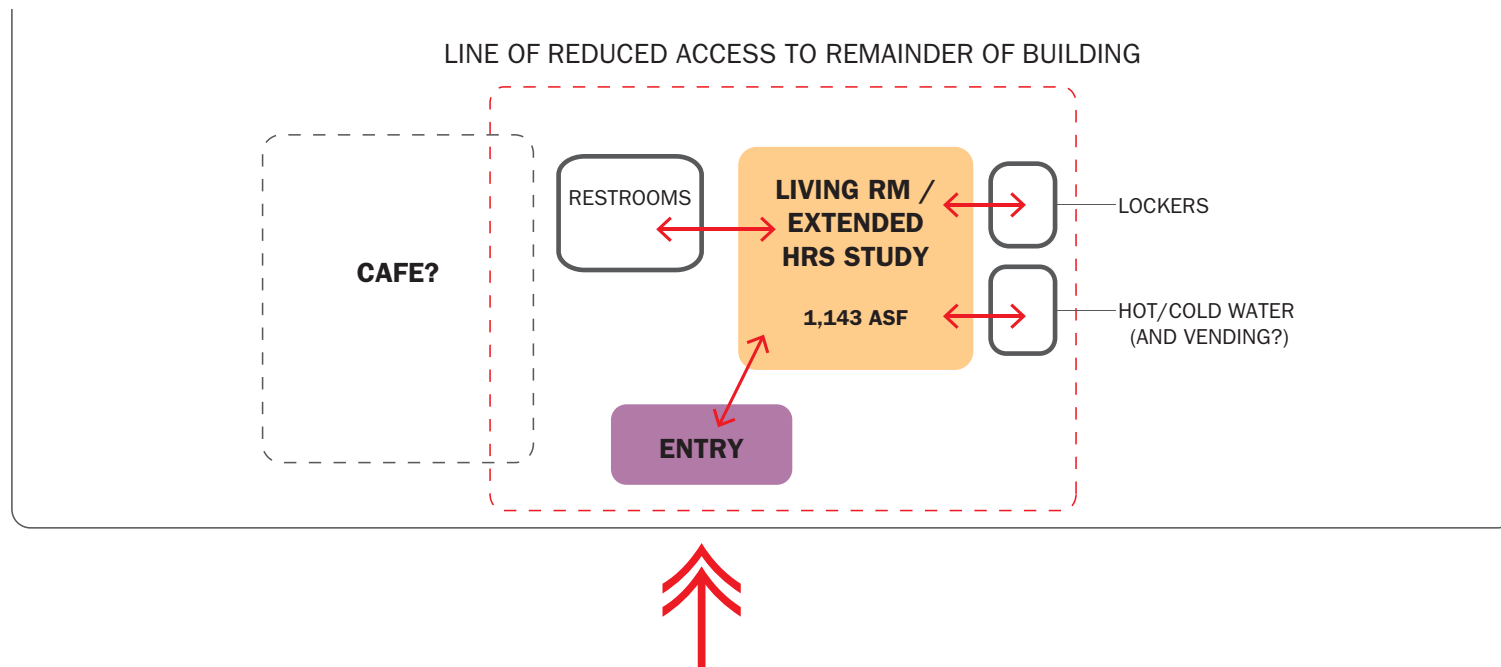
*Our service models are designed to be transparent to users—easily seen, deciphered and navigated. Our service models undergo continuous improvement, based on frequent user experience assessment.*

- Service Model Working Group Philosophy

Key	
<b>CMP:</b>	Center for Media Production
<b>D&amp;A:</b>	Discovery and Access
<b>DSS:</b>	Digital Strategies and Services
<b>ETS:</b>	Educational Technology Services
<b>TLR:</b>	Teaching, Learning and Research
<b>SAL:</b>	Spatial Analysis Lab
<b>DMH:</b>	Digital Media Hub

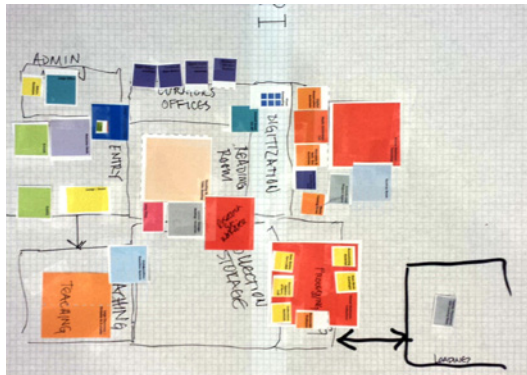
## Extended Hours Study

Students feel strongly that access to library study and collaboration spaces for longer hours (24/7 was requested) will greatly improve their process. Future design investigations will study how a portion of the user space could be isolated such that it might remain open when the main portion of the complex is closed – providing secure entry and access to key study and collaboration program components, including restrooms.



