Mount Allison University have determined that the Ralph Pickard Bell Library requires major renovation and revitalization to sustain the demanding, ever-changing requirements of academic learning spaces. It is imperative that the adapted facility support students and staff from all university faculties, as well as the Sackville community, into the foreseeable future.

Today, the design process is somewhat different from when the original library was envisioned. Architects and Engineers no longer provide designs that tell users what is needed and how the spaces should be used. They work in unison with the university, students, staff and various stakeholders to gain an in-depth understanding of the intended functionality and aesthetic of the building. It is important for consultants to fully understand the scope of the project and to establish key drivers for the design. The library is such a significant learning hub for all members of the community; it is crucial to glean as much information as possible from the user groups. By actively listening and engaging in discussion, the resulting design solution will become specifically tailored to the needs and wants of Mount Allison University.

The ‘Vision Discovery’ process has been a journey that started back in 2017, gaining momentum during 2018 with the creation of the ‘Libraries 2025 Vision Committee’ to help guide the direction for the project. The Libraries 2025 Vision Committee will be the body responsible for the determining the delivery of the ‘vision statement’ for Mount Allison University Libraries.

This document explores the findings from the strategic plan that was developed by the Committee and Consultant Team that enabled the dialogue to begin. This process began with information ‘townhall’ discussion sessions, online questionnaires, focus groups sessions, precedent project investigations, and concluding with the world café workshops. This discovery process pulled all the activities of investigation together to create an overall ‘vision’ of themes.

Contemporary libraries act as a form of sanctuary for the community; a place of safety and should be a place where patrons are able to gain knowledge and skill sets in an inclusive and stress-free environment. Over the past several years, understanding the negative impacts of stress in the learning environment has become more ubiquitous. Most recently the LearningScapes 2018 conference focused heavily on communicating design strategies that mitigate and alleviate ‘stress’ in various types learning environments.

The library will also need to address flexibility and must be adaptable and accommodating to various needs and learning styles. Variety of spaces can take into consideration factors such as acoustics, artificial and natural light, learning styles, furniture selection, activity type and technology, all with the intention of creating learning spaces that are inclusive to all. By implementing inclusive design strategies that give variety; each library patron is better able to achieve success.

The details were vast, with many overlapping and overriding themes, which harmonized in clear directives from the stakeholders on what is needed to sustain their unique octagon shaped building into a new library for the future. The collective wisdom of the participants has generated design drivers for the subsequent design stages of this process. This document demonstrates the processes of discovery that have led to the following Guiding Principles listed below:

1. The re-imagined library will be unique to Mount Allison. It will be both a dynamic learning hub while retaining strong attributes of a traditional library, recognizing the value of physical books in a library that has multi-use, diverse spaces; envisioning a space that marries the needs of students and researchers through print materials, books and services.

2. The library will be connected to the campus and community through improved views and indoor/outdoor learning opportunities.

3. This History of Mount Allison should be embedded into the learning experience within the library facility through art exhibits, displays and virtual displays, and historical artifacts.

4. Improved inclusivity, accessibility and natural way-finding to maximize the learning opportunities and comfort within the library spaces will be significant considerations for this project.

5. The library has several unique special collections and significant archives which should be a prominent feature within the re-design.

6. The current library is considered ‘dingy’ by students. It should be a modern space that is light, bright and welcoming with natural daylighting and views to the exterior spaces of the Campus.

7. Sustainability is a key priority for the students and the University. Significant improvement in the building energy performance, with full building envelope upgrades. Considerations for alternative mechanical systems to suite the building use and type.

8. Acoustic performance of the interior spaces must be effectively designed to maximize the performance of the Learning Environments.

9. Strategic placement and integration of staff services points within the layout to be critically assessed to support cooperation and collaboration amongst staff and students.

10. The library is one of the most prominent buildings on campus and within Sackville and it should take advantage of this position within the community conveying a dynamic vision of the library for the 21st Century with strong roots in its historic context.

11. The design of the spaces must ensure effective synergy between furnishings, patrons and the physical spaces to help support comfort.
LIBRARIES 2025 VISION COMMITTEE

Jeff Ollerhead ...................................................... Provost (Co-Chair)
Kim Meade .......................................................... Vice President, International & Student Affairs (Co-Chair)
Marc Truitt .......................................................... Head Librarian
Nauman Farooqi .................................................... Dean
Elizabeth Stregger ............................................... Librarian
Jason MacDonald .................................................. Library Staff Member
Robbie Moser ....................................................... Faculty Member
Noah Fry ............................................................. MASU VP Academic
Shelly Colette ...................................................... Manager of Academic support
Neil MacEachern .................................................. Director of Facilities Management

Panoramic view from existing Bell library entrance
CONSULTANT TEAM

STEPHEN TEEPLE
Founder and Principal of Teeple Architects
B.E.S., B.Arch, M.Sc. B.D, OAA,AAA, AIBC,FRAIC, RCA

Stephen is a Fellow of the Royal Architectural Institute of Canada and Royal Canadian Academy of Arts, and is the recipient of 6 Governor General’s Medals for Architecture—Canada’s top architectural recognition—as well as 3 Canadian Green Building (formerly SAB) Awards, and a prestigious International Holcim Award for Sustainable Design. He is a prominent member of the Canadian design community, committed to active and ongoing engagement in all aspects of discourse regarding design, creativity and the public realm.

Stephen Teeple was honoured to receive the Queen’s Diamond Jubilee Medal in 2013 in recognition of his outstanding service and contribution to Canadian design and culture. Stephen has been the lead designer of 18 municipal and academic library projects, including numerous library renewal and expansion projects.

STEPHEN OUTERBRIDGE
Senior Architect with EXP Architects
NSAA, AANB, OAA, AAA, RAIC, LEED AP BD+C, ALEP

Stephen has over 27 years of experience in the field of architecture, and has been with EXP for the past 15 years. He has been responsible for many of the firm’s recent major projects, and is a specialist in educational facilities, police and fire station designs, as well as other emergency and transportation related facilities.

He was project architect on the firm’s design of the Metro Transit Bridge Terminal in Dartmouth, N.S., the largest public bus terminal east of Montreal, and more recently, has been responsible as project manager for the latest high school project with NSDTIR, namely the $18M Island View High School.

He has developed particular expertise in the design of modern, technology-enabled library spaces that support a pro-active service model, exemplified by the recently completed John M. Harper Branch Library in Waterloo, the Clareview Branch Library in Edmonton and the current major renewal of the central branch Stanley A. Milner Library for Edmonton Public Libraries. Stephen is currently Design Principal for the Mount Allison University Library Renewal project, where his presence, creative input and concern extends from the earliest stages of programming, stakeholder consultation and conceptual design, through the detailed design, drawing and construction phases, to ensure that his expertise is fully applied to evolving the project as a unified and inspired architectural composition.

Stephen has worked on many previous projects on the Mount Allison campus, including the Wallace McCain Student Centre, and Windsor Hall Refurbishment. Stephen is an Accredited Learning Environment Planner, one of only 13 in Canada, providing experience in the design of learning spaces for both K-12 schools and all facilities associated with higher education.

Stephen is the Project Manager for the Mount Allison University Library Renewal project, offering his insights on learning styles and learning environments as they pertain to modern academic libraries. He has presented seminars on current trends in libraries and learning commons. Stephen will work in an Advisory capacity during the research and exploration of guiding principles for the pre-design planning of this project, while helping to develop innovative strategies for the user group.
RICHARD WHITE
Senior Architect with EXP Architects
NSAA, AANB, RIBA, ARIAS, ALEP, CM-LEAN

Richard is a NSAA and AANB registered Architect, and is also a UK registered Architect. He recently fulfilled his passion by becoming an Accredited Learning Environments Planner (ALEP.) Richard relocated from Scotland in 2010 where he received his Architectural Education at Heriot Watt University. He has over 21 years’ experience in Design, Conservation, Renovation and Construction of a diverse portfolio of projects, from bespoke Commercial/Industrial, Academic and Residential Architecture to the restoration and conservation of historic buildings, both in public and private sectors.

Richard has participated in and has lead project teams for a wide variety of new construction and renovation projects. He has experience across many sectors, including university/institutional, academic, community, residential and commercial facilities.

