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EXECUTIVE SUMMARY

Project Overview

OBJECTIVE:
To identify changes and future needs in academic research, learning, and teaching in order to generate opportunities for how spaces and services in Pitt’s academic library can respond to these future needs.

To support new leadership within the University Library System (ULS) and decision-making around the refinement of the Hillman Library, brightspot strategy set out to achieve the objective above. The process used to understand the emerging needs of the Library’s constituents and then design solution for them is outlined below. The work was intended to augment existing anecdotal data that exists within the organization with quantitative and qualitative research and an outside understanding of higher education. Furthermore the process sought to leverage user-centric design practices to co-create solutions with users. The research tools leveraged in this process were selected to provide breadth and depth of engagement ensuring that both qualitative and quantitative inputs from many people across constituencies were engaged in influencing the design of plays, i.e. a menu of suggestions for services and spaces.
EXECUTIVE SUMMARY

Research Summary

The research led us to identify five important trends in research and learning on University of Pittsburgh's campus which in turn led us to three critical insights that influenced the identification of emerging needs unique to each of the Library’s constituencies.

1. **Research will need to be more networked in order to discover and share information.**

2. **Academic models will become increasingly integrated** while traditional academic silos become more porous.

3. **Learning will incorporate more making** by posing questions and framing problems as well as creating and designing solutions in real-time.

**INFORMATION ACCESS**

Information literacy is more important and more complicated than ever before.

**SKILLS-FOCUSED LEARNING**

Making and learning are inseparable for students focused on tangible outcomes.

**VARIED STARTING POINTS**

Support systems must change with student bodies to meet their evolving needs.

**COLLABORATIVE RESEARCH**

Collaborations are prized but faculty perception is that they are not adequately supported.

**DESIGN THINKING + CREATOR CULTURE**

Making supports collaborative, interdisciplinary, and impactful work.
EXECUTIVE SUMMARY

Guiding Principles

The following guiding principles are central to ensuring the success of multiple Library plays. While none is a play on its own, these principles will enhance the Library’s ability to deliver on all of the following ideas.

INCREASE FLEXIBILITY
Spaces must be flexible to serve multiple uses at various times. For example, an event space that’s used primarily in the evenings should be available as a study space during the day. Very few spaces should be designated for only one activity, and the ability to quickly rearrange a space is critical to ensuring a fuller range of use cases can be supported.

DESIGN FOR INCLUSION
Consider how spaces can be designed to be shared across multiple user groups. While there is value in creating safe spaces for users by constituency (e.g., undergraduate, graduate, faculty, etc.), it’s also important to consider what types of spaces can be shared based on universal needs.

CONNECT STAFF
Bring staff closer to users in order to better serve them. Staff are currently often difficult to locate and inaccessible. In creating connection points between workspaces and user spaces, the Library can promote visibility of the work required to run a library while also encouraging users to reach out to staff.

FOSTER RELATIONSHIPS
Library staff must work to be more visible and engaged with users. Often, the barrier between users reaching out to the Library for support is simply that there’s no human face for them to connect with. If every student and faculty member at The University of Pittsburgh knew the name and felt connected to someone who worked at the Library, the Library’s ability to support the research activities at the school could be amplified.

BUILD NETWORKS
Students and faculty alike are depending on networks of thought partners both within and outside of the University. Every stakeholder in the Library will benefit from a strengthened awareness of and access to practitioners working in the fields relevant to students and faculty. English students shouldn’t just be speaking with English professors; they should be seeking out strong writers in the math department as much as they look to meet with local journalists.

“UPSELL” THE SERVICE
Every time a user is told that they’re in the wrong place or speaking to the wrong person, they’re less likely to seek help from the Library. It is therefore incumbent upon the Library to meet user and staff needs while reducing the need for referrals and relocation. Services should be set up to support a seamless flow from one activity to the next on a user’s journey.
EXECUTIVE SUMMARY

Plays

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- Teaching & Learning Lab, p.32
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PROFESSIONAL DEVELOPMENT & INSTRUCTION
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**OBJECTIVE:**

To identify *changes and future needs* in academic *research, learning, and teaching* in order to generate opportunities for how spaces and services in Pitt’s academic library can respond to these future needs.

To support new leadership within the University Library System (ULS) and decision-making around the refinement of the Hillman Library, brightspot strategy set out to achieve the objective above. The process used to understand the emerging needs of the Library’s constituents and then design solution for them is outlined below. The work was intended to augment existing anecdotal data that exists within the organization with quantitative and qualitative research and an outside understanding of higher education. Furthermore the process sought to leverage user-centric design practices to co-create solutions with users. The research tools leveraged in this process were selected to provide breadth and depth of engagement ensuring that both qualitative and quantitative inputs from many people across constituencies were engaged in influencing the design of plays, i.e. a menu of suggestions for services and spaces.
RESEARCH PROCESS

Process & Tools

The tools described below were critical to developing an understanding of the current state and future direction of research, teaching, and learning at Pitt. The approach moved through four distinct phases.

**DISCOVER**
In this phase we conducted a literature review of previously conducted research related to changes in teaching, learning, and research as well as other key drivers of change (e.g., Generation Z habits of behavior). We also conducted in-depth one-on-one interviews with Library super users and partners in detail about their work habits and then reached out to the campus at large through a survey.

**SYNTHESIZE**
During this phase we worked to make sense of all the data we had collected, identifying key trends driving changes in academia and identifying insights into the future of learning. This work led to an articulation of emerging user needs by user group (i.e., undergraduates, graduate students, faculty, and Library staff).

**TEST**
Through a series of discussions with each of the stakeholder groups, we tested findings and confirmed, edited, and strengthened them. We then used the emerging needs to imagine opportunities to fulfill them; this work formed the basis of the plays for the Library’s future.

**REFINE & FINALIZE**
Once all of the ideas had been reviewed and aggregated, thirteen plays emerged. These plays were built up to include both a general description, key moments of usage, and the technical requirements to enact them. The plays became posters and were shared in a pop-up ‘gallery’ in Hillman to solicit feedback.