# Program

## Spatial Concept Diagrams

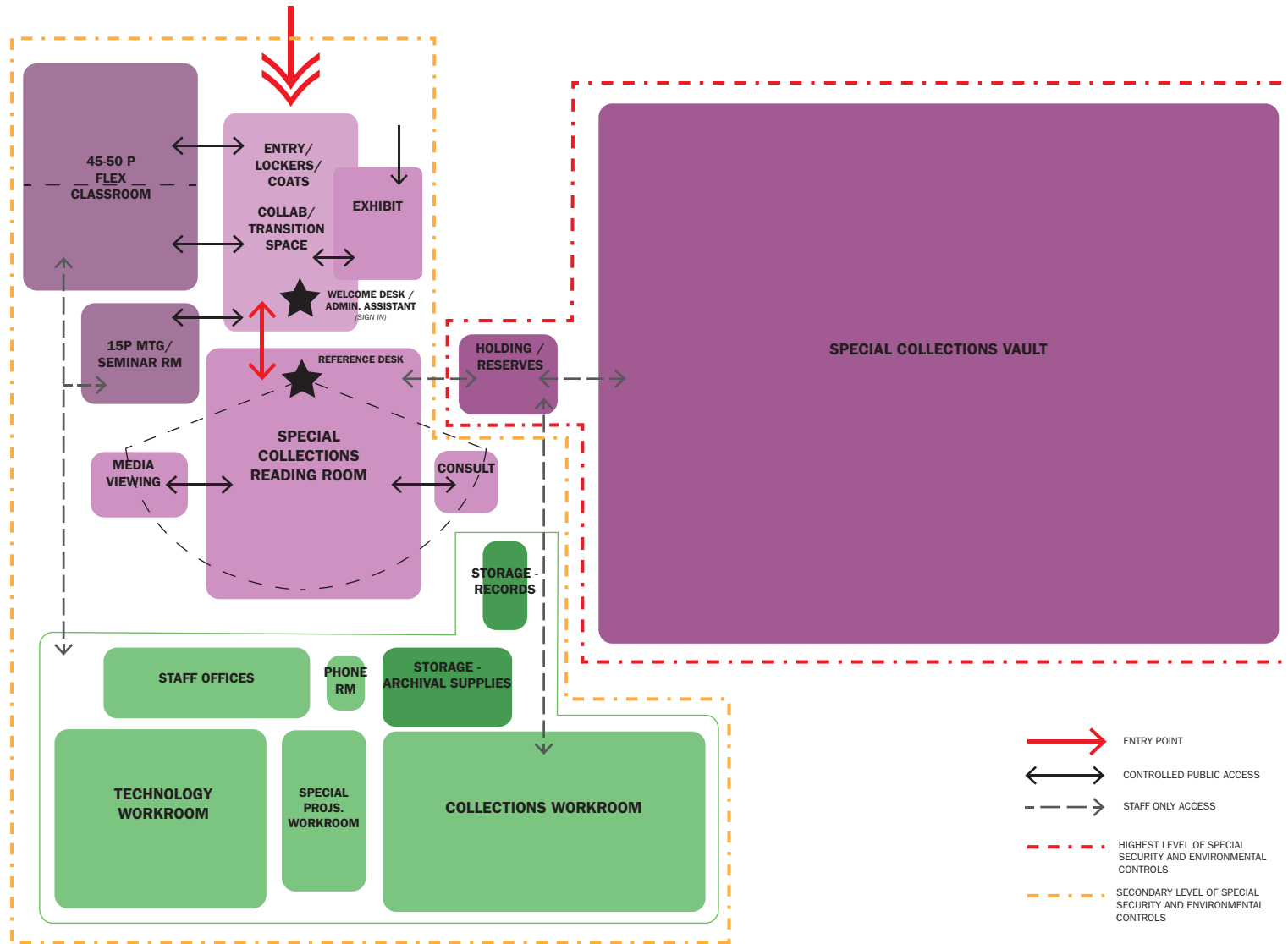


Chip exercise from 12/2/15 Special Collections Staff Workshop



### Unified - Special Collections

The Unified Special Collections at Smith College will bring together the currently disparate Sophia Smith Collection, College Archives and Rare Books, as well as the staff that manage and preserve these collections. The heart of this program component will be the spaces used for research and instruction with close connection to the staff experts. The operations concept has evolved away from more traditional office-centric workspaces to allow for shared work, meeting and consultation rooms. Staff areas focus on; three main workrooms adjacent to secure storage, the collections “vault” and the user spaces. As a result of both the necessary secure perimeter and the levels of environmental control, careful study of entry points and limits to the number of connections between spaces is a priority.



# Program

## Spatial Concept Diagrams

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### Unified - Neilson Commons