His experience extends over a variety of Project Delivery models including: design-bid-build (traditional lump sum), design-build and construction management projects. He is driven to creatively resolve the technical issues often found within the regeneration of old/existing buildings, ensuring they are transformed and revitalized into current dynamic, flexible, models for living, working and/or learning. Through carefully considered detailed design, Richard values design strategies that embrace the existing fabric and context.

His creativity, dedication and thoroughness during all phases of research, design and implementation will add significant value to the library revitalization project. Richard continues to enhance his skills and passion in sustainable and wellness design which is at the forefront of all architectural solutions for his Clients. He recently completed training and is a CM-LEAN professional enhancing his skillset and knowledge in current construction trends.
MARCH/APRIL 2018

Questionnaire Summary Review

644 People Responded

SEPTEMBER 20-24th, 2018
Additional Focus Groups Sessions

OCTOBER 30th, 2018
Precedent Project
Mary Idema Pew Library

OCTOBER 15-16th, 2018
World Café Workshop

WINTER 2018
MTA Library Report

JANUARY 2019
Prepare and Issue the ‘VISION STATEMENT’
for the project, based on guiding principles

FEB - MAY 2019
Attend workshops with stakeholders to prepare
FUNCTIONAL PROGRAM

SPRING/SUMMER 2019
Start BUBBLE DIAGRAMS
of preliminary activity placements

NEXT STEPS
In recent years, the University has reviewed The Mount Allison University Libraries and Archives, along with associated buildings on campus. Not only are these buildings in need of essential repair, but the spaces within are currently unable to adapt to the demands of ever-changing requirements of today’s academic learning environments.

The time has come where the existing facilities require more than just a “refresh” with new carpet and paint; the existing infrastructure and spaces require considerable overhaul to sustain the library for the foreseeable future.

The University’s Facilities management and Governance agree that this is the time for a holistic review of the library and the services housed within. The previously introduced consultant team have been tasked with supporting Mount Allison through the discovery stages, to aid in the establishment of a clear vision for the library project.

As for this study, the consultant group recommended the engagement of the campus community in a conversation, to listen deeply, and to identify and define what should be considered essential for this type of facility.

The themes distilled from these conversations must also give consideration to current requirements, while also acknowledging the perceived future needs of the university and the community. The strategic planning milestones established by the consultant team included the following:

- **The Creation of a Vision Committee**
- **The Creation of a Project Information Website**
  – Used as a communication vehicle to provide on-going updates for the project
- **‘Town Hall’ Information Sessions**
  – Events to inform the university, including the greater community of the project, commencing the conversation
- **Preparation and Issue of Questionnaire**
  – Introduced to entice community interest and engagement while also gathering quantitative data for analysis. The questionnaire also provided a platform to reach all interested parties outside Sackville.
- **Focus Group Sessions**
  – Provided the opportunity for discussion with all interested stakeholders
- **World Café Workshops**
  – These sessions gave the opportunity to discuss the results from the previous processes, to establish common themes and design aspirations.

The strategic plan has provided several venues to support the two-way engagement required. This enabled questions to be asked amongst their peers, to understand the critical information fully and to raise any concerns.

The stakeholders were able to furnish the groups with key observations and record their specific needs, resulting in a cross-pollination of ideas that successfully contribute to the ‘vision discovery’ progress.
OFFICIAL PROJECT KICK-OFF AND ESTABLISHING THE WEBSITE

The website has been a great communication vehicle for expressing events related to the library revitalization project and all the critical milestones during the consultation process.

The site described the purpose and objectives of the Libraries 2025 Vision Committee, allowed viewers to review the town hall presentation, and demonstrated fun facts and interesting results from the questionnaire. It also outlined critical dates for upcoming library investigation workshops as they were happening. The involvement of the Mount Allison students, faculty and staff, as well as the greater Sackville community, was critical at these early stages.

The website has been a helpful venue for getting information regarding these investigations out to the public, and will continue to be used to provide updates on the next steps in the process.

Stay Tuned.
The purpose of the town hall was both a process of inventory, and of discovery. There is a large scope of possibility for this project. As a group, we want to understand what people want to see the library evolve into. It is very important for students to speak up during this process to help us understand what is successful about the current library, and to evaluate what is needed. Investigations of scale, and library functionality are important, but we also want to understand what will make this library unique to Mount Allison and the community of Sackville. These town hall meetings took place on March 6 and 7th, 2018.

“We Don’t want to tell you, we want you to tell us.”

“Hearing comments brings things together in one place; these are the very things we need input on - to decide what is the appropriate recipe for Mount Allison.”

OBJECTIVES TO ACHIEVE

The “To-Do” List:

- A dynamic hub – a focal point of learning on the Mount Allison campus
- A living room for the campus – a place to feel at home
- A learning café
- A welcoming place filled with natural light, colour, and texture
- An interconnected whole – visual and natural connectivity to all levels
- Accessibility and intuitive way-finding – natural flow to services
- An engaging place – an environment that excites students; a comfortable environment
- A stress-free/ comfortable environment that promotes learning
- A centre of learning – a multi-functional space that promotes:

| Quiet study | Technology Assistance | Writing + Language Learning Centre |
| Shared Technology | Collaborative Open Work (Nooks) | Maker Spaces |
| Engaged Learning | Assistive Learning | Research Centres |
| Individual Learning in a Shared Space | Distance Learning | Creative Range of Study Opportunities |
| Individual Study | Learning Support | Access to Learning Labs |
| Group Study | | Social Learning |

“One of the elements should be the living room. We have a great one in the quad, but only in summer. We need to have that indoor living room; a place people want to come to.”

“I love the idea of natural light, but we only have it part of the day. It would be better to have large windows on the top floor where you have the best view of the marshes.”

“Entrance is a bit odd right now; one facet of an octagon.”

“People learn differently – some need quiet, some need noise, some need to study alone, some need to work with others.”

“Maybe the word library is out, use learning resource centre.”

“The Library could be a great way to connect with the campus”

“The spaces I enjoy in all libraries are the quiet carrels at the end of rows.”
WHAT CAN BE IMPROVED?

“At the top of my list was physical accessibility; a visible and easily recognizable elevator allowing a way to access all floors and washrooms.”

“Get rid of all asbestos and all stucco on outside and around pipes.”

“Let’s embrace the quad, maybe realign with the quad and the chapel.”

“How about filling in the breezeway, and making it a new welcoming entryway.”

“How to use space more efficiently is important, it’s not easy to use now because there aren’t great spaces.”

“I would like to see connection to the arts in the design. A place for poetry, to bring music, to show learning is not just in books.”

“It’s hard to get someone to the front doors.”

“Living wall, green roof, rainwater catchment; ...are there examples we can bring into Mount Allison?”

“One of the challenges right now is the way sound travels in the atrium, so peoples’ study area is in the basement, because it is quiet.”

“Right now, there is no appropriate acoustic treatment in there. This needs to be carefully considered.”

“There is a space at McGill University with a huge 16’ table under the octagon with chairs all around, used for very quiet study; there was lots of room to spread out, and there were always people there.”

“It would be nice to see more artwork from the Owens Art Gallery on display.”

“I like the feel that Mount Allison has as a campus; it has a certain age to it. The Halifax Public Library is also nice, but I would have a hard time studying there.”

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THE PROCESS OF DISCOVERY AND MOVING FORWARD

Following the Town Hall Information Sessions, the consultant team embarked on the following 3 activities with both students and staff:

1) Visioning
2) Focus Groups
3) World Café Sessions

The Town Hall meetings set the stage for the continued discussions, site visits and research that would take place over the following six months. By establishing the design values of the Mount Allison and the Sackville community, and addressing the concerns with the state of the existing library, the meeting provided better direction for next steps.

“This is a big project. The challenge is getting this building ready for the next 40 years.”

“The bigger the gesture, the bigger the opportunity.”

“The more support and engagement there is and better the vision, the easier it is to inspire philanthropic interest.”
HERE’S WHAT WE’VE LEARNED FROM YOU

PURPOSE

The Library revitalization project survey was conducted in March 2018. This questionnaire consisted of a series of questions, posed to get a sense of who uses the library, when it is used, and how the space is used.