<table>
<thead>
<tr>
<th>literature review</th>
<th>library partner interviews</th>
<th>super user interviews</th>
<th>campus-wide survey</th>
<th>focus group workshops</th>
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<tr>
<td><strong>understand</strong> general factors impacting the future of academic research, teaching, and learning</td>
<td>understand the network of complementary services around research, teaching, and learning offered by other groups on campus</td>
<td>understand how today’s lead users work in order to inform an understanding of tomorrow’s more typical users</td>
<td>understand current research, teaching and learning practices at the University of Pittsburgh in-order to perform their best as teachers, learners, and researchers</td>
<td>gain a deeper understanding of user needs, probe further on specific research findings, and generate ideas and solutions</td>
<td>test out plays to ensure fit and solicit feedback to edit and strengthen plays to better meet user needs</td>
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RESEARCH FINDINGS

Overview

This section presents research findings, highlighting the information that led to the Emerging Needs used to prompt the development of plays. Contextual research into the campus and the future users of the Library was critical to establishing a baseline understanding of future needs while conversations with users, partners, and survey findings solidified an understanding of the driving forces behind changes in research, teaching, and learning.

- Overview of the University of Pittsburgh’s Research Ecosystem
- Insights into the Rising Generation Z
- Research-Based Trends
  1. Information Access
  2. Skills-Focused Learning
  3. Varied Starting Points
  4. Collaborative Research
  5. Design Thinking + Creator Culture
The University of Pittsburgh is classified as an R1: Research University—the highest research activity classification. The University has a long history of cutting-edge practices supported by a rich network of campus resources. Considering the future of research support at the University requires an initial understanding of the general context. Furthermore, a review of the University’s strategic plan, (the “Plan for Pitt”) supported by discussions with partners and campus leaders led to the identification of priorities for learning on campus.

RESEARCH ECOSYSTEM

QUALITIES OF TOP RESEARCH

- Evolves Over Time
- Enhances Scholarship
- Accessible & Far-reaching
- Interdisciplinary
- Objective
- Propagates Understanding

RESEARCH ADMINISTRATION

- Office of Research
- Office of Research, Health & Sciences
- Computing Services and System Development

RESEARCH COMPLIANCE

- Conflict of Interest
- Environmental Health & Safety
- Institutional Review Board
- Research Conduct & Compliance Office

CENTERS AND INSTITUTES

- Center for Commercial Applications of Healthcare Data
- Center for Philosophy of Science
- Clinical and Translational Science Institute
- Learning Research and Development Center
- University Center for International Studies
- University Center for Social and Urban Research
- Hillman Cancer Center
- Innovation Institute

TEACHING AND LEARNING

UNIVERSITY PRIORITIES

- Project-based
- Technology-based
- Highly Personalized
- Global & Diverse Perspectives
- Includes Mentorship & Advising
Generation Z

Generation Z (also known as “iGen” or “Post-millennials”) describes the cohort born from the very end of the 20th century through today. The oldest members of this cohort are just beginning to matriculate into institutions of higher education. As the college-aged number of them continues to grow universities will begin to identify several key shifts in how this generation approaches education differently from their predecessors, particularly the Millennials for whom Universities are now accustomed to designing and planning offerings. Below are several trends that define how this generation approaches learning differently.

**LEARNING IS INTEGRATED**

For Gen Z, learning is like shopping in that the former distinctions made between online and in-person experiences are no longer relevant. Instead, this group views learning as a continuous, integrated social, academic, and professional experience.

**LEVERAGE DIGITAL TO SUPPORT DECISIONS**

This cohort grew up with a tremendous amount of information at their fingertips. Yet, anonymous information doesn’t replace the value of trusted advice. Gen Z-ers tend to turn online for research, to their peers for insights, but then prefer to make decisions on their own.

**PRACTICAL AND FINANCIALLY DRIVEN**

After watching Millennials notoriously struggle to find their footing in an unstable economy, this generation is much more practical and financially-driven than their predecessors. They measure their achievements in skills mastered rather than degrees obtained.

**FOCUSED ON COMMUNICATION SKILLS**

As a result of their reliance on digital communication channels and their innate understanding of the importance of effective messaging, iGen-ers wish they were better prepared to be skilled communicators generally with a focus on public speaking.
RESEARCH FINDINGS | TREND 1

Information Access

Today, students and faculty have immediate access to information and data in their back-pocket through mobile devices and the internet. This level of access creates new kinds of challenges for students and faculty alike in evaluating and applying information.

INFORMATION LITERACY IS MORE IMPORTANT AND MORE COMPLICATED THAN EVER BEFORE

With the boom of digital resources, information literacy has become more of a challenge. Data available online is growing exponentially and being created through a multitude of formats. Similarly, with a growing number of channels for accessing information, how or where students turn for information has become unpredictable, unmanageable, and overwhelming. The rate of change sets a near impossible pace for institutions to keep up with resulting in inconsistent and imperfect search protocols that push less experienced researchers to turn to the simplicity of free web searches without realizing the quality differential.

Additionally, communities of practice have developed unique approaches to information and research, and as a result the relevant sources, tools, and skills may not transfer as easily from one discipline to another. While some students lack the confidence to engage external support, others fail to recognize the challenges of moving across information formats and disciplines, forging ahead on their own without seeking the support the Library already offers.

ASSOCIATION OF RESEARCH LIBRARIES: Physical circulations per student at the University of Pittsburgh are roughly one third of what they were a decade ago. Scholarly journals and databases have dramatically increased in both use and share of ULS collections budget during that same time period according to a ULS audit conducted in 2015.
RESEARCH FINDINGS | TREND 2

Applied Learning

Today, present and future students will expect to see and experience direct correlations between what they are learning in the classroom and the problems they’ll be asked to solve once they join the workforce.

LEARNING IS INSEPARABLE FROM OUTCOMES FOR STUDENTS FOCUSED ON VALUE

Students from Generation Z are evaluating their educational opportunities by taking a value-based approach that focuses on the skills they hope to acquire. College is neither an abstract nor purely intellectual pursuit; for this cohort, career readiness is the number one factor driving them towards college. Furthermore, this generation recognizes the value of teamwork and craves opportunities to collaborate with peers to help them achieve shared goals.

At the same time, faculty members have been seeking opportunities to personalize learning experiences, drawing connections between the curriculum and future careers in anticipation of meeting this demand. Project-based learning is gaining momentum among University of Pittsburgh faculty, and classes that require students to engage with the world and create something new are among students’ favorite educational experiences whether it’s the School of Engineering’s Art of Making course or the English Department’s Secret History offering. The result is an expanding network of spaces and tools for both collaboration and creation, which is, nevertheless, still nascent and fragmented.

SPACES FOR CREATING have popped up everywhere from Engineering to the basement of the bookstore to Alumni Hall.

To learn more, visit makers.pitt.edu

PROJECT-BASED LEARNING IS IMPORTANT AND ON THE RISE.

