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UMass Dartmouth Library

At the center of campus
discourse, learning, and scholarship

Building Program

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1 . Purpose and Scope

It is the intention of the University of Massachusetts (UMass) Dartmouth to undertake a ten-million dollar project to expand and renovate its campus library. The purpose of this building program document is to provide the context, vision, and detailed functional information that will guide the architect in developing a building plan for the expansion and renovation.

This document is organized as follows. The context, based upon campus mission, vision, and goals is developed and presented in section 2. Section 3 presents the vision for the library that sustains those. Library attributes and requirements are presented in Section 4, and concluding remarks are in Section 5.

The Appendix contains (A) information about the library and its shortcomings compiled for the facilities master plan team based on standards, (B) detailed building program specifications for functional spaces in the Library providing further explanation of the requirements presented in Section 4, and (C) a copy of the plan for the new Archives and Special Collections area to be constructed on the mezzanine and ground levels of the Library (outside the scope of this plan).

2. Shaping the UMass Dartmouth Library Vision

It is our belief that library facilities are most successful when they are conceived to be an integral part of the institution as a whole. [Freeman, 2005]

In shaping the vision of the renovated and expanded UMass Dartmouth Library, let us respond to Freeman’s advice by considering the role of UMass Dartmouth Library in achieving the mission, vision, and goals of UMass Dartmouth, and examine as well how Library spaces fit in with other campus spaces.

The UMass Dartmouth Mission and Vision was developed in 2001:

Mission Statement:

The University of Massachusetts Dartmouth distinguishes itself as a vibrant public university actively engaged in personalized teaching and innovative research, and acting as an intellectual catalyst for regional economic, social, and cultural development.

Vision Statement:

Within a climate that is inclusive, open, and diverse, UMass Dartmouth will be the university of choice for students seeking high quality liberal arts and science programs as well as professional academic programs that build a foundation for civic responsibility, individual skills and professional success.

UMass Dartmouth will distinguish itself by providing a personalized academic environment where the scholarly research and creative activities of faculty and graduate students are interwoven with the undergraduate experience.

UMass Dartmouth aspires to create additional Masters and Doctoral programs, with commensurate support, in addition to enhanced technological capabilities for the delivery of our educational and outreach programs.

Strategic planning toward the mission and vision resulted in six campus-wide goals:

Strategic Goals:

The University of Massachusetts Dartmouth is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching/learning strategies and prepare students for advancement in the 21st century environment.

The University of Massachusetts Dartmouth is recognized as a community of scholars.

The intellectual capital of the faculty, staff, and students is embedded in the activities of the region and the Commonwealth.

Student access and student diversity have been demonstrated during a period of enrollment growth at UMass Dartmouth.

An effective physical, technical, fiscal and human resource infrastructure is in place to support academic activities at UMass Dartmouth.

Planning is an ongoing activity at UMass Dartmouth.

The Library is central to the mission, vision, and goals in evident ways. Let us examine these ways, and how they shape the vision of the Library.

Innovative Teaching and Learning

The Library supports teaching and learning at both the undergraduate and graduate levels. As at other higher education campuses, UMass Dartmouth is undergoing a paradigm shift, from providing instruction to producing students who learn. Though this movement began before the current generation of students arrived on campus, it has been reinforced by the new generation's characteristics and learning styles.

The old *teaching paradigm* measured university activity in terms of how much instruction (i.e. courses) it provided to how many students. Faculty lectured, students absorbed. The *learning paradigm* [Barr, 1995], however, appears to be more engaging and effective. It is characterized by student discovery and construction of knowledge; powerful learning environments that are cooperative, collaborative, and supportive in nature; activities in and out of the classroom that require student engagement and interaction with other students, as well as with professors and campus support staff; and more direct student responsibility for and control of the learning process. The term *active learning* is frequently used to describe this approach.

The current generation of traditional (18-24 year old) college students, known alternatively as the Millennials or the Net Generation, have arrived on campus with a profile that is different from their predecessor generations. The primary attributes of the Net Generation [Oblinger, 2005] are:

- They deal with information differently: they develop hypertext minds, depending less on linear thought processes and more on piecing information together from multiple sources.