Survey questions also asked participants which spaces they used most often, and what they thought could be improved about the library. Over 655 people participated in the survey, including Mount Allison students, faculty, staff, alumni and Sackville community members. For students, the survey also investigated which discipline they studied, as well as their year of study. The survey also investigated where participants lived, from those living in residence, to those living in Sackville, to those in the surrounding Sackville area, Amherst, Moncton, and beyond.

In addition to specific survey questions, the participants were also asked to provide comments that they felt would help to give direction to the Libraries 2025 Vision Committee. These commentaries are excellent qualitative responses that can be used to gain a better understanding of the successful, and not so successful aspects of the existing library, and to give valuable direction for further investigation.

WHY DO YOU GO TO THE MTA LIBRARIES AND ARCHIVES?

Most critically, the following question was asked, “Why do you go to the Libraries and Archives?” This revealed the range of programmatic elements that were most important to participants, with most people stating they went to the library for study, going to the café, getting out books, and using the printer/copier.

It was also important to understand how often patrons used the library. Most responders stated they use the library 2-3 times a week, with some stating at least once a day, and many stating multiple times a day.

It was also interesting to note the length of stay for library visitors. Most stated they use the library 1-2 hours per visit, while the second highest group stated 3-4 hours was their preferred length, and the third highest group was less than 1 hour per visit.

Another critical question was, “What kinds of resources/spaces/furnishing would you like to see more of in the Library and Archives?” The most popular answers included: spaces with natural light, study rooms, better access to power outlets, comfortable (soft seating), and access to refreshments.

STUDY SPACES

It was also interesting to note that 66% of participants said they used the library for study, with 17% saying they didn’t use the library for study, and 17% saying the question didn’t apply. When asked where their favorite place to study was, participants stated that the individual study carrels and the large tables were their favorite places to study.

When asked further questions about study behavior, 80% of participants stated that they moved places during their library stay due to noise, 82% stated they moved because they needed access to power, 69% stated that they re-arranged furniture to adapt to their needs, and 55% stated they would select a work space based on cleanliness.

When asked to describe an ideal individual study environment, participants stated that individual study spaces with areas to spread out work were important: 33% stated they needed very quiet areas for study, 27% stated they didn’t mind studying next to others as long as they were quiet, and 24% stated they wanted a cozy nook off the main circulation path where they could get lost in a book with comfortable furniture.

When asked about the ideal group study environment, 43% of participants stated that a space where they could talk to their friends while studying was important. Participants also said they would enjoy a lounge with comfortable and movable furniture, and that background conversation doesn’t bother them.

Graph of types of social spaces ranked from most to least important
When asked about the music library, 75% of participants said they didn’t use it, with 13% stating they did, and 12% stating the question didn’t apply to them.

When asked about the importance of energy efficiency and sustainability, 56% of participants stated that they believe it is very important, with 32% stating it is somewhat important.

When asked about accessibility for the revitalized library, 57% of participants stated that they believe it is very important, with 27% stating it is somewhat important.

When asked about the incorporation of Indigenous ways of knowing and being, 39% stated they believe it is very important, with 27% stating it is somewhat important.

The questionnaire and resulting data analysis has been helpful for establishing and quantifying which elements were most critical to address through the next phases of the consultation.
Private study spaces, not open booths, actual rooms, and a bit of modernization would go a long way.

Rooms where we can get together to work on group projects without disturbing others who need quiet study time.

Study spaces set up as teaching areas too, with whiteboards, tables, & charging stations etc.

- more study spaces

Our future library should be completely different from our current space.

Reinforce that Mt.A feeling - that it was part of a continuum of learning.

A good library has a balance between academic and social - to bring more people together to learn.

Bigger windows

a thousand more outlets!

replace the awful carpets with neutral colours

CONSIDER hardwood flooring & wooden bookshelves

Classic elements (hardwood flooring & wooden bookshelves)

MAKE IT MODERN WITH MORE

NATURAL LIGHT

Bigger windows & views

CAN ALREADY BECOME A COMMUNITY SPACE

MOUNT ALLISON LIBRARY QUESTIONNAIRE COMMENTS

“This is being done for the students”

“I want to see more group study spaces.

I love just getting lost in the stacks

NATURAL LIGHT PLEASE!

The current building isn’t actually all that welcoming. It must be accessible, but also learner focused.

In a social and cultural landscape that is rapidly changing, you have the opportunity to create something that genuinely demonstrates ingenuity and leadership among universities.

Libraries are becoming more like community spaces.

The Music library is a real gem on campus, and in the maritimes.

Less focus on physical books and more on online copies.

Libraries should mostly be for quieter activities, such as reading and studying, but at particular times, they can become more lively.

Libraries are a physical embodiment of the individual’s determination to learn and grow, this needs to be celebrated!

Less space should be devoted to collections, more emphasis on electronic access, should be many different enticing, engaging study and work spaces

“Many of my friends rely on the library as a place to work and do not feel comfortable anywhere else”

“Long term, large scale changes cost more, but are always better than cutting corners to cut costs”

Keep music library separate from regular library!

a wonderful not readily place to find available books elsewhere

Plan for the FUTURE. The goal should not just be trying to catch up to the CURRENT norm.

STUDENTS RELY ON THE LIBRARY THE MOST

“Changes need to be made with the students being put first”

A NEW LIBRARY SHOULDN’T TAKE LONG TO BE OPEN AND WELCOMING

Think BIG and BOLD

a Green Roof / Rooftop community garden

Less space should be devoted to collections, more emphasis on electronic access, should be many different enticing, engaging study and work spaces

A THOUSAND MORE OUTLETS!!

More group study spaces

I love just getting lost in the stacks

A THOUSAND MORE OUTLETS!

This is being done for the students

Keep music library separate from regular library!

A new library should be open and welcoming

More than one elevator

 “Long term, large scale changes cost more, but are always better than cutting corners to cut costs”

Important to look for ways to integrate new technologies into library services, while also continuing to see the value to invest in print books.

More than one elevator

A new library should be open and welcoming

Make the lives of the students easier and they will love you for it!

“Long term, large scale changes cost more, but are always better than cutting corners to cut costs”

The Music library is a real gem on campus, and in the maritimes.

Less focus on physical books and more on online copies.

Libraries should mostly be for quieter activities, such as reading and studying, but at particular times, they can become more lively.

Libraries are a physical embodiment of the individual’s determination to learn and grow, this needs to be celebrated!

Less space should be devoted to collections, more emphasis on electronic access, should be many different enticing, engaging study and work spaces

Plan for the FUTURE. The goal should not just be trying to catch up to the CURRENT norm.
QUESTIONNAIRE COMMENTARY POSTER:

Prior to the start of each Focus Group session the consultant team posted a poster sized print displaying a graphic summary of the comments received from the Questionnaire, and asked each and every stakeholder participant to view all the comments listed. (see pg 9) We then asked everyone attending if they felt that the summary poster truly reflected the comments provided by themselves, and accurately reflected what they felt was the general consensus of the rest of the campus.

This was our *litmus test*, to confirm that the questionnaire comments received were an apt representation of all stakeholders. Unanimously, all participants stated that the poster was an accurate summary of the feelings and aspirations heard.

With this information confirmed, the consultant team was able to confidently and positively move forward in the process, and were assured that the representatives present at the various focus group sessions reflected the attitudes and passions of the larger group.

SUPPORTING STUDENT INTERESTS

As students are one of the principle users of the new space, it is incumbent that we clearly understand all of their interests, goals and aspirations associated with this envisioned new facility. As such, the students have been a critical stakeholder group at each respective engagement session.

To this point, the members of various groups have provided their on-going input throughout the process. And, as such, in addition to attending the various sessions, many student groups have met individually, and provided additional text to that otherwise already recorded during the focus groups and subsequent workshops.

Many of these groups, such as the Mount Allison Student Union, have a strong support for greater resourcefulness when it comes to the incorporation of all sustainability initiatives within the re-envisioned library. These include the promotion of varied environmental initiatives, increased access to environmentally focused education, and improved access to spaces for experiential learning, and environmental internship for students.