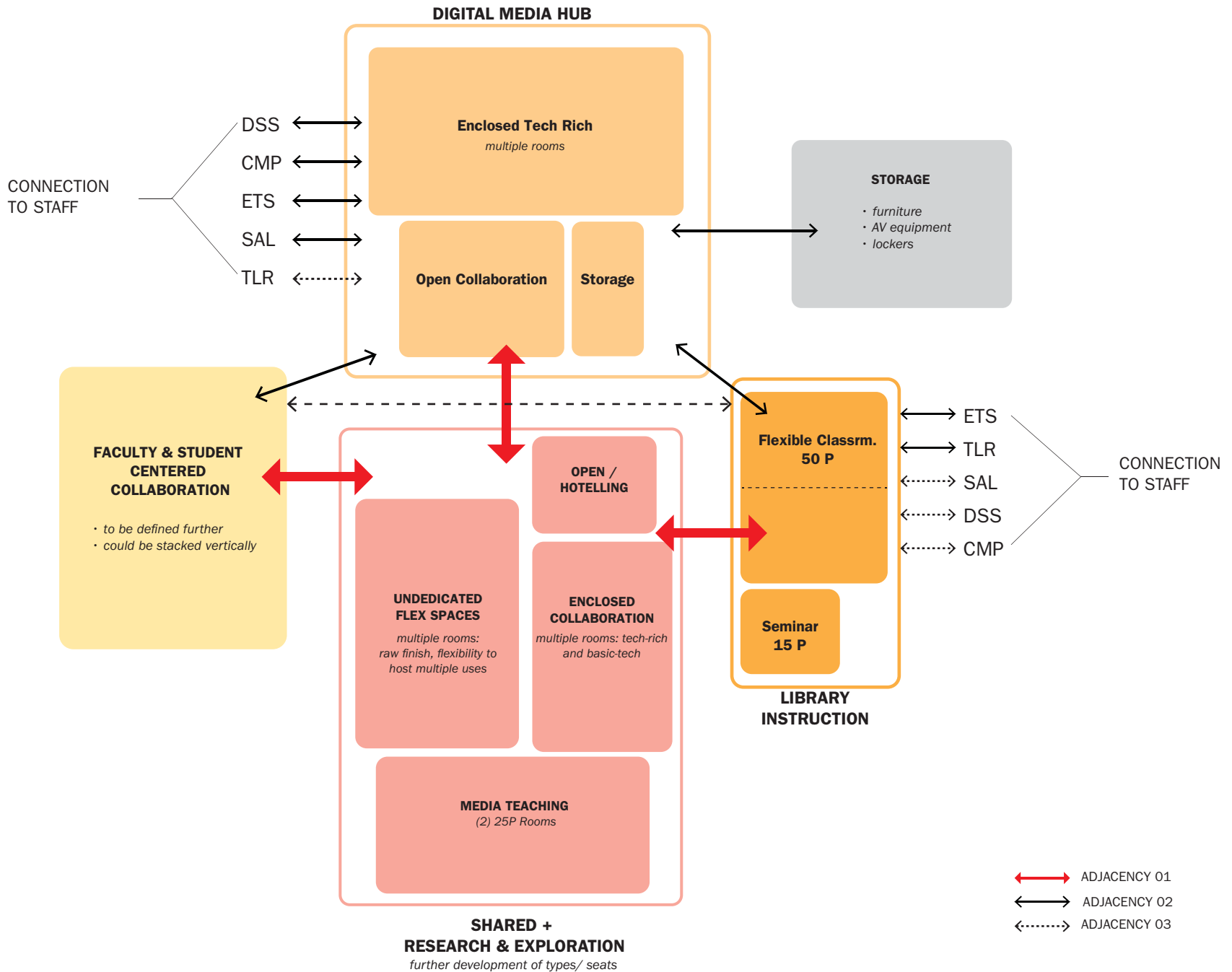
The root of the commons concept was a proposal to bring together three groups focused on engaged learning and knowledge creation: the Digital Media Hub, Library Instruction, and Faculty & Student Centered Collaborations. The vision for development of the Faculty and Student Centered Collaborations and supporting shared spaces will continue to be refined as the project progresses.

Essential to the commons success is its organization around and connection to a series of formal and informal spaces. Shared use of a rich variety of reservable rooms and satellite/hoteling work areas (for units with offices elsewhere) will be used to host programs and consultations with high end digital tools. The commons will contribute to ongoing collaborations, partnerships and the user centered focus of the library vision.

*Key*

- CMP:** Center for Media Production
- D&A:** Discovery and Access
- DSS:** Digital Strategies and Services
- ETS:** Educational Technology Services
- TLR:** Teaching, Learning and Research
- SAL:** Spatial Analysis Lab