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- They are good at reading and communicating by visual images. They learn better through discovery than by being told.
- They multi-task or shift their attention rapidly between multiple, concurrent activities.
- They are connected in all ways electronic.
- They respond quickly, and expect quick responses.
- They are prolific communicators and gravitate toward activities that promote and reinforce social interaction.
- They prefer to work in teams.

This profile matches the learning paradigm.

As an institution the Library meets challenges created by this type of change by addressing the spaces where learning takes place, the tools and resources that are used to fuel the learning process, and the methods that librarians, themselves part of the teaching/learning enterprise, use when assisting the learning process.

First, the Library must provide desirable and effective spaces for cooperation and collaboration and the technology required to access course activities and materials.

Second, as the main out-of-class learning space on campus, the Library must provide a space where students can pursue their course assignments in non-linear fashion bridging between information, research, analysis, synthesis, and the creative process of making their learning evident. This space is frequently called the *learning commons*, where students have access to academic support staff as well as print and digital collections as they research and work on course assignments.

Third, the Library staff must also shift from instructing to producing student learners. Library support spaces must evolve to emphasize the guide on the side rather than the sage on the stage. Classroom instruction and traditional reference will combine with mentoring, and one-on-one assistance for a full involvement in the learning process.

And fourth the Library collections in print, media, and digital formats must be adequate to support the process of intellectual discovery required by active learning. Library space must display collections in open stacks to take advantage of serendipitous discoveries, with study spaces adjacent to each subject area, and lighting and environmental conditions that will tempt the reader to stay and browse.

Library design must provide seamless physical and virtual spaces and services as the Net Gen student moves from home/dorm to quiet floor to group study floor to *learning commons*. Library services will encompass media as well as print, and utilize visual information in its web and service points. Rapid responses, or at least engagements, will be essential in engaging the Net Gen student with Library services.

At the same time Net Gen students must strengthen their abilities to work linearly, systematically, individually, and with purpose. Thus the Library will continue to provide both quiet spaces and mentoring that facilitate such student engagement and activity.

Community of Scholars

The Library, in the context of existing and planned campus spaces, is the place for developing community, in particular a community of scholars. There are two interesting aspects to this.

The first is that the Library is expected to be the intellectual hub of the campus, to be at the center of campus discourse. This is an appropriate role, as the Library is a neutral site symbolic of the full extent of human knowledge, the discovery of new knowledge, and the public validation and sharing of knowledge. Indeed the first stage of library expansion, extending the first floor under the Group II lecture halls, is largely envisioned to provide new and better spaces for the public presentation and discussion that are already a significant part of the existing Library's role. The new spaces should support simultaneous events, ranging from large events and lectures to fireside chats. The new space will also be a clearly identifiable vibrant library space that draws in students, faculty, staff, and visitors and presents the Library to the public in an engaging way.

The other interesting aspect is the manner in which Library study spaces create and sustain community. As stated by Scott Bennett [Bennett, 2005],

...good study space is responsive to the academic and social dimensions of study in ways that allow students to control them both. Such space encourages study and fosters learning by...fostering a sense of community among students, allowing them to be seen as members of that community while they take strength from seeing other community members.

Bennett also describes study spaces as ranging from personal seclusion to group study, supporting a distinction between studying and socializing, and enabling students to govern the social dimension of their study space.

The Library is clearly a place for fostering community, from large group settings to secluded individual settings. The Library must be a vehicle for 'bringing together' at a time when academic specialization and digital communication foster physical and intellectual separation.

In the digital age, users of physical libraries will want to experience something in libraries that cannot be had in the office or home, and that something is the drama of *community*. Library buildings that communicate and foster a sense of that awe will be a centripetal force on our increasingly silo-ridden campuses, drawing people in and facilitating contact between faculty and students and between colleagues in different fields. (Bernard Frischer, 2005)

Supporting Research and Scholarship

The Library supports innovative research and scholarship through its collection and through its research services. Current researchers and scholars build on the discoveries and insights of those who preceded them. It is the Library that is the repository of humankind's recorded knowledge base, and the institution that supports orderly search and access, as well as serendipitous discovery.

Thus the Library has to have the space to house a growing collection of books, journals, and databases, and it must have well-designed, complementary physical and virtual services and access points that meet the research and scholarship needs of the campus and region.