In addition, students were very passionate in their insistence on greater support of universal design, and full inclusive accessibility of all spaces in the new layout, including the addition of spacious ramps and larger landing areas at stairs. These desires obviously include better accessibility to elevators, washrooms, and closed study spaces, wider aisles at the stacks, with shorter shelving heights, and a greater variety of technology support features included with new furniture and spatial options.

Finally, students voiced an interest in better lighting, a dedicated ‘de-stressing den’, improved access to printing stations, ample provision of natural daylighting with better views, a space to support indigenous scholarship, and an improved café area.
The library is truly about supporting the needs of you (the students), it is your third place on campus. After your residence and the classrooms. What types of attributes would you like it to include?

- Need for “showcase” and displays
- Power outlets
- Whiteboards / Projectors
- Mobile white boards
- Large tables
- More small, active classrooms
- Glass walls, study spaces
- Large tables to spread things out
- Big group study tables
- Café
- Multi-purpose soundproof rooms
- Reading nooks

- Small, removed workstations
- More room at computer stations
- Research help desk
- Flow to access services desk
- Social Area
- Studious area
- Gender-neutral bathrooms
- Natural light, windows/skylights
- Accessible washrooms
- Space to speak aloud
- Study space (personal)
- Room for 2 textbooks / binders

- Not too comfortable furniture
- Communal white board/ video board
- Accessibility
- Comfortable and ergonomic seating
- Nap pods
- Silent study cubicles
- Theatre
- Not too modern feel
- Help centres
- Multi-floor connection

**What do you currently dislike about the existing library?**

- “Bunker” atmosphere
- Carpets
- Unused or unclear spaces
- Little natural light
- Loud buzzing sound
- Seating in theatre is uncomfortable
- Limited comfortable seating
- Smoking area right outside entrance
- The shelves and computer workstations in the entrance way

- Lack of “welcome”
- Need for barrier-free access
- Poor air quality
- Color
- Lack of natural light / views
- Existing furniture
- Structure impedes views
- Circulation is not intuitive
- Insects
ACOUSTICS

The current library has little to no acoustic design strategy. Patrons are encouraged to remain as quiet as possible, with signs posted throughout the library, reminding people to be considerate of those reading and studying. Focus group participants discussed noise control strategies, the need for quiet study spaces, and the need for sensory variety throughout the library; patrons should be able to move from noisier social spaces, to collaborative spaces, to quiet reading and study spaces.

Acoustics should be a significant consideration during the space planning for the re-envisioned library. Adjacencies between spaces will need to be carefully considered based on acoustic requirements.

FOOD/ CAFÉ

The current library café, The Flying Bean, is an integral part of the existing library. The café is also the location of the library printers, which the focus group participants feel, detract from the relaxing and casual atmosphere one would expect in a typical café. This area also does not have any acoustic treatments; therefore, café patrons are encouraged to keep noise levels to a minimum, discouraging social activities.

Several focus group participants articulated that the library café needed to be moved and/or improved with new, comfortable furniture, quality food and drink, and a space for socializing and group work. A more logical location for the library printers should be designed as part of the re-planning.

QUALITY OF ENVIRONMENT

Quality of environment was a significant theme throughout the focus groups. Air quality within the existing building was a concern. Dust and pest control, as well as asbestos remediation are critical items for consideration. Focus group members specifically noted that access to natural light in the building was critical, and that the lack of daylight in the basement level was a significant issue.

Environmental controls for human comfort, as well as for protection of the books and special collections should be considered. Effective lighting, ventilation, heating/cooling, and humidity controls will all need to be further investigated.

SUSTAINABILITY AND CONNECTION TO NATURE

The Mount Allison campus also has a strong reputation for promoting sustainability. A building that is LEED or Green Globe certified would reinforce the university’s sustainability mandate. The implementation of green building technologies and strategies such as geo-thermal heating, natural ventilation, solar panels, green roofs and the use of sustainable building materials were all discussed during the focus group sessions.

Connection to outdoor spaces was also an idea presented during these discussions. Views to the outdoors, as well outdoor meeting spaces could strengthen the connections between the library and the rest of campus.
THE BREEZEWAY
The utilization of the breezeway was a key element mentioned during the discussions. By infilling this space, there is an opportunity to create very engaging social spaces while also establishing a better connection between the library building and Crabtree. With the ability to have exhibitions and community events, an improved café with presence and offerings, and a display area for collection items, these more active and interactive social spaces could be connected to the existing library building but separated from quieter study and research spaces. It was also suggested that the breezeway should remain relatively open, bringing in ample natural light, retaining views, and providing connection to the rest of campus. These strategies could help the library to remain at the heart of the Mount Allison campus.

FURNITURE
When discussing furniture for the library, participants emphasized the need for comfort and space. Student need to feel comfortable in the space, and need to have adequate surfaces for books, laptops, backpacks, and water bottles. Furnishings that were adaptable and movable, potentially with elements like whiteboards could also be useful. Participants were also interested in discussing how the furniture could integrate with the book stacks in an effective way. Participants also made reference to the Hart Hall Learning lab as a good precedent for the use of furniture on campus.

ATMOSPHERE
Focus group participants addressed the ideal atmosphere for the refurbished library: A need for space that will be welcoming and inclusive to all was reiterated. Participants felt that there is a lack of an obvious “point of entry” into the existing library, and that the vestibule leading into the interior is not very inviting. Walls and structure obstruct views and prevent patrons from being able to orient themselves upon entry into the building. Participants also mentioned that they don’t want the library to lose that cozy, and ‘academic’ feel. The library should exhibit an ‘architecture of knowledge,’ one that fosters an excitement and energy for learning, setting students up to succeed.

BOOKS
The topic of books was mixed. There were discussions of careful culling of the current collection, and the strategic acquisition of new books. There should be further discussion with different faculties as to which books would be most useful to students. Investigation of new storage methods and re-envisioning of the stacks to make space more efficient would be significant. It was clear there is a feeling that there should be a better balance of digital and analog resources for students and community.

CIRCULATION
The point of arrival to the library is not intuitive or accessible, nor is the rest of the library easy to navigate. The circulation for the building, the stairwells and elevator, are not clearly visible upon entry. This problem is compounded by a lack of effective and intuitive way-finding, to lead patrons to the portions of the library that they’d like to go. Efficient use of space, a natural path of travel, and effective way-finding would be desirable when establishing a new circulation strategy for the re-envisioned building. Examples of both passive and active engagement within the building could be beneficial for getting patrons to where they need to be.
MUSIC LIBRARY

Located on the lower floor of the Marjorie Bell Young Conservatory of Music, the music library has a very significant collection to the Atlantic Canadian region, with content in a variety of formats. Focus group participants felt that the music collection was properly placed, and suggested that an interconnection between the music library and the new main library could allow more people to take advantage of the collections available to them. A strategic way to enhance enjoyment of these collections, as well as how to connect them to the main library will need to be considered.

CAMPUS ARCHIVES

The library archives are a significant part of the current library, with special collections that are significant to the history of Atlantic Canada as well as the university itself. Mount Allison archivists have articulated that there is not adequate space in the current facility for environmentally controlled storage and work space for archivists. Current library patrons and students are often unaware of their ability to access these special collections. There is a need to bring further awareness of the resources available, as well as providing additional support for navigating and enjoying these special collections.

There were discussions about integrating museum-like displays of special collection items and artworks throughout the prospective library.

There were also discussions as to the location of collections storage. Would the archive collections storage be better served off-site with an access point for research support within the library itself?

USE OF SPACE

Many patrons have discussed the fact that the use of space within the current library is not the most efficient and doesn’t allow a variety of space types. Participants emphasized the need for service spaces for students on campus. Off-campus students also need spaces for storage.

There were discussions pertaining to the lack of spaces for library staff and that work-flows between staff needed to be addressed. There was also a need for meeting / break rooms, maintenance and repair areas for books, as well as additional spaces for tech services.