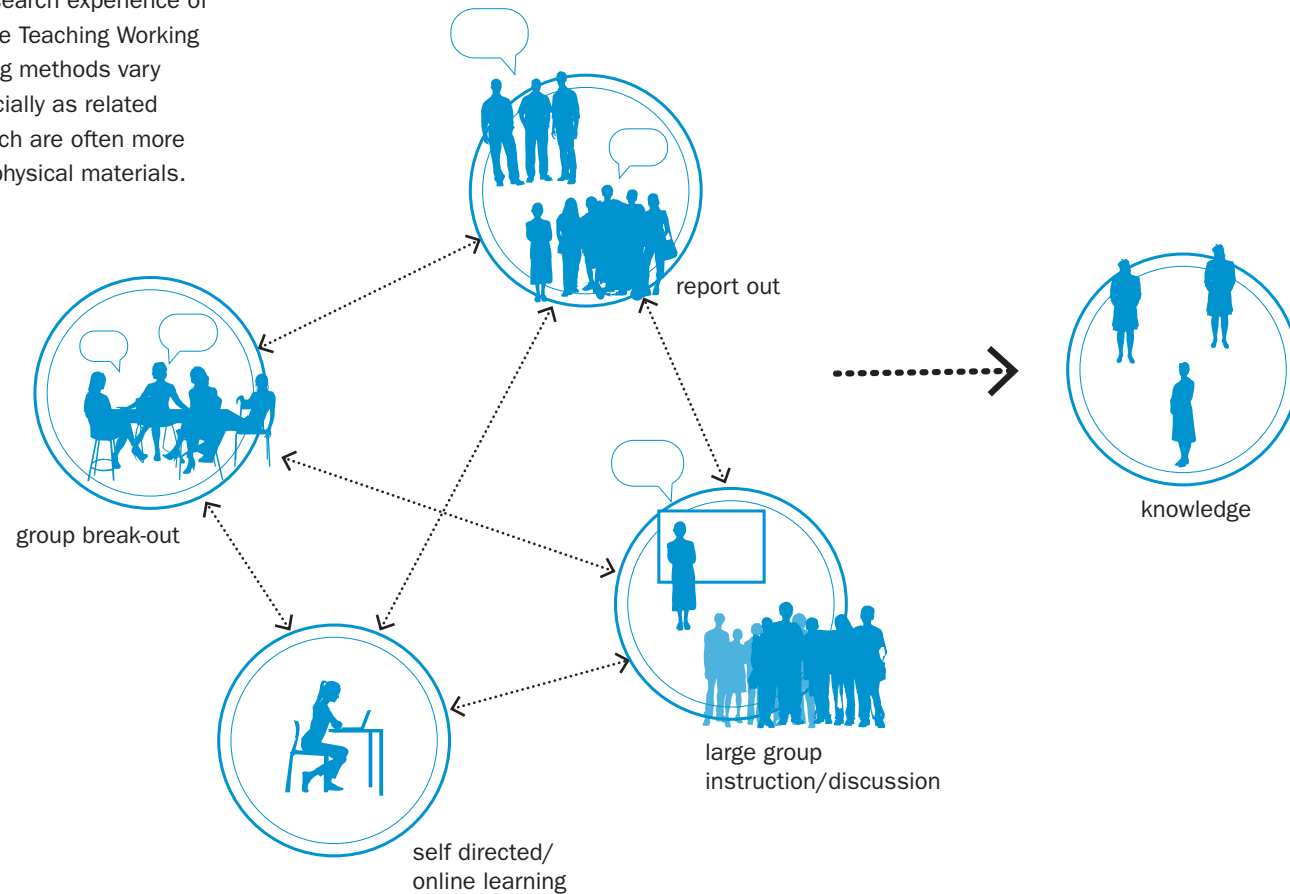


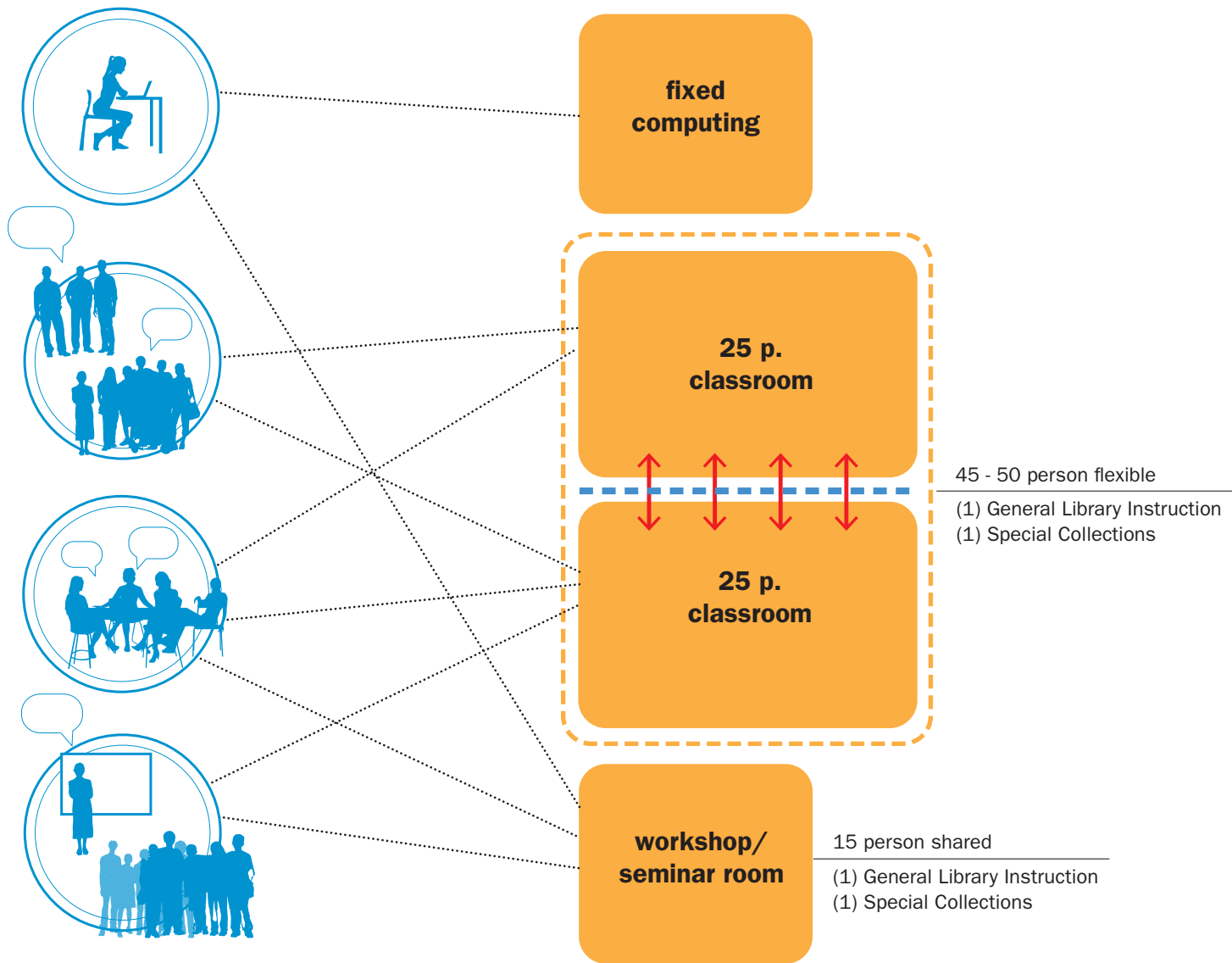
# Program

## Spatial Concept Diagrams

### Teaching Use Cases

Library instruction is an integral part of the programming of Smith's libraries. Access to flexible teaching spaces, that support fluid movement between different scale groups, will allow these programs to expand and further improve the study and research experience of users. As described in the Teaching Working Group's summary, teaching methods vary depending on topic, especially as related to Special Collections which are often more centered on objects and physical materials.