For the Schools of Engineering, Information Sciences, and Computing and Information, project-based learning was the most important to student success.

For additional survey findings see Appendix A77 - A100

B&N COLLEGE STUDY: 42% of iGen has begun to hone their chosen craft before college.

“Getting to Know Gen Z.” Barnes & Noble College, Sept. 2016
RESEARCH FINDINGS | TREND 3

Varied Starting Points

Today, increased diversity in the student body benefits all, but the richness and variety of incoming student experiences means that not everyone is starting their academic journey from the same point and with the same expectations.

SUPPORT SYSTEMS MUST CHANGE WITH STUDENT BODIES TO MEET THEIR DIVERSE NEEDS

Across the board, institutions of higher education are prioritizing diversity amongst their students and faculty. Embracing diversity requires personalized curriculum and academic support models to better serve a student body with growing variability in needs and expectations. Though the University understands the difficulty its scale presents, it acknowledges the importance of supporting diverse needs and isfore-fronting efforts to do so as articulated in the Plan for Pitt.

The changes are felt at all levels. While the quality of undergraduate students at the University continues to rise, faculty express concern that the necessary academic research and communication skills required of them grows increasingly inconsistent. Furthermore, as international student populations grow for both graduates and undergraduates, students who speak English as a second language have presented a unique set of challenges as language skills and technical writing become a teaching requirement of all faculty regardless of discipline. Another outcome of this evolution is that faculty report a lack of confidence in their graduate students and feel that they must spend increasing amounts of their time teaching skills rather than collaborating with their students. These new needs cannot be overlooked and must be incorporated into existing campus support systems.

PITT USER INTERVIEW (FACULTY)

“Many of the international students in my department struggle with technical writing; as a result they can’t be as independent in their projects or even analysis.

I don’t feel well equipped to teach them these skills.”

OIS REPORT: The current student body at Pitt includes representatives from 101 different countries.

“Annual Report, 2017”
University of Pittsburgh Office of International Services
RESEARCH FINDINGS | TREND 4

Collaborative Research Tension

Today, large-scale funders of academic research are demanding interdisciplinary and impactful research projects (i.e. solving meaningful problems). The faculty we interviewed suggested that the University infrastructure and entrenched practices don’t yet support this approach.

COLLABORATIONS ARE PRIZED BUT NOT ADEQUATELY SUPPORTED

The University of Pittsburgh has identified interdisciplinary and impactful research to be among its top priorities with the belief that this type of work solves problems at scale. Furthermore, high profile grant opportunities tend not to be awarded to solutions and teams that exist within one silo, but rather to networks of collaborators tackling a great challenge from many perspectives, disciplines, centers, and institutions. When these collaborations do occur, they require greater support for both in-person and remote collaboration and communication, with connectivity to each other and experts as a top priority.

At the same time, for those doing the work, it often feels that while the value of these collaborations is widely accepted and touted, the research infrastructure of the University may not support them. Tenure protocols, course loads, and time requirements aren’t aligned to encourage rich collaborations. Even when teams do successfully get a project funded, it takes place outside of the norm, rather than through established channels for this way of working.

PITT USER INTERVIEW (FACULTY)

“There are mixed messages within the Administration... the way we allocate time and resources doesn’t support inter-school collaborations.”

“Digital fields are where there’s a lot of interdisciplinary work happening.”

THE PLAN FOR PITT: “We will facilitate internal collaboration to enrich the interdisciplinarity of our academic endeavors and enhance operational efficiency; and actively pursue engagements with private, public, government, and international partners on strategic initiatives.”
RESEARCH FINDINGS | TREND 5

Design Thinking + Creator Culture

Today, the benefits of design thinking and hands-on making have been proven and they are rapidly being deployed throughout and across academic and professional communities.

MAKING SUPPORTS COLLABORATIVE, INTERDISCIPLINARY, AND IMPACTFUL WORK

The process of designing, producing, and sharing artifacts requires students to value teamwork, engage with others, and communicate their ideas. New ways of teaching and learning often direct students towards these types of tasks calling upon them to present across multiple media including videos, data visualizations, posters, and websites. This emphasis on a broader array of scholarly outputs has helped the efforts to promote STEM disciplines evolve into a focus on STEAM, including the arts along with science, technology, engineering, and mathematics.

The renewed value of making and craftsmanship has catalyzed a rapid rise in makerspaces seen everywhere—from workplaces to elementary and high schools to universities and even private spaces built throughout cities and towns. These spaces are most heavily utilized by collaborative efforts in fields that inherently work across disciplines such as product design, education, industrial engineering, human factors, and information science. However, the new resources being established on campuses are often developed and managed independently and don’t yet coordinate services.

PITT USER INTERVIEW (UNDERGRADUATE)
“The Art of Making allowed me to experiment with designing, coding, prototyping, presenting, gathering feedback, user research, and building things.

It felt like the first chance I had to apply what I’m learning in college to what I might do after. I want to be like that professor.”

BY THE NUMBERS: Over the last decade, the number of makerspaces globally has grown 14-fold.

EMERGING NEEDS

Overview

This section presents insights into how academic research, teaching, and learning are changing at Pitt. These insights have been applied to each user group (undergraduates, graduates, faculty, and staff) pulling together knowledge about them from across various research activities. Once the overall insights were filtered through the lens of each Library constituency, Emerging Needs were identified in order to forecast the services and spaces that would most benefit them.

- Insights
- Emerging Needs by User Group
EMERGING NEEDS

Impacts + Insights

The impact of the 5 Key Trends on academic research, teaching, and learning is that Universities need to offer training and opportunities for students and faculty alike to create real-world, interdisciplinary, and impactful research and scholarship.

5 KEY TRENDS

1. Information Access
2. Skills-Focused Learning
3. Varied Starting Points
4. Collaborative Research
5. Design Thinking + Creator Culture

INSIGHTS

1. Research will need to be more networked in order to discover and share information.
2. Academic models will become increasingly integrated while traditional academic silos become more porous.
3. Learning will incorporate more making by posing questions and framing problems as well as creating and designing solutions in real-time.
EMERGING NEEDS

Undergraduate Students

Today, most undergraduate students are part of Generation Z—digital natives, practical, and financially driven. As the largest cohort on campus, they have a broad range of backgrounds and experiences that influence their behaviors and needs.

