

# Innovation: Serving the Studio

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# Overview

## Learning Community Case Study

Collaboration  
Studio  
Library  
Creation  
Service



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# Overview

## Design Problem

Frustration  
Engagement  
Design  
Build



# Overview

## Kiosk

Praxis  
Concept to Adoption  
Innovative Service



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# Background

## Collaboration

### Library-Faculty Program Review Ethnographic Study Complete Design Process



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Michelle Twait

## If they build it, they will come

A student-designed library

In the fall of 2007, I was working on a proposal for a January-term course entitled "Library as Place." I wanted students to have a sense of the cultural, historical, and social roles libraries play and to think about how space and place shape those roles. I also hoped to have students consider the library's role as a "third place" (not home, not work) and the library as a learning commons. January term, a four-week term in which students are immersed in one subject, is an ideal time for experiential learning.

Knowing this, I wanted to go beyond readings and reflection papers. I mentioned this to my colleague and asked for her advice. She suggested that I ask the students to redesign the library. Brilliant! I loved the idea too much to let my practical side ("But you only have a month!") rule my thinking.

### Planning the course

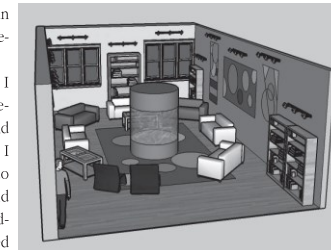
In preparation for the course, I gathered readings on library design, "green" building, and accessibility. I lined up architects, a library design consultant, the college's physical plant director, the college archivist, and library staff as guest speakers. I planned for a tour of a nearby university library.

As the registration deadline approached, I suspected art majors, bibliophiles, and those

with a casual interest in architecture might be interested in the class.

I couldn't have been more wrong.

Ten students registered for the course—not a single art major among them. Instead, they were business majors, one biology major, one health exercise science major, and one education major. A few were undecided. Furthermore, they were primarily sophomore students, joined by two first-year students and two seniors.



A student's design of a library "cool room"

Curious, I asked them on the first day of class to tell me what drew them to this course. Their responses? "I would like to learn how to use libraries more effectively." "I never really enjoyed spending time at the library so I thought I could

take this course and eventually accept the library as a functioning place in my life." "Libraries are good."

(I later discovered that most of them knew one another. In fact, I had two sets of roommates in the course and two couples who were dating. I'm guessing that was probably the most significant factor in their decision to take the course!)

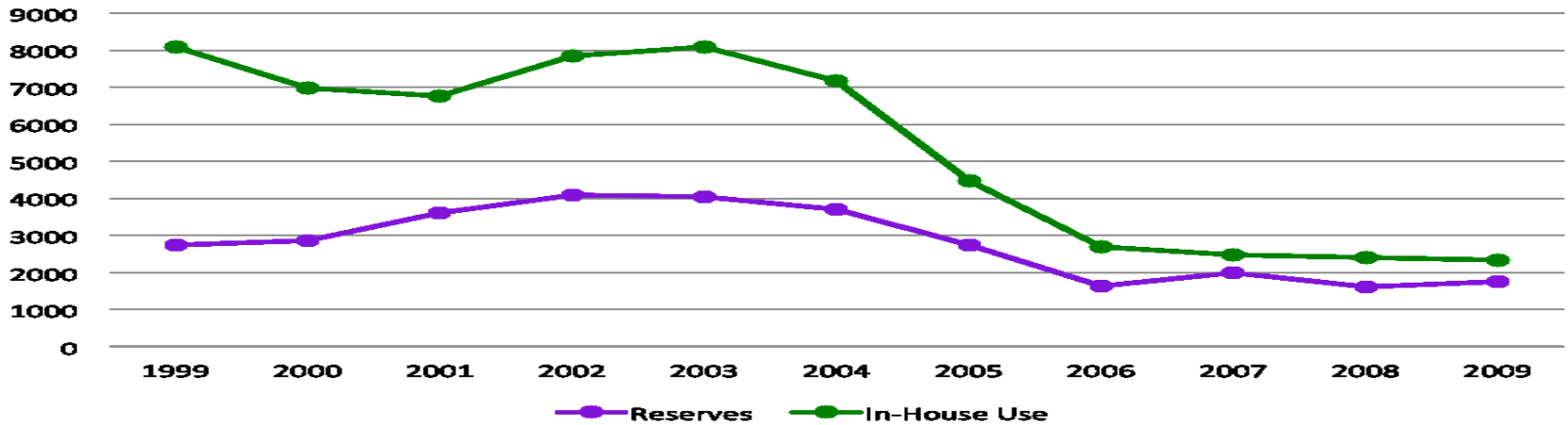
I had my work cut out for me.