VARIETY OF SPACES

Multi-use rooms that are adaptable are important. There is a need for spaces with a high degree of focus, such as study rooms and reading rooms. Collaboration spaces for group work and study are also significant and should be equipped with technologies such as smart boards and furniture that connect with devices, allowing students to interact. Spaces that are dedicated to experiential and interactive learning will also be significant for this project. The design of spaces should be future-oriented and considerate of technological obsolescence. Gathering and social spaces will also play a role in the success of this project. Adjacencies and noise control will need to be carefully considered.

COMMUNITY INTEGRATION + EVENT SPACE

Throughout the focus group discussions, integration with community was a very significant theme.

The need for flexible and adaptable event/exhibition space was raised frequently during discussions about community integration; a social gathering space that would be use by staff, students, and members of the greater Sackville community for a variety of activities.

TECHNOLOGY

Many participants mentioned the lack of power outlets in the current library. White boards and smart boards for group work seemed to be a popular technology amongst the focus groups. Additionally, the use of a big/AV wallscreen or display area to showcase events and “what’s new at the library” could be useful for expressing ideas to the community. Finally, connectivity and wi-fi are significant for a 21st century library, along with charging stations for devices. Contemporary forms of content such as e-books, online periodicals, media and software subscriptions were all discussed as potential solutions to help create “space” within the existing footprint.

Example of maker spaces

Example of breakout spaces
The social space on the Main Floor is very important - for arrival and interaction at break. **Academic and Experiential learning merged together**

"More open, Inviting, bright and MODERN"

The "buzz" of activity on the Main Floor is great, but the noise needs to be separated from the upper levels.

Mt. A Library is about the story

**"Listening" Stations**

"Dedicated to every student succeeding"

"Community supported education"

Circulation area and associated work areas need to be open.

**BE THE BRIDGE**

We need to ensure we can change and strengthen perceptions by conducting a successful version of this project.

**Mt. A Library is about the story**

**VISION**

"Dedicated to every student succeeding"

"Community supported education"

**ARCHITECTURE OF KNOWLEDGE**

Librarians need offices with space to accommodate / meet with one or two students.

**NEEDS LOTS OF NATURAL LIGHT**

Flexible classrooms - Teaching Space for 60 students 75-100 would be ideal.

**BOOK A LIBRARIAN FOR HELP & SUPPORT**

Show/display the status of available spaces via digital screen at the Library entry lobby.

**WHITE-BOARDS EVERYWHERE**

Show/Display study rooms

**BETTER BOOK STORAGE**

York Street point of entry

**ACCESSIBILITY OF MUSIC LIBRARY**

Expand it into Crabtree

**Small private spaces**

**EVENT / CONCERT SPACE**

**GEO-THERMAL HEATING**

White-boards / Digital White-boards

**BAY WINDOWS SEATING / STUDY SPACES**

"Listening" Stations

"Dedicated to every student succeeding"

"Community supported education"

**VISION**

Do faculty from our partner universities, IE: Bishops etc actually say: “Boy, I wish we could be more like Mt. A.” Need this to be the case.

**OLD LIBRARY HALL**

Do we have to keep a space like Library Hall? It is very hard to find a (bookable) space.

**Mt. A Library is about the story**

"Dedicated to every student succeeding"

"Community supported education"

**VISION**

"Dedicated to every student succeeding"

"Community supported education"

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FOCUS GROUP COMMENTARY

ACCESS TO FRESH AIR

NEW TECHNOLOGIES GET CURRENT

MAKER SPACE?

SHOWCASE our collections

SPECIAL COLLECTIONS
- MUST HAVE A FOOTPRINT IN THE LIBRARY -

QUALITY OF LIGHTS

One-on-one engagement

BREEZE WAY
EVENT SPACE
MULTI STORY
DISPLAY AREA
CAFÉ

ACCESS obvious entry location

LIBRARY REMAINS THE LIBRARY

natural light & windows

Air Quality CONTROLS

FLEXIBLE SPACE
Use of space to embrace experimental learning.

SUSTAINABILITY
Give some consideration to greater energy efficiency, perhaps using geothermal heating. Explore rainwater harvesting / living walls / or roof. Consider solar panels. Operable windows should be a must. Low VOC’s throughout for new materials and adhesives.

ACCESSIBILITY

“noise control through whole library”

Café & Food is needed within the library

Academic text
Not as accommodating in electronic format. CAREFUL selection of book thinning.

Reading room for the collections

Variety of spaces

/reference Desk needs the opportunity to sit with an individual, and review the computer screen. Be able to sit beside one another.

EXHIBITIONS
How can the library accommodate

FUNDRAISING needs to be by “ALL,” including the town mayor, council, student community groups, local business partners, etc.

LOCKER space for students

Space that is flexible, staff that are flexible, with minimal rules.

MAKERSPACE?

No fish bowls

SERVICES STAFF
Importance of “Work flow” between each group

CAFÉ location could be moved to a “controlled” area for noise within the breezeway

Movable Walls

Sensory Controlled Spaces

Student access to spaces

Student access to spaces

Café

Improv ement of Café

Seating that is nicely distributed & comfortable

Café

FUNCTIONAL SPACE

HEALTH & SAFETY
- ASBESTOS
- DUST & MOLD
- HUMIDITY LEVELS

- Break library into floors

- a tradition at MTA

- Inter-relationship between Sackville & MTA

Sensory Controlled Spaces

Writing centre

Variety of spaces

Reference Desk needs the opportunity to sit with an individual, and review the computer screen. Be able to sit beside one another.

INTER-RELATIONSHIP between Sackville & MTA

Writing centre

Variety of spaces

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Writing centre

Variety of spaces

Reference Desk needs the opportunity to sit with an individual, and review the computer screen. Be able to sit beside one another.
The Breezeway is the new Buzz-Hub of the re-envisioned Library, keeping this positive activity on the main entry level, but repositioning it so the noise doesn’t directly funnel up thru to the upper floors as easily. The Breezeway becomes the New Entrance to the Library, or the ‘Whole Complex’.

Writing Centre: Would be great to have several rooms available for tutors one-on-one assistance.

Nooks & Alcoves: Get someone to curate an updated list of recent articles – on an on-going basis – from all disciplines, and make the current list available electronically on a large monitor as you enter the facility; perhaps on a screen in the Cafe, and be searchable from terminals throughout the building.

“Make the new Library: as open and accessible to as many people as possible”

How can the Library help be a resource to navigate the info available out there?

STUDY SPACES

How do we encourage students (and others) to re-immersse themselves in the stacks?

The view of the books internally needs to be special

Selection of STAFF SPACES

A Glass enclosure for the Breezeway would be great. Would create a more welcoming entrance - somewhere you feel more welcome - that you would feel like hanging out more often. This kind of space would also be great for the larger community to enjoy.

“Make great space available for students all the time!”

RESEARCH CREATION OF STRESS-FREE ENVIRONMENT

Access for ALL!

Availability for ALL! Make it more inclusive.

Café

Currently inward facing

FOCUS GROUP COMMENTARY

“Open and accessible, it works great, but it would significantly benefit from greater support.”

“Sackville

Roof Garden

Feel different each space

How do we encourage students (and others) to re-immersse themselves in the stacks?”

Writing Centre: Would be great to have several rooms available for tutors one-on-one assistance.

1 on 1

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“Make great space available for students all the time!”

FURNITURE TO BREAK UP THE SPACE

Multi-use space

Need to encourage the Librarians to be even more actively engageable.

STUDY SPACES

The Library should be the heart of the University. This re-design should offer something unique to the building, and the campus.

“Make the new Library: as open and accessible to as many people as possible”

How do we encourage students (and others) to re-immersse themselves in the stacks?”

Café

Currently inward facing

“Open and accessible, it works great, but it would significantly benefit from greater support.”

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Need to encourage the Librarians to be even more actively engageable.
INTRODUCTION

Following the focus group sessions, many common themes started to emerge. These were discussed during several world café workshops, with statements being prepared by the participating stakeholders. These statements will be used to inform the guiding principles for the project.