Undergraduates come with varying levels of research and critical thinking skills and some may not have the right set of skills for college-level research. However, when looking for resources or support, students tend to choose based on convenience (mostly digital or self-service) which can limit their opportunities for learning and getting the help they need.

When working with others, undergraduates prefer more casual, collaborative relationships and seek opportunities to work with like-minded peers.

EMERGING UNDERGRADUATE NEEDS

1. They must understand the value of participating in research so that they see themselves as not just receiving an education but also as valuable resources to the University.

2. They require more time being trained in the skills needed to participate in University research.

3. It must be reinforced that diversity and inclusion are critical to every aspect of the academic journey, especially as student bodies and research efforts become increasingly global in outlook.

4. They must internalize the underlying framework of a research process while understanding that their journey cannot be prescribed by another; they must work with advisors to design an approach that supports their specific learning style.

5. They must be fully literate in their discipline specific source materials so that they can represent their expertise when collaborating across disciplines.

6. They must be more creative with how they are communicating and sharing their work.

PITT USER SURVEY FINDINGS

23% rely on faculty to kickstart their research

70% say they use field-specific academic / scholarly journals for quality information

80% rely on Hillman spaces most frequently (at least weekly); low users of services and special collections

29% have no intention to publish

For additional survey findings see Appendix A77 - A100
EMERGING NEEDS

Graduate Students

Similar to undergraduate students, an increasing number of professional degree and doctoral candidates are arriving from different countries and cultures with a diverse set of behaviors, needs, and expectations.

Graduate students are resourceful and seek out the best sources and tools for their research, valuing quality over convenience. However, some students may need additional guidance or support due to unfamiliarity with the American research university context or language barriers.

While professional degree and doctoral candidates may be emerging experts in their fields of study, they recognize that they need feedback from peers and experts throughout the publishing process as it is new and often daunting. They primarily work independently, but seek to establish peer and professional networks.

EMERGING GRADUATE NEEDS

1. They need to engage specific types of spaces and resources to enable versatile and interdisciplinary collaboration.
2. They require venues to present work in progress and solicit feedback while still developing their ideas.
3. They must internalize the underlying framework of a research process while understanding that their journey cannot be prescribed by another; they must work with advisors to design an approach that supports their specific learning style.
4. They must be fully literate in their discipline specific source materials so that they can represent their expertise when collaborating across disciplines.
5. It must be easy for them to identify team members and experts who work in other disciplines.
6. They must be more creative with how they are communicating and sharing their work.

PITT USER SURVEY FINDINGS

Graduate students use a wider range of sources than undergraduates

29% say faculty are the most important factor in kick-starting their research

They rely on their departments for publishing support, not the Library

They place the most value on Hillman providing spaces for individual work

For additional survey findings see Appendix A77 - A100
EMERGING NEEDS

Faculty

Faculty experiences and expectations may differ based on their tenure at the University and their department or field of research, but all face similar challenges and opportunities with adapting research and teaching methods to digital platforms and supporting the growing cultural diversity of the student body.

Faculty have varying levels of familiarity with and use of Library resources, largely determined by their current relationships with Library staff. Determining where to go for technology, teaching, or research help is a common point of confusion and frustration. However, compared to other users, faculty are more engaged with historical and physical collections.

Most faculty see the value in collaborative, multi-disciplinary research, but are hindered by barriers to working across schools and incentives focused on independent efforts.

EMERGING FACULTY NEEDS

1. There must be robust information literacy training for students across all levels to ease the burden placed on faculty to do so today.
2. They need to engage specific types of spaces and resources to enable versatile and interdisciplinary collaboration.
3. They require venues to present work in progress and solicit feedback while still developing their ideas.
4. They must be prepared to provide context to students for how their discipline addresses problems at a global scale.
5. They must understand the basics of a wider-base of hardware and software in order to communicate effectively and creatively.
6. It must be easy for them to identify team members and experts who work in other disciplines.

PITT USER SURVEY FINDINGS

Faculty feel it’s most important that Hillman offer books, opportunities for discovery of new resources and tools, special collections, and staff support (in that order).

72% of faculty use library digital resources at least weekly, 51% use physical resources at least weekly, only 22% use library spaces at least weekly.

Faculty turn to peers or outside the University for publishing support.

They feel the most important quality of learning is that it be inclusive of mentorship and advising.

For additional survey findings see Appendix A77 - A100
EMERGING NEEDS

Library Staff

As the Library positions itself as one of the central hubs for research and learning at the University, the Library staff aim to support all users and their evolving needs.

Library staff have deep expertise in their individual content areas and are motivated to grow their knowledge and awareness of experts and campus resources to meet current and future user needs. As faculty and students are faced with new challenges and opportunities incorporating digital methods and platforms into research, teaching, and learning, Library staff must also explore new methods to provide users with guidance and support in their efforts.

Though a wealth of expertise exists across the Library, Library staff have had difficulty in communicating their value and accessibility to users due to factors such as their lack of visibility and location, hours of operation, and insufficient internal knowledge sharing.

EMERGING STAFF NEEDS

1. They must create robust information literacy training for students across all levels to prepare them for an increasingly complex data and information environment.
2. They must offer more skills training to students to prepare them to participate in research.
3. They must understand the basics of a wider-base of hardware and software in order to help students and faculty communicate effectively and creatively.
4. It will be important to establish a baseline language for types of information and sources across disciplines so that interdisciplinary teams can share a common understanding of the resources available to them.

For additional survey findings see Appendix A77 - A100
PLAYS
Overview

This section presents the final set of Library plays, i.e. a menu of suggestions for services and spaces, and the guiding principles to be used in their development and design. The guiding principles are intended to support the implementation of the plays but can also be considered outside of the context of this work to guide and align other ongoing planning efforts within the Library. The plays are organized into five distinct thematic categories and can largely be pursued independently of each other and can be considered a menu of opportunities to enhance the user experience at Hillman.

- Guiding Principles
- Plays: Centers & Labs
- Plays: Professional Development & Instruction
- Plays: Online Networks & Portals
- Plays: Events & Programming
- Plays: Librarian Outreach
PLAYS

Play Categories

CENTERS & LABS
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- Teaching & Learning Lab p.32
- Digital Creation Lab p.34

PROFESSIONAL DEVELOPMENT & INSTRUCTION
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Guiding Principles

The following guiding principles are central to ensuring the success of multiple Library plays. While none is a play on its own, these principles will enhance the Library’s ability to deliver all of the following ideas.

