The Innovative Spaces survey produced 98 instances of special or noteworthy projects being supported in ARL libraries. A comprehensive PDF file of these projects can be found at http://www.arl.org/bm-doc/innovative-spaces-2009.pdf, arranged alphabetically by institution.

In order to assist readers with focused interests, 17 “subtopics” have been assigned that group only those survey responses that relate in whole or in part to that topic. This report contains survey responses that touch on the subtopic that is identified above.

For readers who would extract information not covered by the subtopics, key word searching can be applied to the comprehensive list.

Subtopics:
Branch & Subject Libraries
Café / Refreshment
Classrooms, Workshops, Instruction
Collaboration
Digital Centers
Faculty Development
Faculty / Graduate Student Spaces
Flexible, Malleable Spaces
Galleries, Art, Exhibits, Performances, Events
Literacy Instruction
Multimedia
Presentation Practice
Technology Support
Tutoring & Peer Support
User-centered Programming of Spaces
Videoconferencing
Writing Support

Compiled and edited by:

Crit Stuart
Director, Research, Teaching & Learning

Laura Iandoli
Administrative Assistant

Association of Research Libraries
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http://www.arl.org/rtl/space/2008study/
BRIIGHAM YOUNG UNIVERSITY LIBRARY

Comprehensive undergraduate commons popular with students.

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

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

Indicators of success:

• Increased usage by groups
• High marks for WOREP

UNIVERSITY OF BRITISH COLUMBIA LIBRARY

Immense learning complex serves both university and province.

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

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

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

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**BROWN UNIVERSITY LIBRARY**

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

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

Indicators of success:

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

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**Dartmouth College Library**

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

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

Indicators of success:

- RWIT Center is fully scheduled most available timeslots, including beginning parts of the term
- Other campus partners are interested in joining and supporting this collaboration [Career Services, for instance]
Innovative Spaces in ARL Libraries: Tutoring & Peer Support

**Dartmouth College Library**

Media center supports full spectrum of production.

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

**Indicators of success:**

- Increased usage

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**Georgia Tech Library**

Learning Commons delivers popular productivity environment.

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

**Indicators of success:**

- Increased door count by 65%
- ACRL award winning
- Improvements to student productivity and multimedia skill sets garnering faculty praise
Learning commons’ peer helper programs provide wide-ranging support for student endeavors.

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

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

**Indicators of success:**

- The cafe opened on February 20, 2008, so we have not yet had the opportunity to assess its impact. However, demand so far has been high.
- Positive user feedback
Center targets innovative teaching support for faculty and graduate students.

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

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

**Indicators of success:**

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

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**Kent State University Libraries**

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

Goals include providing ready access to traditional reference services (desk, by appointment); support for creating multimedia and teleproductions; express multimedia workstations; Student Multimedia Studio; adaptive technologies; GIS workstation; Student Success Services (math and writing tutoring); quiet study and group study spaces; group instruction lab; open computer lab. [http://www.library.kent.edu/page/10736](http://www.library.kent.edu/page/10736) [http://www.library.kent.edu/sms](http://www.library.kent.edu/sms)

**Indicators of success:**

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

Collaborative Learning Space conforms to wall-less classroom.

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

Indicators of success:

• positive feedback from those faculty who have used it

UNIVERSITY OF MASSACHUSETTS AMHERST LIBRARIES

Learning Commons features collaborative support model.

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

Indicators of success:

• Increased gate counts (30-70% increase per month during first 2 years); long lines for workstations now; all 30 laptops in circulation simultaneously
• Positive user feedback through web-based comment forms, LibQUAL+ 2007 comments, various surveys, and focus groups
• Requests for additional services, equipment and hours
Collaboration produces SMART Learning Commons (Wilson Library and Magrath Library): support for gateway courses and basic skills.

There is also a SLC in Klaeber Court, situated with the Multicultural Center for Academic Excellence (not a Libraries facility). The SMART Learning Commons is a true partnership between the Vice-Provost for Undergraduate Education, the University Libraries, the MCAE, several academic departments, and several other campus units. (Following is an overview description of the SMART program.) Consultants offer one-on-one assistance for help in gateway courses and skills such as mathematics, sciences, statistics, economics, writing, and library research. Additional courses may be supported, based on the backgrounds of our Peer Learning Consultant staff in any given semester. SMART is home to the Peer-Assisted Learning program, which pairs experienced undergraduates (PAL Facilitators) with specific course sections to facilitate group learning experiences. See the PAL pages for more details. Individual and group study spaces are available in SMART centers for self-directed study on a first come, first served basis. The SMART also hosts short introductory workshops in Excel, PowerPoint, academic services and skill development, and library resources. [http://smart.umn.edu/](http://smart.umn.edu/)

**Indicators of success:**

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

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**University of Minnesota Libraries**

SMART Learning Commons and Media Services (Walter Library).