PHOTOGRAPH ICEBREAKER EXERCISE

Upon entry into the World café venue, participants were able to view a montage poster of library-related images. Participants were asked to adhere stickers to the library-related images they felt resonated with them. The green stickers would mark the images participants felt the most strongly for, and the yellow sticker would represent another element that would also be useful for the sake of discussion.
### World Cafe Workshop

#### Results from Sticker Exercise

**Most Green Stickers**

- **#11** (12 total green stickers)
- **#5** (11 total green stickers)
- **#8** (7 total green stickers)
- **#13** (6 total green stickers)

**Most Yellow Stickers**

- **#10** (8 total yellow stickers)
- **#5** (7 total yellow stickers)
- **#8** (5 total yellow stickers)

**Most Combined Stickers**

- **#5** (18 total stickers)
- **#11** (12 total stickers)
- **#8** (12 total stickers)
- **#10** (12 total stickers)

#### Image #5

This image resonated the most with participants, and received the most combined stickers. Placement was predominantly on the window portion of the image, expressing the notion of natural daylighting and views to the exterior. Participants also placed stickers on the casual, but contemporary furniture.

#### Image #11

This image received the second-most amount of total stickers and had the most green happy faces. Participants placed their marks specifically on the natural light present in the clerestory window, and also the contemporary breakout workspaces featured in the image.

#### Image #8

This image received the third most total stickers with more green stickers than image 10. Participants were drawn to the atmospheric qualities of the space, and emphasized the need for quieter spaces for studying, reading, and contemplation.

#### Image #10

This image also received 12 total stickers, but had more yellow than green stickers. Participants were drawn to the comfortable furniture, and the presentation of social spaces for collaboration and relaxation. Natural light and views to the exterior were also emphasized.
WORLD CAFÉ WORKSHOP

PURPOSE

1. To provide initial ‘visionary’ directions for the re-design of the Ralph Packard Bell Library
2. To build on the engagement process that has taken place this far.

Session 1 (5:00 pm - 7:30pm 15 October 2018)
Session 2 (8:30 am - 11:30am 16 October 2018)

Two sessions were held and the following is a summary of questions discussed and the answers from attendees:

1) Libraries are evolving into diverse spaces of teaching and learning with an ever-wider range of services. How should the library’s environment change to deliver an exceptional learning experience for the 21st Century?

“Spaces that are accessible for all different types of learning styles and disciplines with technology to suit.”

“Spaces and services that allow users to maximize creativity and productivity by allowing for fluidity, collaboration and accessibility and used by not just students and make sure there’s still enough space for individual study.”

“The library should have the feeling of a place of knowledge.”

“Natural light and sustainable energy are important. A 21st Century Library is a study space, books should be secondary. Move to digitized books and create a more open, collaborative environment.”

“While maintaining enough spaces for individuals to study privately, have enough room for groups to collaborate. i.e. table space, rooms for groups to meet with whiteboards.”

“Right now, the library is primarily a research and individual study space. I think that it would be good to have more collaborative spaces, as well as having it used for classes.”

“Warm and welcoming with a diverse variety of spaces for collaboration and individual learning, including access to outside spaces. Planning for the future with an emphasis on longevity, wary of technology and what is trendy.”

“The library should have as few dedicated spaces as possible. Any purpose we define, our patrons will redefine. Spaces should be easily configurable for all purposes and all patron preferences. In essence, think of a big, empty box that staff and patrons will configure and reconfigure repeatedly, at will, as their needs and preferences dictate.”

“Work on the physical space should not lose the original library feeling to cater to all learning styles. Resources are the backbone of the library. Librarian support and specialties can be reflected in the physical space.”

2) Describe the ideal relationship between staff and between staff and your patrons.

“Spaces in the library where classes can come in, and the opposite: library services that can leave the building and go into the classrooms.”

“Make services more visible/accessible for students and provide various ways to access these services. (Virtually, video, etc.)”

“Respectful and collaborative relationship between staff, along with an open and helpful relationship between staff and patrons.”

“The word that captures it all (i.e. between staff members, staff, and students) is respect.”

“A relationship of respect for individuals and their skills, knowledge, and lived experiences. This relationship develops when staff and patrons can work alongside each other, both in open and closed spaces.”

“Online resources should adapt, similar to the physical library. There is silo-ing happening based on discipline. How can we encourage all disciplines to use the library?”

3) Should the history and special interests of Mount Allison be woven into the story of the library? If so, how?

“Exterior should connect to campus aesthetics (brick), important historical pieces should be showcased and made readily available, while incorporating modern design and technology.”

“Library should include the history of MTA with a bragging wall: firsts for Mount Allison.”

“It is also important to have modern facilities for contemporary, fast-paced students to work with.”

“Tell current stories – by displaying current research, student projects, art works, etc. Also have a space for bringing in performances – music and theatre.”

“Small tid-bit facts in visuals throughout the whole library. Rotate the artworks with current student works. Make the archives more publicly available.”

“Showcase art work from Mount Allison (Eg. Six figures- Anne Kahane) Alternative stories and narratives, and connections to history. Make the library iconic and special. Keep it from feeling like other university libraries; make it special.”
4) What are the features of the Library that make it special and should be showcased in the design?

“A pleasant, intuitive space that we want to be in. Highlighting the amazing views and incorporating natural light by having larger windows, especially on the top floor, while also having library resources, including books, welcoming and accessible so that people want to use them.”

“There should be open space as one walks into the library. The view of campus should be enhanced.”

“Original art. Special collections. Vibrant work spaces. Natural light with views to the outside.”

“Books! I think that books should be accessible and not hidden away. Especially since we’re here to draw on that knowledge. Although there should still be areas for study without them for students who might prefer the different styles of spaces.”

“The library is the heart of the university – it should feel like it.”

“The stacks are special and have the traditional library feel. A great design and should react with updated features. Book stacks are crucial – let’s just optimize that space and keep it cozy, warm, and homey. The perfect harmony and fluidity between social and non-social space.”

“Big windows should be placed at back of main floor. It is important to ensure technology does not overwhelm and define the space. Access to the writing centre from the main floor is important, as well as a coffee shop that provides separate social space. There should also be a bulletin board at the front showing what’s going on in the community. It is a very impractical space for delivery of traditional library services and collections. The building’s best hope is with radical change in service/collection delivery.”

“Smaller areas of like-minded functions. People migrate from social, to collaborative, to more private and focused. The design of the space should enhance connections to location, community and landscape. The new library should be the center of MTA.”

5) Describe your ideal vision of the patron experience of the re-imagined library.

“One Stop: Study, Space, Relax.”

• Each floor is used for a different thing
• Books should be on the same floor (study space)
• Noise Levels should be addressed
• Nap Areas
• Teaching assistance

“The library should be a place to showcase Mount Allison University at its best: past, present, and future. The library should be the heart and brain of the University/Sackville. Patrons should be able to participate in a variety of activities: watch a lecture/performance, grab a coffee, finish assignments, study, and collaborate.”

“The ideal vision of the patron experience is one of accessibility. Accessible services and staff members with their respective specialties. The library should be flexible and cater to all needs and learning styles. A positive group environment that is visible and accessible. Apple store meets Osbourne’s Children’s collection. Accessibility of services and staff is key.”

“The library should guide patrons to what we want, what we need, and help us to tell the difference between the two, opening possibilities to what we haven’t even thought about.”

“The library should be a fluid space, with semi-exterior and interior spaces to draw people in and out without losing that library feel. The library should be a place and space that inspires emotional enlightenment with a grandeur that instills a vision of what you can become. The library should be the foundation to success.”

“Empowerment of the students is important. Reducing barriers, both functional and imagined, with different areas serving different functions for the patrons. The important thing to consider is how the architecture can help to facilitate that.”
The following project index and related section of the report introduces many of the president projects from other provinces, states and campuses that this consultant team has reviewed. These examples have been studied in order to garner a greater appreciation of the quickly evolving nature of this project type, and the changing nature of the spaces used to support the service delivery.

In most cases, we have met with facility managers, to gain detailed knowledge of the lessons-learned, including insight on both their successes and aspects requiring further consideration. Many individuals explained the particular nature of their successful stakeholder engagement process, and how they attempted to ground the facility within the larger learning community.