## Program

Spatial Concept Diagrams // [teaching use cases](#)

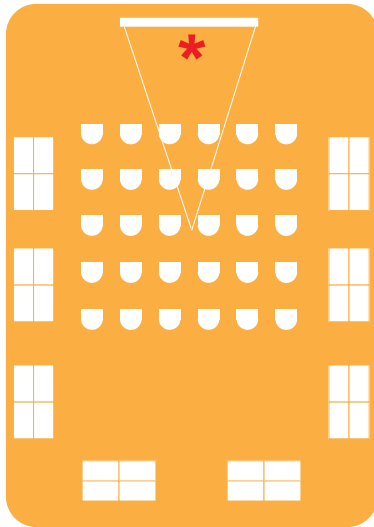
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### A Day in the Life of the Extra-Large Classroom

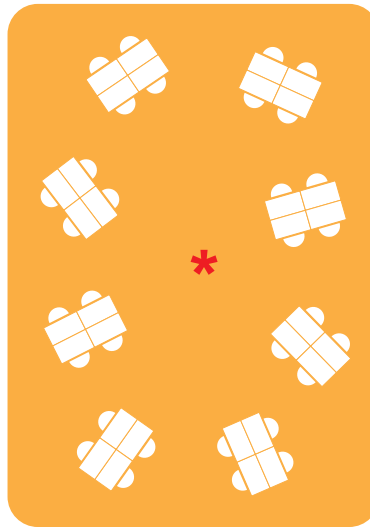
*“The new building gives us an opportunity to enable change (away from rigid lecture-style session) through flexible, technology-rich active learning classrooms, as well as informal multi-purpose teaching spaces.*

*New teaching spaces can also enable new partnerships with our key collaborators on campus, allowing us to merge new technologies with traditional research tools.”*