**INCREASE FLEXIBILITY**
Spaces must be flexible to serve multiple uses at various times. For example, an event space that’s used primarily in the evenings should be available as a study space during the day. Very few spaces should be designated for only one activity, and the ability to quickly rearrange a space is critical to ensuring a fuller range of use cases can be supported. To enable this, consider:

1. Lightweight furniture
2. Furniture on wheels
3. Distributed power

**DESIGN FOR INCLUSION**
Consider how spaces can be designed to be shared across multiple user groups. While there is value in creating safe spaces for users by constituency (e.g., undergraduate, graduate, faculty, etc.), it’s also important to consider what types of spaces can be shared based on universal needs. To enable this, consider:

1. Quiet, focused spaces for independent work and contemplation
2. Light food or coffee service as a way to bring people together

**CONNECT STAFF**
Bring staff closer to users in order to better serve them. Staff are currently often difficult to locate and inaccessible. In creating connection points between workspaces and user spaces, the Library can promote visibility of the work required to run a library while also encouraging users to reach out to staff. To enable this, consider:

1. Visual connections between user and staff spaces
2. Adjacency between staff expertise and the user spaces they’re near
3. Increased signage for locating staff based on question or need
FOSTER RELATIONSHIPS
Library staff must work to be more visible and engaged with users. Often, a barrier for users reaching out to the Library for support is simply that there's no human face for them to connect with. If every student and faculty member at The University of Pittsburgh knew the name of and felt connected to someone who worked at the Library, the Library's ability to support the research activities at the school could be amplified. To enable this, consider:

1. How digital and physical reminders can help connect names to faces (website photos, nametags, etc.)
2. Training with an eye on hospitality and relationship building

BUILD NETWORKS
Students and faculty alike are depending on networks of thought partners both within and outside of the University. Every staff member in the Library will benefit from a strengthened awareness of and access to practitioners working in the fields relevant to students and faculty. English students shouldn't just be speaking with English professors; they should be seeking out strong writers in the math department as much as they look to meet with local journalists. To enable this, consider:

1. Encouraging staff to attend events outside the University and outside the world of libraries
2. Tools that can help document and map relationships
3. The guest experience when experts are brought into the Library

“UPSELL” THE SERVICE
Every time a user is told that they’re in the wrong place or speaking to the wrong person, they’re less likely to seek help from the Library. It is therefore incumbent upon the Library to meet user and staff needs while reducing the need for referrals and relocation. Services should be set up to support a seamless flow from one activity to the next on a user’s journey. To enable this, consider:

1. Adjacencies between spaces, users, and staff
2. Cross training staff in basic support across a broader range of needs
3. Warm referrals and direct handoffs from one staff member to another
The Research Hub is a central place for all users to work on their research, connect with collaborators and experts, and learn new research tools. The main space is open and inviting, set up to support both focused, individual reading and writing, with several group rooms nearby to support small group research meetings and interviews. Several service points are collocated to provide easy, on demand access to librarians and research services and tools.

**KEY ACTIVITIES**

**GET HELP STARTING YOUR RESEARCH**
Knowing where to start your research or how to pick a topic can be daunting. Make an appointment or simply walk-in to speak with a librarian and talk through your ideas.

**INTERVIEW AN EXPERT**
Your librarian was able to connect you with a local expert in your field of research. Book the interview room in the hub so you have a comfortable place to talk away from distractions.

**VISUALIZE YOUR WORK**
You’ve started to develop new findings from your research data and have some ideas for how to make it more engaging. Drop into the media lab to access visualization software and get some one-on-one support from the staff on hand.

**RESEARCH SUPPORT TEAMS**
Teams are rapidly assembled around specific projects and participants are assigned to work on it for a predetermined period of time. The Research Hub empowers temporary working groups to collaborate.
TECHNICAL DETAILS

SERVICE REQUIREMENTS
- Offer multiple intake points (e.g., near the front entrance) that feed researchers into the Hub
- Offer research consultations with subject matter librarians and field experts
- Provide access to digital media software and high powered computers
- Offer group tutoring and one-on-one consultations with digital media/publishing experts
- Provide access to Geographic Information System (GIS) data and high performance computers
- Offer group tutoring and one-on-one consultations with data/GIS experts
- Some staff may be permanently dedicated to the Hub while many others will likely drop-in and offer support through the Hub as needed

ROOM / SPACE NEEDS
- Large, open space to fit 100 - 150 seats
- Adjacent interview/small group rooms for 4-5 people
- Adjacent lab and office spaces for subject librarians, data/GIS lab, digital media/publishing lab

FURNITURE / EQUIPMENT NEEDS
- Open space includes a variety of settings for individual and small group work: modular, movable tables and chairs and soft lounge seating.
- Computers to support data usage and GIS
- (Lab and office spaces tbd)

LOCATION / ADJACENCY NEEDS
- Large, open space to fit 100 - 150 seats
- Adjacent interview/small group rooms for 4-5
- Adjacent lab and office spaces for subject librarians, data/GIS lab, digital
THE UNIVERSITY’S CENTER FOR TEACHING AND LEARNING maintains a permanent outpost staffed in partnership with the Library. This space is both a media lab that enables creative exploration in an academic context and an experimental classroom through which new digitally-focused, resource-intensive practices are investigated. After an initial consultation, an instructor works with an instructional design consultant to develop and explore a new curriculum that can be piloted in the Library over the course of a semester with support readily accessible.

KEY ACTIVITIES

CONSULT WITH CTL
An instructor meets with a member of the CTL team to explore the equipment available to them in the media lab and discuss an idea for a new making-based course. They continue meeting as they develop the plan together.

PILOT YOUR NEW CLASS
Once the new semester begins the course meets in the Library classroom to understand their task for the semester. They are introduced to the equipment and continue meeting in the Library classroom so that their peers, the equipment they need, and the experts who can help them are all collocated.

SHARE YOUR EXPERIENCE
At the end of the semester, faculty and students each have a chance to share what they achieved with their peers. A celebration and exhibit of student products highlights the array of scholarly works created while it also provides other faculty an opportunity to learn about new approaches to teaching.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

• Offer consultations and on-demand support for students and faculty in the labs
• Prototyping and assessing of teaching artifacts
• Multi-purpose capture for teaching videos and digital course content creation
• Provide instruction on new tech and equipment
• Lend technology and equipment to students and faculty
• Teaching in the classroom lab
• Some services will be delivered by an affiliate group while others will be provided by Library staff

ROOM / SPACE NEEDS

• Large flexible classroom (35-40 seats)
• Media lab / makerspace
• Consultation / touchdown office space for visiting staff (2-4 people)

FURNITURE / EQUIPMENT NEEDS

• Flexible classroom seating
• Class recording technology
• Maker equipment (3-D printer, high performance computing, etc.)