A Regional Resource

The Library is a regional resource for discourse, knowledge, and knowledge preservation. It is the largest library on the South Coast of Massachusetts. In addition to its general collection, the Library houses collections of regional interest, such as cranberries and regional public policy. It is host for programs and conferences of regional relevance and importance. And through its Archives, the Library provides the services and the properly designed spaces for preservation of items of historical and ethnic significance. (The Archives project is described separately in Appendix C, and is outside the scope of this building program.)

In designing the Library to meet its campus role, there are two other considerations:

Importance and Aura

As stated by Geoffrey Freeman [Freeman, 2005]

Upon entering the library, the student becomes part of a larger community – a community that endows one with a greater sense of self and higher purpose. Students inform us that they want their library to “feel bigger than they are.” They want to be part of the richness of the tradition of scholarship as well as its expectation of the future. They want to experience a sense of inspiration.

The architecture, purposeful spaces, furnishings, lighting, and general ambience of the Library must combine to produce that experience of intellectual richness, higher purpose, and inspiration to a greater self.

Maintaining the Balance

The Library must be designed to serve two masters. In the traditional sense, it must be designed to provide full and efficient library services. It must have the space to house its growing collection, service points that are well defined and effective, and good staff office spaces and back-of-house work and storage spaces. The primary library function, to keep and provide access to quality information resources, must be upheld.

But as described above the Library must be at the center of scholarly, cultural, learning, and social activities that only periodically interact with the core library. As the intellectual hub of the campus, the Library must support guest speakers and lecturers, faculty forums, student project presentations, and so on. As the major out of class campus learning space, the Library must support the social and learning environment described in prior sections, as well as provide the essentials, such as food, for students who need to spend extended ‘time on task’.

The key challenge will be to maintain the balance. Primary library services and functions must not be short-changed, but neither can the UMass Dartmouth Library retreat from its broader responsibility to support the academic community’s discourse, learning, and scholarship.

3. The Mission and Vision: UMass Dartmouth Library

Mission:

The University of Massachusetts Dartmouth Library distinguishes itself as a leading library in providing information resources, services and facilities to support learning, research, and scholarly discourse, and in evolving its role in an information age university.

Vision: The Library as Place

The University Library is at the center of campus discourse, learning, and scholarship. With the addition of the space that connects the Library to Group II its welcoming presence is more human-sized, more open. Although the basic concrete structure is there as Paul Rudolph designed it, the library is a beguiling mixture of action, color, and real life captured in the moment all visible as you approach either from the inner or outer campuses.

On the Charlton side, the roof swings upward like an awning giving a panoramic view of the interior. On the inner campus side, the roof is lower creating a more intimate space. Inside the changes in ceiling heights help to define meeting spaces, social, reading, and functional library spaces.

As you enter the library from either side it is evident that this is the University Library. There are books, of course, and a solid, serious aura that is unmistakable. At the same time there is a welcoming air of informality that includes café service, gallery/display space, and areas for collegial discourse. Signage and design lead the visitor seamlessly to the services and resources they need.

Responding to the changing educational paradigm, the first floor activities will include both the reference collection and service (with its intensive use of information) and a *learning commons* where group work, mentoring, and consultation will be the norm.

Throughout the Library students and others will find places to work and relax that suit their individual needs: secluded, public and social, near their subject resources, with natural light or non-glare lights for computer screen viewing. They will be able to put their feet up, lean forward or back on lightly rocking chair bottoms, or snuggle up in a comfy upholstered chair for a quick restorative nap. Tables and carrels will provide oversized work surfaces to accommodate books, papers, and laptops too. There will be coat hooks nearby and works of art to contemplate. The feeling will be one of peaceful solidity, safety, and intense activity with only a low hum to bear witness to the hundreds of busy scholars.

4. Building Plan Requirements

Campus Mission and Vision

- The Library is the Intellectual center of the University where ideas, concepts, and knowledge converge in a community of scholars.
- The Library provides the infrastructure that supports quality undergraduate programs and growing graduate programs.
- Faculty find resources and support for their research in the Library.
- The Library is a unique resource in the region as the largest public library south of Brockton and the repository of materials on cranberries, regional public policy, and local ethnic groups.

Engagement

- Faculty, students, and others come together to consider ideas in the spaces provided by the Library.
- The Library is the “Times Square” where paths meet and interactions occur.
- Books, films, art displays, archival collections, technological tools, cultural events and civic discussions engage visitors in the intellectual process.