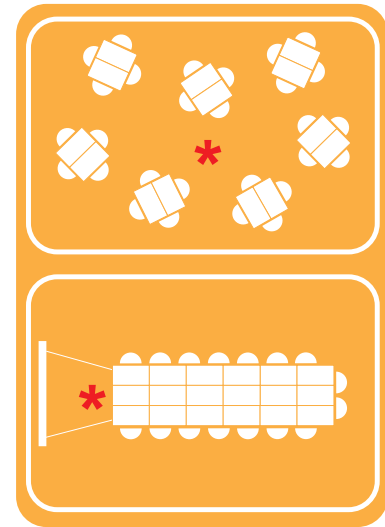
- Teaching Working Group Philosophy



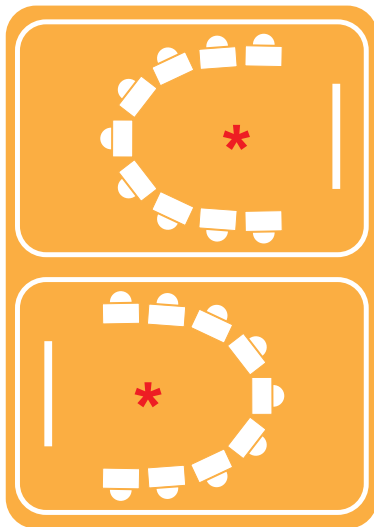
Lecture



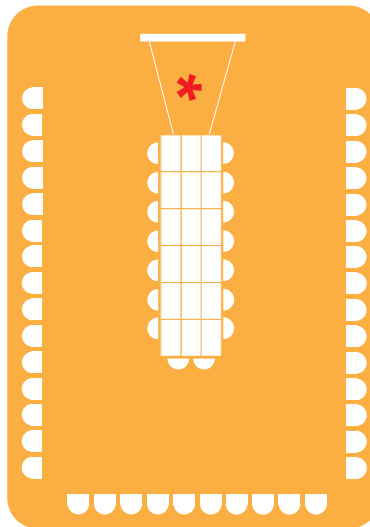
Group Break-Out



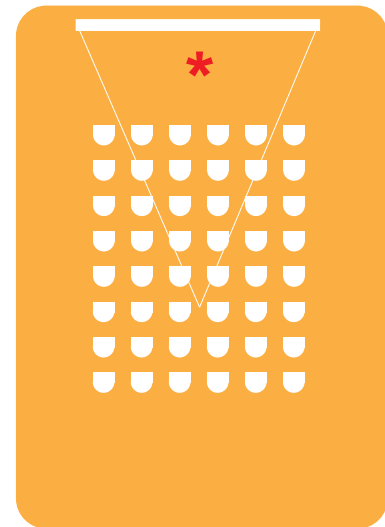
Small Group Break-Out + Seminar



Workshop/Studio



Demonstration/Modeling



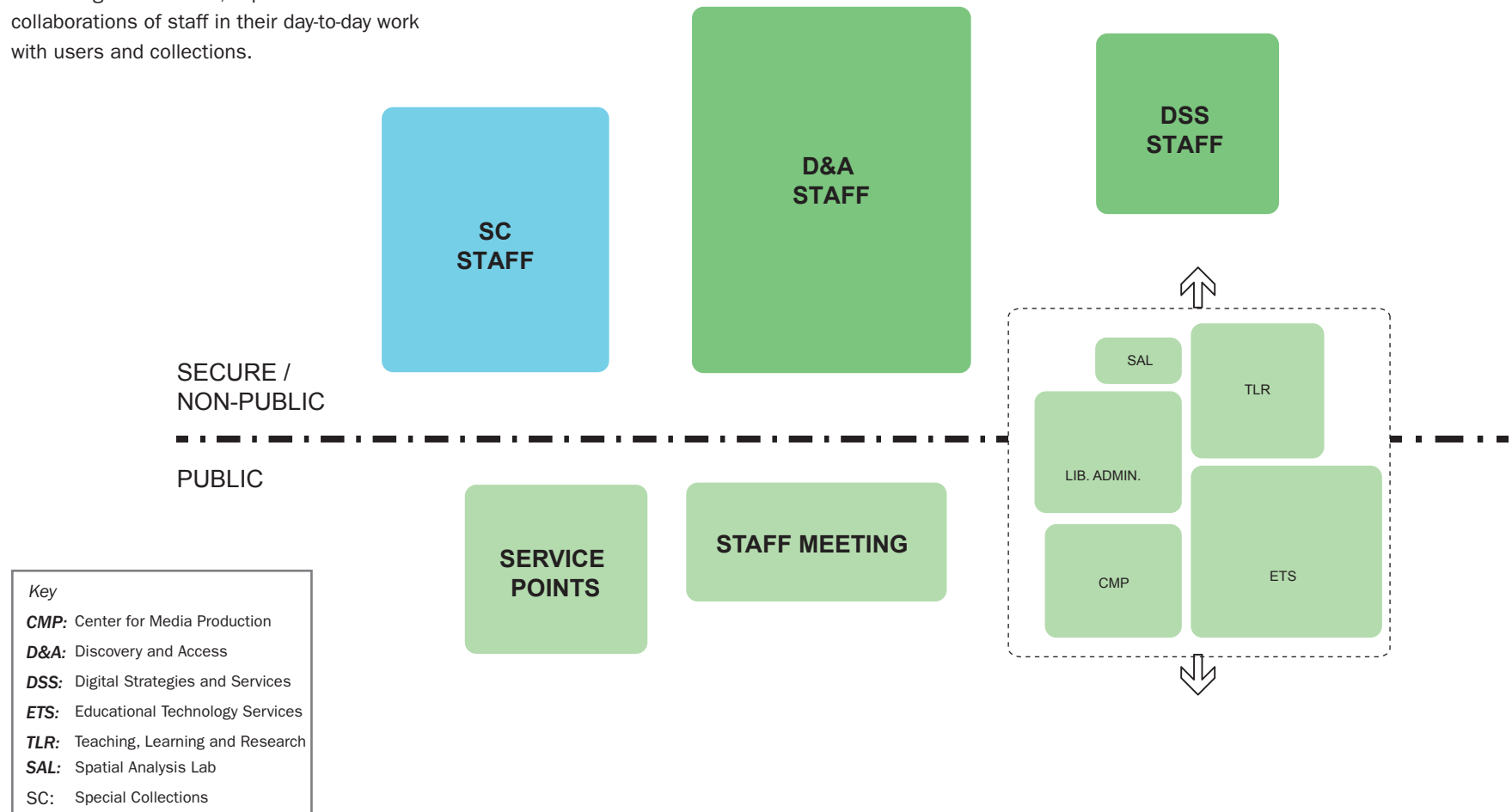
Large Event

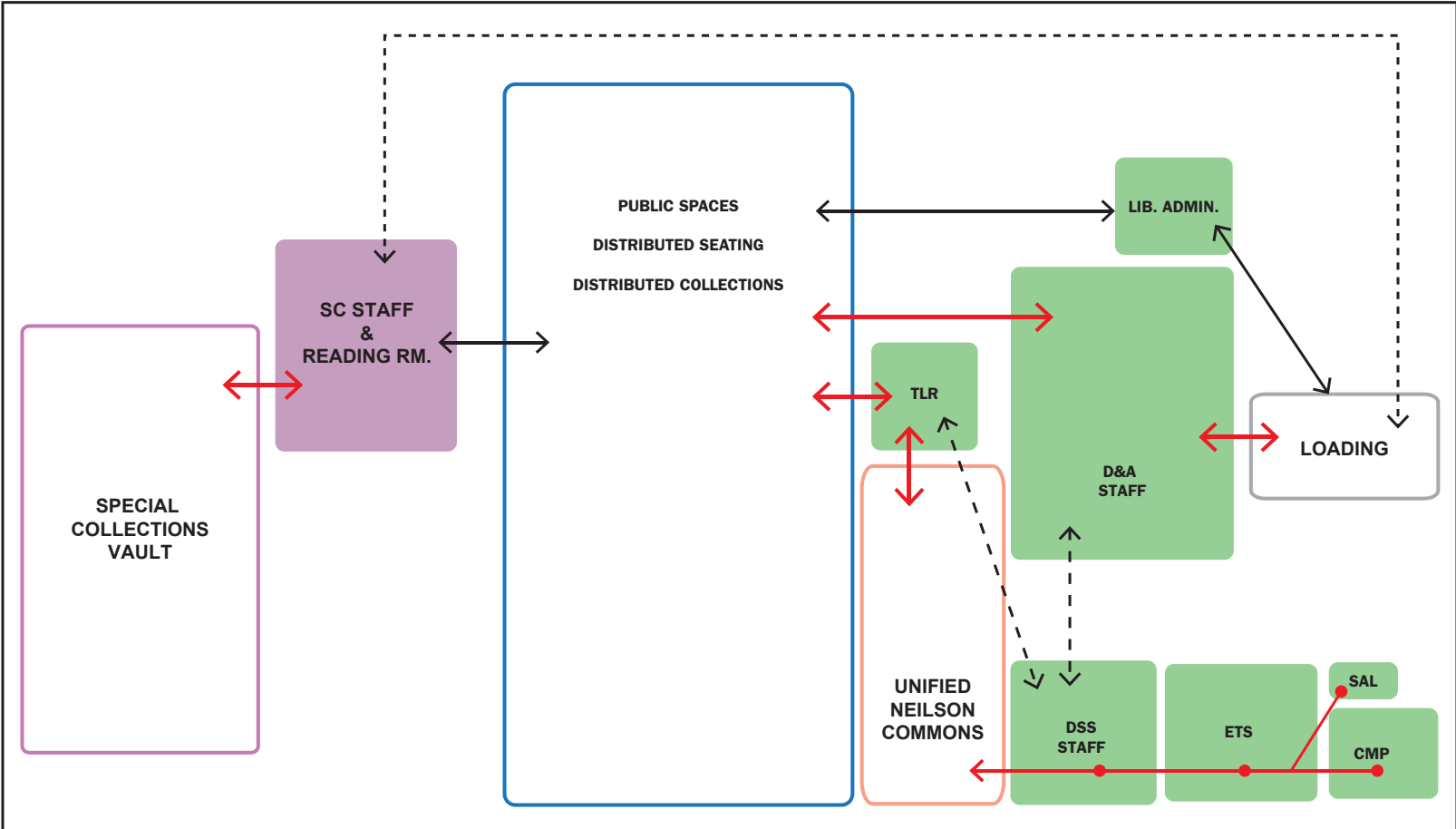
# Program

## Spatial Concept Diagrams

### Dedicated - Staff

Interrelationship of staff work spaces, as well as their locations relative to key program components, will play an important role in enhancing the services, experiences and collaborations of staff in their day-to-day work with users and collections.





# Program

## Spatial Concept Diagrams

### Flexibility

The ability of the redesigned Neilson Library to change over time, both short-term and long-term, is a fundamental aspect of both the vision for intensity of use, and for the