1. CHARLES E. YOUNG RESEARCH LIBRARY, UCLA CAMPUS, WESTWOOD, LOS ANGELES, CA

2. SAN DIEGO CENTRAL LIBRARY, 330 PARK BLVD, SAN DIEGO, CA

3. PAYSON LIBRARY, PEPPERDINE UNIVERSITY, 24255 PACIFIC COAST HWY, MALIBU, CA

4. LEARNING RESOURCE COMMONS, HUMBER COLLEGE, NORTH CAMPUS, TORONTO, ON

5. LIBRARY LEARNING COMMONS - GEORGE BROWN COLLEGE WATERFRONT CAMPUS, TORONTO, ON

6. MARY IDEMA PEW LIBRARY - GRAND VALLEY STATE UNIVERSITY, ALLENDALE, MI

7. STUDENT LEARNING CENTRE, RYERSON UNIVERSITY, TORONTO, ON
At another UC campus in Berkeley, where the school mantra is “question the status quo”, many students on campus asked the school librarian: “why is this library filled with dusty books no one looks at, and I can’t get a study space”. Collaborative study spaces and movable whiteboards are winning out over space for stacks. The majority of the collections lose their purpose when you can move to a more digital library, and offer the otherwise more desirable variety of spaces, supporting peer-supported learning services, spaces specifically designed to support better social interaction, and proper bookable study spaces of varying sizes and attributes, complete with charging ports and power/data connections.

These are several of the common trends surfacing at many new and newly renovated libraries and learning commons throughout North America, in recent years.

Example of massing strategy

RETHINK DESIGN

UCLA has been a leader in the re-thinking and re-design of current library spaces by re-configuring one of the current floor layouts in the Charles E. Young Research Library. This revision was done in 2011, to make room for more open seating spaces, group study rooms, and provide innovative furniture options, such as collaboration pods equipped with LCD presentation monitors. This was made possible by moving approximately half of the existing print reference collection to other storage space. More than 2 million books still remain on the other currently un-renovated floor levels.
SAN DIEGO CENTRAL LIBRARY

330 Park Boulevard, San Diego, California

The success of this project stems from its emphasis on library resource services that provide enrichment to the San Diego community, with collections that include both print and digital materials, and content presented in over 25 different languages.

SERVICES FOR PATRONS INCLUDE:

- Homework Help Center
- Innovation Lab: Spaces with 3D Printing, CNC Milling Machine, Vinyl Cutters, Sewing Machines
- I CAN! Center: Center provides services, programs, resources and professional assistance for persons with disabilities in a safe and comfortable environment.
- Internet Access
- Meeting Rooms
- Mental Health Services
- READ/San Diego: These services support Adult and Family Literacy
- Exhibition Space: Spaces which showcase educational, cultural, intellectual, charitable and recreational activities, as well as works by community art groups and individuals in the San Diego area.
- Resources for New Americans: These resources include citizenship test preparation materials and English language learning materials.

QUALITY OF ENVIRONMENT

The use of natural lighting and views to the outdoors create a positive, stress-free, environment ideal for reading and learning.

SHOWCASING ARCHIVED MATERIALS

This precedent project is also a successful example of how to implement archival materials and displays throughout the library.
"At the academic heart of our educational environment, our libraries are sanctuaries for study, learning, and research, encouraging discovery, contemplation, social discourse and creative expression...As the information universe continues to evolve, our goal is to remain responsive to users’ needs by providing seamless access to both print and digital resources essential for learning, teaching and research."

Dr. Mark Roosa
Dean of Libraries
https://library.pepperdine.edu/about/default.htm

The following trends have shown their prominence at several recent libraries and new learning commons:

1. COMMUNITY CONNECTION
It is essential that the learning spaces be consistent with the university’s unique local culture; The spaces should proudly promote and display the ‘place’, make that strong and proud connection with the local community, and its culture, using archive materials and special collections, etc. Allow people to enjoy historic artifacts, thus reinforcing the history of the place, and its people. An example of this is in the multipurpose room at the Payson Library, where beautifully restored examples of surf boards -recording the history of the local surf culture in Malibu, California - are displayed, complete with descriptions for each board.

2. VARIETY OF SPACES
A greater range of types and sizes of study and supporting learning spaces is provided. This strategy supports diversity by accommodating individual student learning styles.

The provision of greater exposure to view, natural lighting/daylighting, and a variety of lighting levels has significant positive effects on patrons. (See also ‘A Literature Review of the Effects of Natural Light on Building Occupants, L. Edwards & P. Torcellini, Natural Renewable Energy Laboratory, July 2002.’) It is important to consider providing users with some ability to control lighting levels, as human comfort is tied to Circadian Rhythm.

Create space options that replicate comfort: These new “Living Rooms” are creating opportunities for spontaneous interaction between patrons, and allowing for moments of relaxation, contemplation and collaboration. As a result, proper consideration of appropriate furniture needs to be assessed during the building design process, rather than after the construction phase.

In this new variety of space, there is a shift away from ‘ownership of space’, and a trend towards ‘shared membership of space’. A shift away from status, and towards equal collaboration.

3. SOCIAL INTERACTION
The Library is “the 3rd place”; it is a gathering space, one that is different from other options on campus. The quality and placement of these unique spaces are critical to their success. They can often be seen at the transitional spaces between social and serious study/learning. Patrons make a conscious decision to ‘cross the threshold.’
CURRENT TRENDS

Current universities are redesigning their libraries for the 21st century — with fewer books and more learning space.

Greater attention is being paid to a variety of furniture options, with movable, adaptable components being requested. Instead of the stacks, futuristic nap pods, meeting/study spaces with glass walls and whiteboards, and cozy reading nooks are becoming the norm; and all the old rules are being dropped — even the ones against bringing food and drinks onto upper the floors, with some new learning commons providing serveries, with microwaves and undercounter refrigerators.

“Many colleges and universities are renovating the ‘library environment’ around the concept of the ‘learning commons’. These settings reflect next-generation trends in library space planning, including:

- Fewer physical resources
- Flexible modular learning environments
- Wireless connectivity and outlet access
- Integrated academic support services
- Food and drink options


To better accommodate the modern needs of users, libraries are tailoring their design and facility strategies to their students’ increasingly social approach to learning and studying. Facility renovations are often opting for large, public tables and couches to create comfortable, collaborative spaces. The modern learning commons provides a variety of multimedia tools for students and faculty who want to better explore alternative modes of scholarship. Campus members are also able to access relevant academic content digitally, either at computer terminals or on mobile devices. The newly allotted spaces typically include a café accompanied by relaxed food and drink restrictions.
The project was developed according to the planning principles outlined in Humber College’s 2009 Campus Development Plan, which emphasized:

- Promoting a sense of place, arrival and welcome
- Minimizing transportation and pedestrian conflicts
- Providing easier access to front-line services
- Unifying the campus through physical landscape intervention

The large, sun-filled atrium with gallery and allows opportunities for showcase, and seating for students to study and hang out. The building is home to a new library, enhanced student services including test, writing and math centres, peer tutoring and mentoring, career advising, and other services.

OTHER FEATURES INCLUDE:

- Self checkout
- Accessible study rooms
- Formal quiet spaces
- Collaborative spaces
- 24/7 bookable study rooms
- Instructional lab
- Movable compact stacks that are accessible to all
- Computer workstations.

SUSTAINABILITY

- LEED-Silver certification
- 99 percent waste diversion strategy
- Green roof
- 100 kW of electricity from solar photo-voltaic cells
- Energy-efficient lighting and HVAC systems
- 3 reserved carpool parking spaces
- Effective transit connection

The project has embedded with examples of sustainability though all aspects of design. Bus loop, bike racks, and carpooling programs encourage more sustainable modes of transportation. The feature stair within the atrium encouraging physical activity by enticing patrons to use it for vertical circulation. The North face of building is glass, allowing very effect natural daylighting, promoting human well-being and reducing the need for artificial light. Water bottle refill stations to prevent unnecessary wastage from plastic bottles. PV panels on the roof provide between 7%-33% of the energy used in the building. Energy production by the PV panels is also showcased on a display board, enabling students to engage with sustainability strategies on campus.
LEARNING LABS
30-48 seat labs for high-tech collaboration and instruction

EVENT SPACES
The library has a variety for spaces for a multitude of different events, with a multi-purpose room for larger functions and public speaking engagements, and a smaller exhibition space for small performances and exhibits.