Design features which support this engagement include:

- The user will be paramount
- Visitors will clearly understand that “This is the Library”
- There will be spaces for communication—formal, social, on-the-fly, programmed
- Meeting spaces will have state-of-the-art technology, good acoustics
- Snacks and beverages will be available.
- Parking will be adequate.
- Spaces will be flexible—allowing for change and multiple uses
- Safety will be a prime concern
- There will be many attractive choices

Students and Learning

- 21st century learning will increasingly shift from lecture and instruction to learning through discovery and discussion.
- Library services will evolve to support this new learning paradigm not only by creating spaces where students can work collaboratively in groups but by evolving their own techniques for creating critically thinking, life-long learners.
- The Library will provide a *learning commons* where students will be supported in the full range of the learning process from research to synthesis and presentation.

Design features which support students and learning include:

- Study spaces of all types available almost everywhere in the Library.
- Study spaces/furniture that is technologically able.
- Study spaces that are adjacent to the resources the student needs.
- Spaces that are quiet, semi-quiet, and abuzz.
- Plenty of surface space to spread out.

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Well lit and with a variety of lighting choices.
Technology must not interfere with the learning process.
Snacks and beverages must be available so that students can spend time-on-task.
24x7 space for all night study—safe, comfortable, wired.
Space to prepare and practice presentations
Way finding must be easy and intuitive—for collections, restrooms, help, etc.

Integration

- The University Library is both visually and actually imbedded in, integrated with, and at the core of the campus.
- Here, at the center, in the Library, all subjects, all interests converge.
- Visitors to the Library are engaged in the academic process through the appreciation of the library's intellectual holdings, art displays, cultural events, and civic discourse. The aura, activity, and buzz contribute to a sense of dynamism unmatched anywhere else on campus.

Design features which foster integration include

Pathways radiate from the library towards all corners of the campus—classroom buildings, the Campus Center, and residence halls.
Open more hours than almost any other area on campus, the Library extends its welcoming warmth and intellectual excitement night and day.
Sight lines to essential services/functions.
The entire structure will be designed as **one** cohesive whole.

Future Evolution

- Knowledge and its control, access and understanding will continue to evolve as the volume of knowledge increases and the technologies to control and store it change and improve.
- The virtual library has become a supplement to the brick and mortar library maintaining 24x7 open hours and supplying many items to the user anywhere anytime. As the virtual library matures the balance and roles of these two faces of the library will change.
- The continuing demand for hard copy of materials and the developing learning paradigm that emphasizes group collaborative learning and start to finish project development are two strong forces that influence the need for large numbers of study spaces in the Library.

Design features which prepare for future evolution include

New methods of information/resource delivery will be developed.
More emphasis will be placed on the Virtual Library and its development—most or all of which will benefit the in-house library user.
Creative storage and retrieval ideas will be necessary to meet demand within the constraints of the existing and any future buildings.
Future expansion can be accommodated to some extent by removing CITS to another facility (West Wing).

5. Conclusion

The mission of the UMass Dartmouth Library is to be the intellectual and scholarly hub of the campus and the region. As such it must meet the needs of students, faculty, staff, and visitors

- for knowledge through collections, archives, and the expertise of staff
- for information any time from anywhere
- for spaces that nurture and encourage learning, teaching, and research
- for opportunities to make connections with people and ideas
- for contemplative moments
- for recreation
- and for the exhilarating times of exploration and inspiration.

The Library must be a vehicle for ‘bringing together’ at a time when academic specialization and digital communication foster physical and intellectual separation.

The current library was built for a different generation and a different set of needs. It was designed to protect a collection rather than invite community, for individuals rather than collaborating groups, before the arrival of digital resources, catalogues, reference materials, and laptop-toting patrons. Its space is now inadequate for collections supporting increasingly demanding academic programs, research, and scholarship; archives of regional importance; and its staff and services. The HVAC, electrical, and communications infrastructure is aging and inadequate, and the integral nature of the internal design is diminished by ad-hoc use of space.

The Library expansion and renovation will provide sufficient, well-designed space for the library collection, services, staff, and patron activities. The Library will integrate the surrounding campus, invite community, and provide an inspirational environment for discourse and discovery. The Library will be a compelling centerpiece to a vibrant University, symbolizing its nature and aspirations.

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