sustainability of the building. Measuring and balancing the right type of flexibility, quantity and scale of spaces will be an important part of the ongoing design process.

### Key Considerations



#### Time

Immediate change vs. change at regular intervals by staff vs. change over time to respond to changing needs



#### Level of technology / connectivity

Specialized infrastructure vs. plug and play



#### Scale / connection to building or systems



#### Users

What level of user control or autonomy exists to implement change?



#### Mobility

Wheels, light weight, made to move

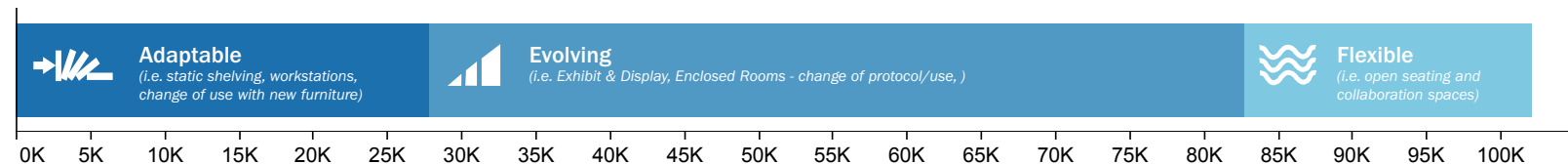


#### Funding

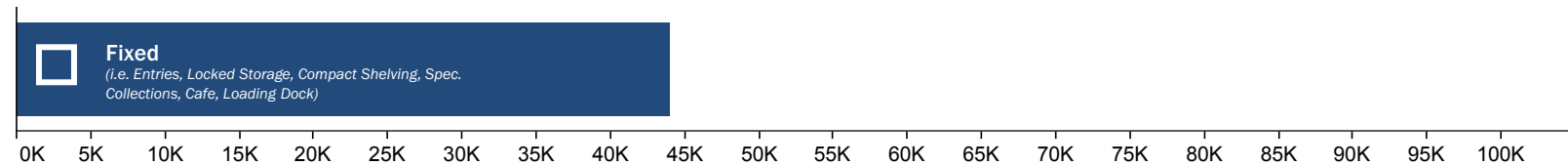
Refer to "Taxonomy" section for additional details and definitions.

## Comparative Zones of Flexibility within Program Framework

### Flexibility for Future Use



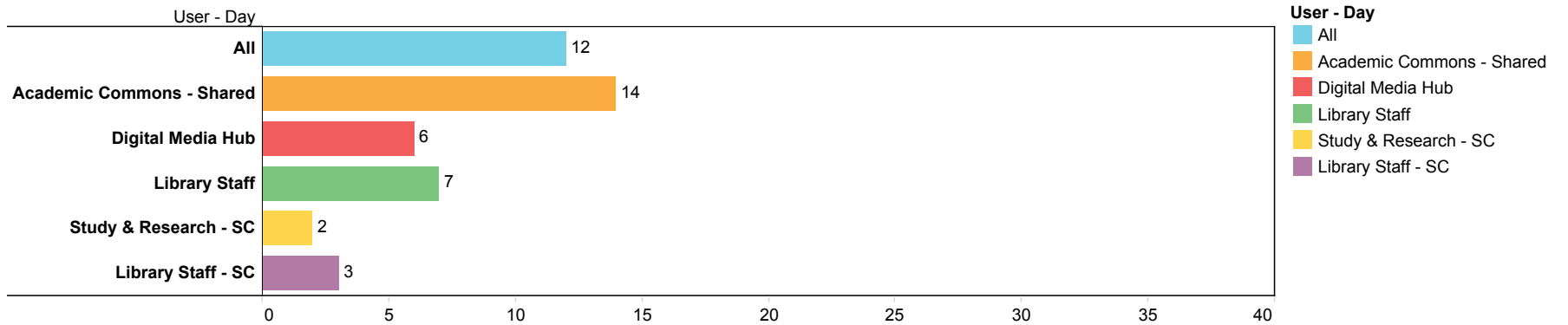
### Fixed (construction project required to change use)