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# Problem Review

Chart Title



Mutual Pressures  
Limited Space & Budgets  
New Technologies  
Innovative Learning Experiences

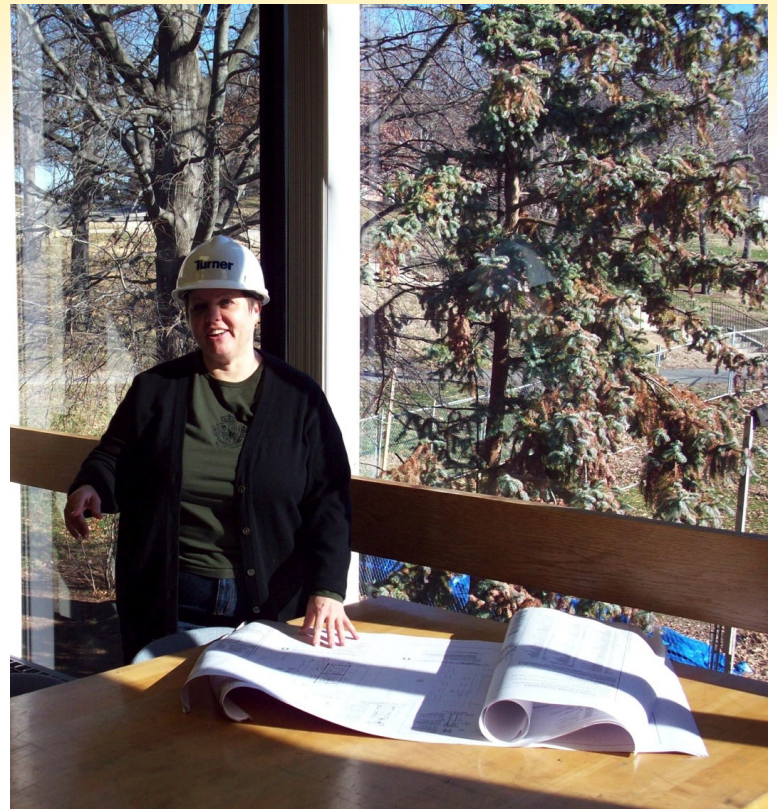


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# Study

## Reprogram

Space  
Service  
Precedent  
Participatory Design



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# Defining Design Problem

## Questions

How does the Library assist or impede the academic success of the program?

How does it assist or impede your success as an instructor in this program?

### I Shaping Our Space: Envisioning the New Research Library

Joseph J. Branin

**SUMMARY.** Academic librarians are designing new spaces in their libraries, in some cases through the re-design and renovation of existing facilities, and in rarer cases, through the opportunity to design an entirely new building. At the Ohio State University, the hundred year old, central research library on campus is undergoing a major, \$100 million transformation that involves elements of restoration, gutting, tear down, and new building. What are the architectural and library programmatic directions that are guiding this project and other space design projects in research libraries today? How much space should be devoted to print collections and services, and how much space should be devoted to digital services, information commons, and other new demands on library



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# Design Process

## Mock-up



30x30x30:

Architect's Workstation of the Future  
Local Schools Competition  
AIA Annual Convention 2012



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# Design Process

## From Mock-up to Prototype

pilot project to explore  
sustainability issues applied  
to library service & studio  
education



# Design Process

## Prototype

30x3000x30:  
Sustainability Challenge  
Changing Practices  
Architectural Education  
Academic Libraries



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# Design Process

## Prototype

Where will print library resources be in studio?