LOCATION / ADJACENCY NEEDS

• Digital Commons
• Workspace for a few CTL staff
Digital Creation Lab

When students and faculty create projects digitally, it’s uncertain who will manage and host the data and the project itself over time. Additionally, the traditional functions of an academic publishing arm, like version control, are even more ambiguous in a digital setting. The Digital Scholarship Unit’s Creation Lab serves as a hub for developing protocols, managing digital projects over time, and creating a unified portal to access these projects at the University. It will be the main address for creating, sharing, and engaging with digital projects at Pitt.

**KEY ACTIVITIES**

**DEVELOP PROTOCOLS**

The Library assembles a group of faculty and staff who meet regularly through the Digital Creation Lab to consider the challenges facing these projects. They outline criteria for archiving projects as well as manage the University’s efforts in this ever-evolving space.

**ARCHIVE A PROJECT**

A faculty member sits down for a one-on-one consultation with a staff member from the Digital Creation Lab. The staff member discusses the desired digital/online access and interaction with their project and helps determine the specific digitization, maintenance, and long-term management requirements and protocols.

**EXPLORE THE ARCHIVE**

A student goes to the visualization wall in the Digital Creation Lab to explore relevant projects for a class. A staff member introduces them to the digital archive, helps them navigate projects, and shows them how to properly cite them as a source.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

Protocol Development
- Assemble a governing body and determine best practices for managing digital projects
- Communicate best practices for digital creation
- Celebrate digital projects and advertise them to researchers

Archiving
- Help faculty translate their intentions for their work into protocols
- Manage projects on an ongoing basis, ensuring they function properly, and support version control

Accessing
- Show researchers how to search, engage with, and cite projects

ROOM / SPACE NEEDS
- Small group meeting spaces for consultations
- Larger screen for interacting with the digital archive

FURNITURE / EQUIPMENT NEEDS
- Ability to share a monitor
- Small seminar-style meeting room

LOCATION / ADJACENCY NEEDS
- Near Digital Commons to capitalize on overlapping staff expertise
**Investing in Experts**

Users need increasing support navigating external networks in their subject-area to access the most current information. Through investing in experts, the Library better supports staff in the cultivation of connections between their collections and the most advanced expertise available in the fields they represent. Librarians are encouraged and incentivized to explore relevant discipline resources and engage with the cutting-edge research and practice in their content areas through relationship building, conference attendance, and more.

**KEY ACTIVITIES**

**ATTEND A CONFERENCE**

Instead of attending multiple conferences about libraries (e.g., ARL), Library staff also attend conferences celebrating innovation in the practical application of knowledge from the fields they represent. For example, an East Asian Library staff member attends Harvard’s Asia Business Conference.

**BUILD YOUR NETWORK**

Library staff work with students in their field to identify the types of experts to whom they would like access. The Library supports these efforts by equipping staff with training and resources to begin expert outreach and learn about discipline sources students rely on and how they can help leverage them.

**CREATE INCENTIVES FOR THE EFFORT**

The Library provides professional development funds that encourage staff to build connections in their fields. After demonstrating how their new contacts with experts working in their field are benefiting their students, funds are unlocked for staff to attend a conference or pursue other relevant opportunities to connect with their fields.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

• Develop protocols to incentivize Library staff to reach out to experts and engage with practitioners in the subject area they oversee

• Engage with the students they work with regularly to understand what kinds of expertise would benefit them

• Build relationships with practitioners and expand knowledge of discipline-related, non-academic resources

• Stay abreast of the most relevant trends in their fields

• Share back with students what they are learning and seek opportunities to introduce students to resources outside of the Library’s collection that might benefit them
PROFESSIONAL DEVELOPMENT & INSTRUCTION
Tech Tutorials for Library Staff

Librarians and other research support staff need to remain abreast of the evolving tech trends and tools to continue to support or direct users in their research process. Tech tutorials for Library staff will be an opportunity for Library staff to gain an overview of the latest technology trends as they relate to research and learning, gather a baseline understanding of the most in-demand software tools used by students and faculty for research, and remain aware of the tech and software experts and resources available to the University community.

KEY ACTIVITIES

LEARN ABOUT TECH TRENDS
At an all-staff meeting before the start of each semester Library staff get a fresh rundown of the latest tech trends and how they may impact research, teaching, and learning. Having this discussion at an all-staff meeting means staff get to hear additional insights from a range of experts and services.

GET AN INTRO TO NEW SOFTWARE
It can be hard to keep up with all of the new tools and software students and faculty may be using. The 30-minute intro sessions to the most in-demand software are easy and accessible ways to not only stay aware of popular tools but also gain a deeper understanding of the range of applications within the research process and across disciplines.

SHARE NEW TOOLS
With a broad understanding of the changes in tech and new tools available, Library staff have additional ideas and resources to offer students and faculty in their consultations. They can provide students and faculty with an overview of a useful tool to try and also point them to experts and other resources to get more support.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

• Research and present bi-annual tech trends overview
• Develop and run intro sessions for in-demand software tools
• Expertise to be shared from outside the Library as well as within, promoting cross-disciplinary communities of practice amongst peers
• Acquire and manage software licenses to ensure accessibility

ROOM / SPACE NEEDS

• Enclosed workshop or flexible classroom space for 15-20 (to be shared with CTL Lab)

FURNITURE / EQUIPMENT NEEDS

• A/V for presentation
Learning new digital scholarship tools is a process that takes time and knowledgeable support. Whereas single workshops may provide an introduction and broad overview, the Digital Scholarship Bootcamp delivers a series of workshops that build skills for a specific high-level software program for digital scholarship from beginner to advanced in just a few weeks (e.g., SQL, Python, Tableau, etc.). Bootcamp participants gain confidence in the latest software tools, learn how other disciplines may apply it in different ways, and make new connections with researchers in a variety of fields.

KEY ACTIVITIES

EXPLORE AVAILABLE PROGRAMS
At the start of the semester, students and faculty can go to the Library website to check out the certificate programs offered and can sign up for one that they’re excited to learn, such as Visualizing Data for Coding Beginners.

LEARN NEW HIGH-LEVEL SOFTWARE AND NEW APPLICATIONS
In the third of six workshops, students can already apply their new skills to their own research. During the workshop, everyone shares their data visualization homework and is able to see how other disciplines visualize information in different ways.