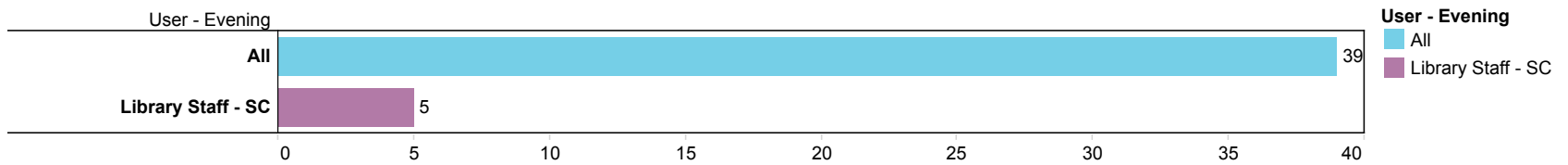


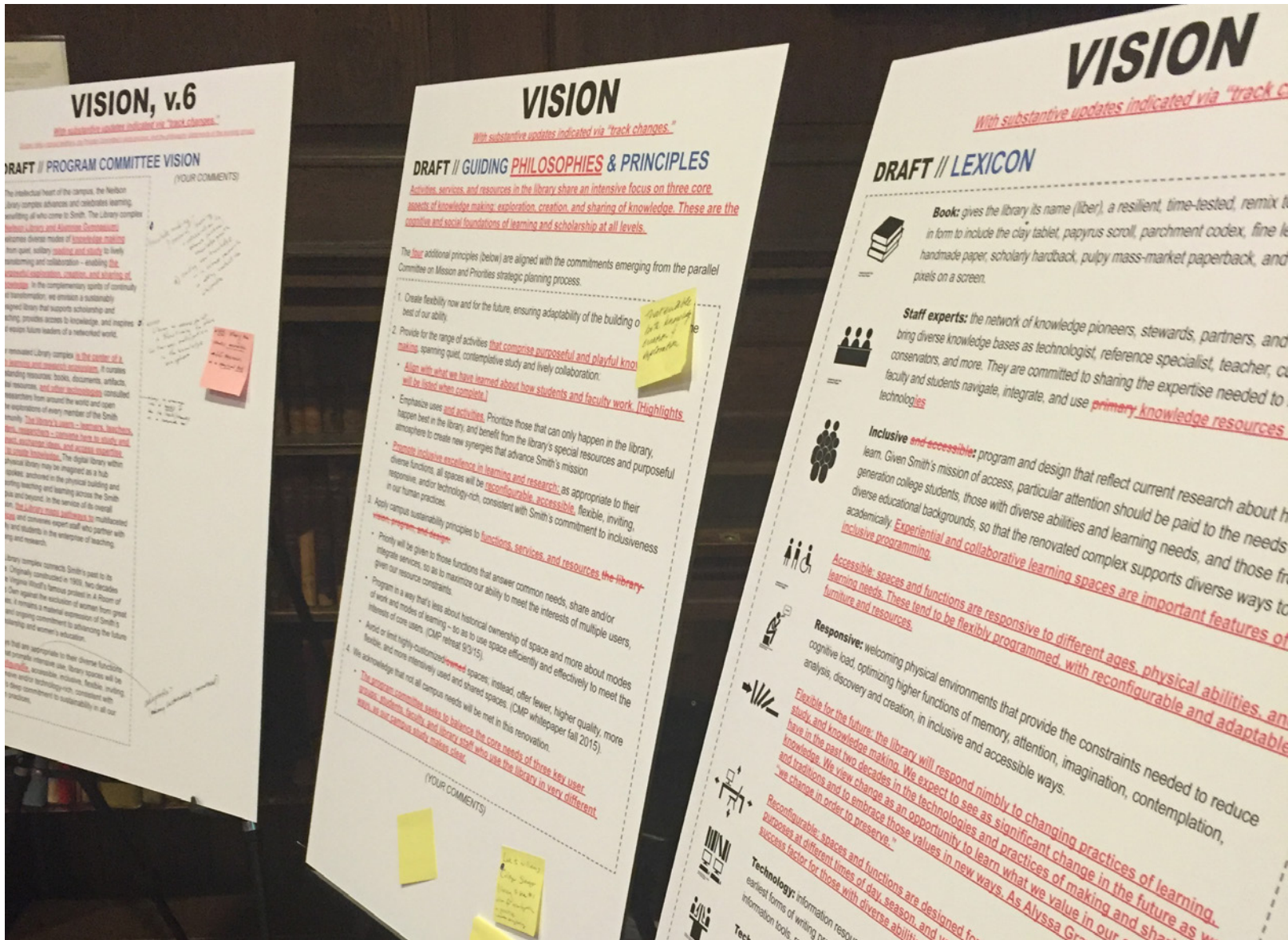
## Intensity of Use of Enclosed Spaces

### Anticipated Daytime Use



### Anticipated Evening Use





Posters from 12.16.15 Playback 2 session

## End Note

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### Looking Ahead

*Shepley Bulfinch has been honored and inspired by the opportunity to lead Smith College through this process to define the redesigned Neilson Library. We would like to thank the entire Smith College community for their thoughtful and thought provoking input, and we are grateful to the Program Committee and Working Group members for their hard work and dedication to development of these recommendations.*

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