What features will assist the architecture student, professor, and librarian in accomplishing academic tasks?



# Design Process

## Deliverables

Kiosk will distribute library material and services throughout studio spaces as a tool for the embedded librarian



# Design Process

Fisayo Alade '13

Design prototype with professor  
Order + receive parts + supplies  
Adaptively re-use furniture  
Construct kiosks  
Complete all work by Fall '11  
Award = \$1500



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# Design Process

## Reused Furniture



## Periodical Cabinets Butcher Block Table Tops



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# Design Process

## Testing the Design

1 graduate class  
1 undergraduate class  
Periodic feedback  
Formal review at end of  
semester



# Design Process

## Design Flaws

Weight

Casters



# Design Process

## Design Flaws

Too wide

Unwieldy



# Design Process

Graduate  
Studio

ARCH600

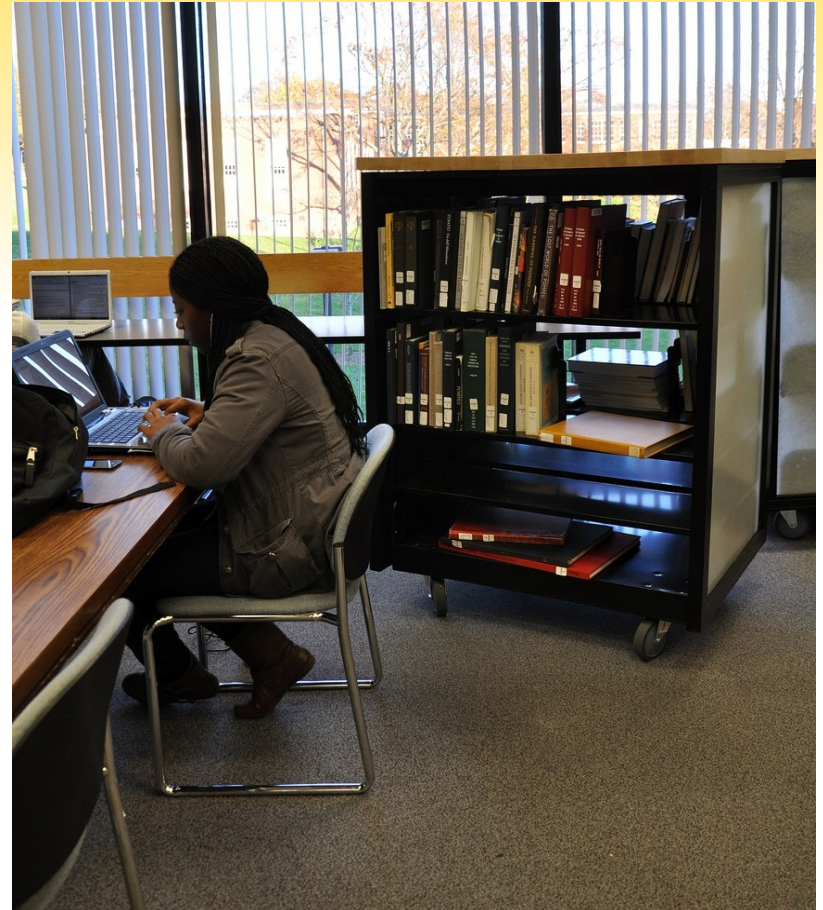


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# Design Process

Undergraduate  
Class

ARCH225



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# Design Process

## Review

Better served studio learning &  
teaching needs

Demand increased beyond supply



# Prototype to Service

## Fabrication

4 Studio Kiosks

Funded by School



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# Prototype to Service

## Fabrication

4 Library Kiosks

Funded by Library



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# So, What About Adaptive Re-use?

Fear not!  
Library furniture  
is modular!



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**Thank you for listening!**

**Questions: [pcrossard@umd.edu](mailto:pcrossard@umd.edu)**