CONNECT WITH RESEARCHERS IN OTHER DISCIPLINES
The program was able to introduce researchers in other fields, including some whose research relates with their own. Students and faculty exchange contact information and plan to meet again to talk more about their research.
TECHNICAL DETAILS

SERVICE REQUIREMENTS
• Develop curriculum for digital scholarship bootcamps
• Create “badges” (digital or physical signifiers of progress) to celebrate course completions
• Create digital and physical marketing collateral to publicize new bootcamps
• Develop an online system to provide information on the bootcamp offerings and maintain enrollment

ROOM / SPACE NEEDS
• Enclosed workshop or classroom space for 15-20

FURNITURE / EQUIPMENT NEEDS
• A/V for presentation
• Computer stations with relevant software programs
The Pitt Research Network connects internal and external researchers, experts, research services, and resources through an online portal. The portal will help graduate students, faculty, and staff gain awareness of research happening at the University (and share their own), find relevant services, equipment, and resources available to them, and learn where expertise lies across the University and globally. Clear communication protocols and channels expedite and track connections.

KEY ACTIVITIES

FIND OUT ABOUT RESEARCH AND SUPPORT SERVICES
Users can quickly search for the type of support or equipment they need in the search bar and get information on all relevant resources available to them in the Library, across campus, and externally.

BUILD RELATIONSHIPS WITH EXPERTS ON CAMPUS & AROUND THE WORLD
Users can browse the many profiles of experts and researchers on campus and around the world filtered by discipline, fields of research and location. Clear communication protocols and pathways help ease the process of making new connections.

STAY UP TO DATE WITH RESEARCH HAPPENING AT PITT
The home page of the portal highlights new and current research projects on campus. Regularly check the rotating projects and stay informed about the research happening at Pitt.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

• Maintain online portal
• Outreach to faculty, staff, and graduate student researchers to provide personal profile, contact, and research project information
• Support recruitment of student research assistants
• Outreach to relevant service providers to provide service profile and contact information
• Outreach to external domain experts and relevant institutions to provide service profile and contact information
• Maintain a newsfeed of cutting edge research conducted outside of Pitt
The ULS CRM (University Library System Customer Relationship Management) is an online tool to document user information and interactions with Library services and staff. Supporting Library users throughout their research and learning process should be seamless and a collective effort among Library service providers. The CRM enables Library service providers and staff to review the profiles and user history of those who opt-in to coordinate responses and interactions that optimize services and expertise to best serve their needs.

**KEY ACTIVITIES**

**CREATE USER PROFILE**
Students and faculty desire personalized support and guidance. In addition to documenting their interaction, twice a year they are able to review and edit their user profile to ensure it stays up to date with their research and learning goals.

**MAKE APPOINTMENTS IN ONE SPOT**
With all Library service providers accessible from one online portal, finding and booking appointments with Library experts has never been easier. Students and faculty can make their appointments online and the service provider(s) will be sent their profile with the booking request.

**REVIEW HISTORY OF INTERACTIONS**
Service providers have access to each user’s profile and history of interactions with other Library services. They can review their profile, anticipate needs, and coordinate services to build on the conversations and experiences that have already taken place.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

• Conduct an inventory of resources
• Design, develop, and maintain CRM
• Develop privacy protocols and empower individuals to opt-in or opt-out of the services
• Communicate value and promote use of CRM
• Train staff and users
• Link profiles to digital sources by project and bibliography services
Research Events

The Library hosts research events on a regular basis to showcase works in progress, introduce local experts, celebrate use of collections, and encourage undergraduate research. In a flexible event space, researchers at all levels share work in progress to solicit feedback and seek insights from a variety of perspectives. The next night, that same space is used to host a roundtable with local experts related to a specific topic of interest. In celebrating research in process, research products, researchers, and more the Library amplifies the impact of this work across campus and generates excitement about the process and products of research.

**KEY ACTIVITIES**

**SHARE RESEARCH PROGRESS**
A faculty member in the midst of a large research project convenes a group of peers, students, and others who are interested in the research topic to share where she is in her work and solicit targeted input on how she might move forward and who might be able to support her work.

**MEET THE EXPERTS**
The Library hosts roundtables introducing local experts on popular topics of interest. For example, a group of engineering students may request a roundtable with local engineers / young alumni who can share insights into the applicability of their student research.

**UNDERGRADUATE RESEARCH AWARD**
Once a semester faculty can nominate and the Library awards an undergraduate student for exceptional use of Library collections in research. The award is presented publicly and the student’s work is showcased in the Library.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

• Event calendar coordination and logistics support
• Work with partners (faculty, students, Library staff) to develop events that can be hosted both within and outside of Hillman
• Consider inviting partners in from other academic institutions across the city of Pittsburgh, and potentially non-academic organizations as well
• Identify potential speakers and projects that would benefit from being showcased in progress or upon completion
• Create an award selection committee, define criteria, and encourage submissions
• Develop marketing plan that reaches undergraduates, graduates, and faculty alike

ROOM / SPACE NEEDS

• Flexible Event Space (up to 40 people)
• Acoustic isolation from quieter study areas
• Exhibit spaces
• Large pin-up wall
• Strong signage throughout the Library advertising these events

FURNITURE / EQUIPMENT NEEDS

• Soft Seating
• A/V for presentation
• Flexible / rearrangeable seating

LOCATION / ADJACENCY NEEDS

• Storage for furniture
• Catering support or prep kitchen
Pop-up Showcases & Exhibits

The ability to easily share and see the research happening on campus helps students and researchers learn about the range of research topics, approaches, and outputs; connect ideas; and find opportunities for research collaborations. Research pop-ups are weekly or monthly showcases in the Library of in-progress or completed research projects by undergraduate students, graduate students, and faculty. Displays are temporary and rotate locations in the Library.

KEY ACTIVITIES

DESIGN YOUR EXHIBIT
Faculty and students are encouraged to showcase research in progress and gather feedback on their work. A librarian is assigned to each exhibitor to help plan and design their exhibit.

READ ABOUT IN-PROGRESS RESEARCH
Throughout each semester, several pop-up exhibits rotate in the Library. Library staff and users are able to view the exhibits and learn about new researchers and experts in their field and research happening on campus.