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

**Indicators of success:**

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

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

• centrally located academic support services that otherwise can be difficult to negotiate on a large decentralized campus
• work spaces that facilitate collaboration
• hardware, software, and technical expertise to support the use of digital media
• tools to aid faculty with the integration of new technologies into the classroom

Central to the Commons’ mission are its support services provided by the “Program Partners,” a group of administratively disparate services that have joined forces to collaboratively support undergraduate education.

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

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

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

Indicators of success:

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

**UNIVERSITY OF SOUTHERN CALIFORNIA LIBRARIES**

“Mother of all learning commons” continues to evolve.

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

- Research and Computing Consultation: Leavey librarians, staff, student navigation assistants (SNAs) and Information Technology specialist are available at one service desk to assist patrons with research using a combination of print, electronic and Internet resources. They can also assist with computing questions regarding productivity software and E-mail.
- Customer Support Center: The ITS Customer Support Center walk-in area is located in Leavey Library’s Lower Commons at the Reference and Computer Consultation Desk. This new location allows ITS and the USC Libraries to offer the university community a common point of contact for IT and reference help. ITS walk-in services such as account assistance, software support, and statistical software distribution, which were previously available in the Jefferson building, room 150, are now available in this new location between the hours of 9 a.m. and 5 p.m., Monday through Friday. For more information, please see the CSC site: www.usc.edu/its/csc/
- Computing Facilities: Leavey Library still supports a full range of computing facilities. The Lower Commons, located on the lower level of Leavey, has 39 Macintosh and 71 PC computers. The Dorothy Leavey Memorial Commons, or Upper Commons, is located on the second floor and has 70 PC computers and 40 study carrels with network connections for laptop computers. All computers in both Commons have USB ports and CD/DVD drives. In the Lower Commons, Express Stations, marked with signs, are available for a maximum of 5 minutes to send print jobs or for short computing sessions (such as checking E-mail). Public access stations, which have Internet access but no productivity software, are also
available on the first and second levels of Leavey as well as in the Lower Commons. To facilitate research, the commons is also equipped with a color photocopier.

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

- Computer collection: We also provide help books in the Information Commons on Leavey's major productivity tools, such as Microsoft Word, Excel, Powerpoint, statistical programs and graphics software. Issues collection. Additionally, we have an "Issues" collection which focuses on current events and "hot topics." for introductory English writing papers. The issues collection includes the serials Current Biography, CQ Research and The Reference Shelf. This collection helps users become familiar with an issue's key points and people, as well as providing an overall perspective on the issue.

- Collaborative Workrooms: Both information commons on the upper and lower floor have rooms available for group study. The Lower Commons has 19 rooms, designed for groups of 5-12 people. The Upper Commons has 13 rooms, designed for three to four people. All workrooms provide a white board, dry erase markers and network connections for laptops. Workrooms 3K through 3X in the Lower Commons have PC computers. Reservations may be made in advance at the reference desks in the Upper and Lower Commons. You must make reservations in person; reservations are not taken over the phone. You will need to show your USCard while using the room. Other important information on reserving and using collaborative workrooms is on the Collaborative Workrooms page.

- Writing Consultation: In cooperation with the Writing Center, writing consultants are available Monday through Thursday from 7-9 p.m. in room 3Z (lower level, northwest corner) during the fall and spring semesters.

- Adaptive Technologies Room: The adaptive technologies room is located in room 3AA in the Lower Commons. Leavey and the Center for Academic Support and Disability Services and Programs work together to provide users with disabilities equal access to computing resources through a variety of adaptive technologies.

- Video Conference Rooms: The videoconference rooms are located in Collaborative Workrooms 3B and 3V. Faculty, staff and students may reserve these rooms for single or group point to point video conference use up to three (3) times each semester subject to availability. 

http://www.usc.edu/libraries/locations/leavey/ic/


**Indicators of success:**

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

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**UNIVERSITY OF VIRGINIA LIBRARY**

Digital media production boosted via special center.

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


**Indicators of success:**

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

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**UNIVERSITY OF VIRGINIA LIBRARY**

Arts and Media Library

Digital media support rises to next level with sophisticated “group lab”.

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

**Indicators of success:**

- This project is in the design phase...
Innovative Spaces in ARL Libraries: Tutoring & Peer Support

YALE UNIVERSITY LIBRARY

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

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

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

Indicators of success:

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

YORK UNIVERSITY LIBRARIES

Study spaces incrementally improved.

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

Indicators of success:

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