ONE-ON-ONE PEER CONSULTANTS
Known as the “Knowledge Market”, accessible academic support for students to receive assistance with writing skills, research support, and to enhance their public speaking and presentation skills.

SERVICE DESK
The library service desk provides assistance through support for research, gives access to available print and virtual materials, and acts as a location for book pick-up.

IT HELP DESK
An area which loans out laptops and iPads, and provides hardware and software support for students, faculty, and staff.

ACCESS TO TECHNOLOGY
The Atomic Object Technology Showcase offers students the opportunity to gain hands-on exposure to the latest technologies available:

- Computer stations, laptops and iPads for checkout
- Digital Displays in group study rooms for collaborative work
- Wireless printers for print media, as well as 3D printers for prototyping
Students will do all of these things in a building that was crafted with their needs in mind—the right lighting, the right furniture, the right resources, the right services, the right spaces, and the right amount of flexibility. “Going to the library” will take on a whole new meaning as the Mary Idema Pew Library Learning and Information Commons becomes an integral part of every student’s experience at Grand Valley.”

RANGE OF ENVIRONMENTS AND ACOUSTIC CONSIDERATIONS
The east side of the library is quiet and contemplative, while the west wing invites conversation and offers collaborative workspaces to support the way students learn today, and to prepare them for tomorrow’s team-oriented work environments. A sound system projects programmed sound into collaboration zones so that students feel comfortable speaking in normal tones of voice. In quiet study areas, the system delivers white noise to mask sound and reduce distractions.

INDOOR AND OUTDOOR SPACES
The library offers several outdoor spaces, including an amphitheater on the north side of the building, patio seating next to the café, and an open air reading garden nestled within the third floor.

FLEXIBLE SPACES
There are 29 types of seating, a variety of tables and equipment, mobile and floor-to-ceiling whiteboards, and displays that instill creativity. The flexibility and variety of spaces help students to appropriate the space for themselves.

VIEWS TO EXTERIOR
Rising up alongside the adjacent Cook Carillon Clock Tower, the Mary Idema Pew Library offers remarkable views of campus, the ravines, and the surrounding area.

SUSTAINABILITY
The library showcases GVSU’s commitment to sustainable progress, and was awarded LEED Platinum, the highest LEED Certification. The building typically uses less than 50% of the energy normally required of a typical building of it’s scale.

GROUP STUDY ROOMS
2-12 seat study rooms that can be reserved online, allow space for collaboration.
The Sheldon & Tracy Levy Student Learning Centre (SLC) is home to five academic stakeholders that play a unique role in contributing to the SLC’s shared success.

ARCHITECTURAL PRESENCE AND CONNECTION TO ARCHIVES (RULA)
The Sheldon & Tracy Levy Student Learning Centre (SLC) is an iconic structure in the heart of Toronto, and a symbolic “front door” of the Ryerson University campus. It shares a physical and virtual connection to the Ryerson University Library and Archives (RULA).

ISAAC OLOWOLAFE JR. DIGITAL MEDIA EXPERIENCE (DME) supports teaching innovation and experiential learning, giving students the opportunity to get their hands on state-of-the-art new technologies.

- High-end Macs & PCs
- 3D printers
- Cameras, mini-projectors, recorders and studio equipment
- Software for game development, multimedia, 3D modeling, physical computing, and visualization.

DMZ SANDBOX is a startup and talent incubator that helps emerging entrepreneurs turn their innovative ideas into a competitive tech business.

SCHOOL OF PERFORMANCE houses the Performance Acting, Dance and Production programs at Ryerson University.

STUDENT LEARNING SUPPORT (SLS) The SLC is infused with collaboration, exemplified through its governing and operating model that integrates a blend of students, staff and faculty at every level. THE SLS offers a range of services to all Ryerson students who want to develop their academic skills. SLS offers individual support and group sessions in the following areas:

- Academic Accommodation Support
- English Language Support
- Graduate Student Support
- Math Support
- Study Skills and Transition Support
- Writing Support
SUMMARY OF THEMES

This has been a process of discovery for all involved in the visioning process for this project. Listening to all the various groups of participants from the introductory Town Hall Information Sessions through to the summary World Café sessions, the consultant team have noted the significant common threads that will lead to the successful revitalization of the Bell library.

The following is a summary of the predominant themes heard during the entire consultation process, as well as witnessed at other precedent university facilities.

We have created a list of 11 Guiding Principles which summarize targets and create a framework for the next phase is the finalization of the project Vision Statement. It is hoped that all participants to date can see evidence of their valuable contributions reflected in the principles listed.

GUIDING PRINCIPLES

The details were vast, with many overlapping and overriding themes, which harmonized in clear directives from the stakeholders on what is needed to sustain their unique octagon shaped building into a new library for the future. The collective wisdom of the participants has generated design drivers for the subsequent design stages of this project. This document demonstrates the processes of discovery that have led to the following Guiding Principles listed below:

1. The re-imagined library will be unique to Mount Allison. It will be both a dynamic learning hub while retaining strong attributes of a traditional library, recognizing the value of physical books in a library that has multi-use, diverse spaces; envisioning a space that marries the needs of students and researchers through print materials, books and services.

2. The library will be connected to the campus and community through improved views and indoor/outdoor learning opportunities.

3. This History of Mount Allison should be embedded into the learning experience within the library facility through art exhibits, displays and virtual displays, and historical artifacts.

4. Improved inclusivity, accessibility and natural way-finding to maximize the learning opportunities and comfort within the library spaces will be significant considerations for this project.

5. The library has several unique special collections and significant archives which should be a prominent feature within the re-design.

6. The current library is considered ‘dingy’ by students. It should be a modern space that is light, bright and welcoming with natural day-lighting and views to the exterior spaces of the Campus.

7. Sustainability is a key priority for the students and the University. Significant improvement in the building energy performance, with full building envelope upgrades. Considerations for alternative mechanical systems to suite the building use and type.

8. Acoustic performance of the interior spaces must be effectively designed to maximize the performance of the Learning Environments.

9. Strategic placement and integration of staff services points within the layout to be critically assessed to support cooperation and collaboration amongst staff and students.

10. The library is one of the most prominent buildings on campus and within Sackville and it should take advantage of this position within the community conveying a dynamic vision of the library for the 21st Century with strong roots in its historic context.

11. The design of the spaces must ensure effective synergy between furnishings, patrons and the physical spaces to help support comfort.
NEXT STEPS

The Libraries 2025 Vision Committee will be responsible for the finalization of the project ‘vision statement’ for the new library by the end January 2019.

Sustaining momentum, the consultant team will move into the Programming and Functional Planning phase of works, continuing the dialogue with all key stakeholders, through workshop and focus group sessions to develop the next level of detailed understanding to support and achieve a successful planning process for the new library.

Following the approval of the project program and functional planning, we will swiftly move into the concept/schematic design phase of works, to test drive the core concepts and themes with the group, continually referencing the vision ‘touchstone’ to verify and validate the design considerations.

Recently, we have adapted this planning process into a more open team approach to determine the solution, working in collaborative “sketch-paper” sessions where everyone including the consultant group, client group, stakeholders/students and other critical end-users come together to brainstorm to drive and test concepts and solutions. From here, the consultant team go away to develop the agreed solutions into more robust concepts that enable a clearer picture of the actual building and spaces with the ability to generate an understanding of actual construction costs. The design is presented and reviewed by collective, and determination is made to proceed with or without changes based on the cost analysis and schedules.

Once the Consultant Team has approval to proceed into more focussed, more detailed stages of design, the workgroup sessions will allow the honing of spaces to meet all the aspirations of the project vision. The design process continues to flow through various stages of refined design and approval by the University, based on a pre-determined schedule, in-order to deliver a package of information that clearly represents the story of the new library. This information is carefully handed over to a contractor following the fund-raising process that will be ongoing from inception to completion.

The exact defined process following concept design is normally critically informed by the construction delivery method. That is the exact type of contract and the way in which Mount Allison University would prefer to construct the Library. The specifics of these procurement routes are not part of this report, other than to say the next steps will be defined by the process and will be confirmed in due course by Mount Allison’s Facilities Management.