CONNECT WITH A NEW RESEARCHER IN YOUR FIELD
Making the work visible creates new opportunities for furthering the research including sparking new ideas and collaborations with others and introductions to relevant experts. Interested students, staff, and faculty can contact you to learn more or offer additional resources or insights to your work in progress.
**TECHNICAL DETAILS**

**SERVICE REQUIREMENTS**

- Event calendar coordination and logistics support
- Work with partners (faculty, students, Library staff) to develop events
- Identify potential speakers and projects that would benefit from being showcased in progress or upon completion
- Create an award selection committee, define criteria, and encourage submissions

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- A/V for presentation
- Flexible / rearrangeable seating

**LOCATION / ADJACENCY NEEDS**

- Storage for furniture
- Catering support or prep kitchen
EVENTS & PROGRAMMING

Library Resource Tours

The Library Tour is an invaluable opportunity to help people new to Pitt—whether they’re faculty, students, or staff—understand what resources are available to them at ULS. However, one overlooked opportunity of the tour is the role it plays in building relationships. The tours continue to point out various spaces and services throughout ULS but now also focus on developing a rapport with the user, understanding their needs, and helping them feel like they have a friend on the inside who can help them navigate the Library.

KEY ACTIVITIES

TAKE THE TOUR
As they walk around together, staff point out the different areas of the Library highlighting how they fit into the broader research context and showing the connections between the spaces, services, and the staff who support them.

MAKE A NEW INTRODUCTION
As part of every tour, the guide will be responsible for uncovering at least one need the user has or will likely have in the near future and directly introducing them to a staff member who can support them when they get to that challenge. This can happen during the tour or in a communication follow-up.

FOLLOW UP WITH THE NEW USERS
Every tour has a follow-up. This message can close the loop on an open question, share something the user might find interesting, or simply thank them for joining the tour. In having an email from Library staff they’ve met, they’ll have a digital record of their interaction and will be more likely to reach out in the future.
TECHNICAL DETAILS

SERVICE REQUIREMENTS

• Improved staff training on resource tours

• A Customer Relationship Management platform (CRM) to manage information about and communications with new users

• Develop a marketing campaign to ensure awareness of tours
Embedded Librarians

Library staff hold regular office hours in the various academic buildings where the students they support can be found. This increases visibility and approachability by removing barriers of access, time constraints, and inconvenience. In addition to office hours, they also support structured group coaching for courses and provide one-on-one consultations to faculty and students. In embedding themselves with various departments, librarians become a familiar and recognizable presence, and are able to better meet the needs of their users.

**KEY ACTIVITIES**

**VISIT DURING OFFICE HOURS**
An embedded librarian is at their touchdown workspace in a student lounge or interstitial space at the same times every week. Signage indicates the relevant support the librarian can offer, and their offerings may be timed to milestones in the academic calendar or needs raised by faculty.

**CONSULT WITH FACULTY**
Embedded librarians meet with faculty in the schools they support on a regular basis to identify where students are struggling with research projects or what challenges they may have coming up, and work together to proactively identify solutions. Partially collocated with departments, they have a better understanding of user needs and how they’re evolving.

**JOIN A GROUP COACHING SESSION**
Faculty identify students with specific needs who could use additional support (such as a peer group) and refer them to group coaching. The embedded librarian meets with this group regularly over the semester to offer personalized help.
TECHNICAL DETAILS

SERVICE REQUIREMENTS
• Appointment / reservation booking
• Office hours
• Research, homework, and project support consultations
• Group coaching
• Support opportunity identification
• Work with departments and colleges to determine best practices for their constituencies

ROOM / SPACE NEEDS
• Touchdown workspace

FURNITURE / EQUIPMENT NEEDS
• Signage indicating when and where embedded librarians can be found

LOCATION / ADJACENCY NEEDS
• In various academic buildings, near student study spaces
PLAYS | EVENTS & PROGRAMMING

Librarian Satellite Stations

Research will prompt new questions at several points in the process and for new researchers. Hence, it is important to have multiple opportunities to seek expert support. Librarian satellite stations are individual stations located near open study in ULS areas to provide accessible expert support and information. Library users can easily walk up to the librarian at the station to receive answers or direction to additional experts and resources.

KEY ACTIVITIES

LIBRARIANS BECOME FAMILIAR FACES
Wherever a user chooses to study in the Library, they are sure to pass by a librarian satellite station. As users frequent the Library, they start to recognize the many librarians here at ULS.

WALK UP & ASK QUESTIONS
While in the Library conducting online research for a class project, a student may find some difficulty evaluating the search results. They see the librarian at the satellite station is available and can simply walk up to ask for some guidance. If they need more time to discuss the results, the consultation room is available nearby.

LEARN ABOUT EXPERTS & RESOURCES IN THE LIBRARY
While a student is talking with the librarian about his project she tells him about the subject librarian who is an expert in his field. She also tells him about resources available in Special Collections which he may want to explore.
TECHNICAL DETAILS

SERVICE REQUIREMENTS
• Communicate value of librarian support
• Schedule coordination for librarians at stations
• Research consultation

FURNITURE / EQUIPMENT NEEDS
• Mobile workstation and chair with space for a visitor
• Desktop computer or laptop
• Signage

LOCATION / ADJACENCY NEEDS
• Central to open study areas
• Near enclosed consultation room
NEXT STEPS

Overview

The following page provides some ideas about how to get this work started and how to make the most of your Playbook.
Next Steps

1. ALIGN OUTCOMES WITH CURRENT INITIATIVES

Consider how ideas proposed here align with ongoing initiatives. While much of this work has been done as it relates to the renovation, there may be opportunities to align services and new programs with efforts already underway. Look within departments to see where there may be opportunities to amplify or centralize a new initiative. Additionally, seek to apply learnings from similar past projects to avoid reinventing the wheel. Lastly, seek out partners who can support the development and implementation of new plays.

2. IDENTIFY PRIORITIES AND SPACE IMPLICATIONS

Take the time to prioritize plays. You can prioritize based on which have the lowest barrier to trialability or which will have the greatest impact. Decide what the qualification material should be for where you get started and apply it with a critical eye to all plays. Ensure communication of any details necessary to planning and design teams.

3. TEST IDEAS

Create the opportunity for iterative design of new spaces or services through pilots. Don’t seek to work out all the details before launching. Strive for just enough understanding that it feels safe to try. Encourage and incentivize users and staff alike to participate in pilots and actively solicit feedback throughout all phases of testing.

4. SHOWCASE CHANGE

Always be telling the story of your changes with your larger community and stakeholders. Host events to launch new spaces or services and celebrate new offerings.