An architectural rendering of a campus vignette. The scene is viewed from an elevated perspective. In the center, there is a large, light blue oval-shaped pond. To the right of the pond is a large, grey asphalt parking lot with several rows of parking spaces. In the foreground, there are several grey, semi-transparent rectangular blocks representing buildings or structures. The ground is a mix of green grass and grey pavement. There are several green trees scattered throughout the scene, including a row of trees along the top edge and a cluster of trees near the pond. The overall style is clean and modern, with a focus on geometric forms and color contrast.

CURATING THE CAMPUS, CURATING CHANGE

*A Collection of Eight
Vignettes*

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As librarians, we select, collect, integrate, and manage diverse forms of information. Imagine if we apply this foundation in a new context: **partnerships across the campus environment**. In buildings all around us, students and faculty are using, sharing, and creating knowledge. This presents a tremendous opportunity for us to venture forth and empower our communities.

Librarians possess a unique attribute: **curatorial perspective**. We could describe, classify, and catalogue the intellectual life of our institutions by mapping their associated needs, behaviors, outcomes, and outputs. I believe that we can improve the discoverability of spaces and services everywhere, enabling them to be better utilized. I think we are also capable of designing greater synchronicity across the physical ecosystem, helping to integrate decentralized systems, locations, and expansive activities.

Thousands of interactions occur in our library buildings every week. Managing our spaces and services has taught us about how people engage with information and each other. Libraries can **diffuse** our accumulated knowledge of spaces and services and **export** our practices throughout our campuses, not by opening more library branches but by designing new frameworks.

Imagine if librarians and other library personnel...

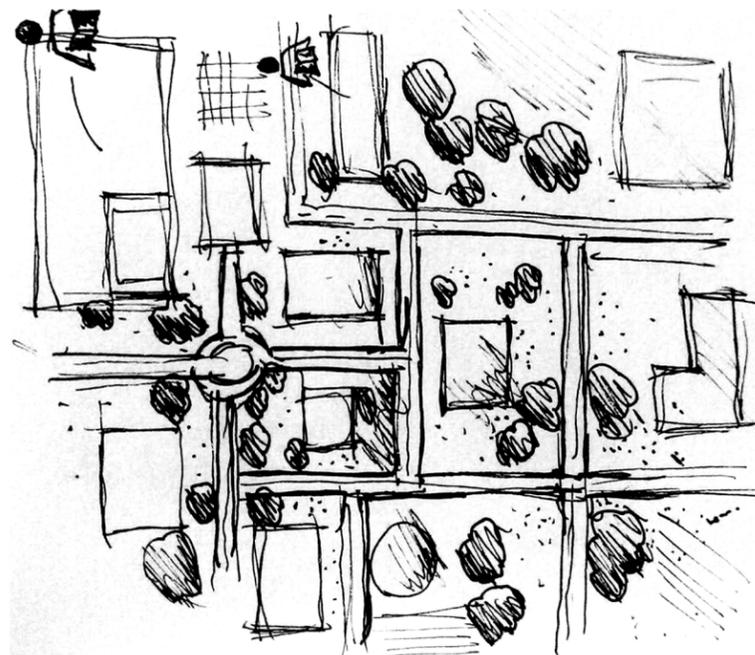
- managed a classroom building or took responsibility for a living learning community.
- oversaw a research facility or coordinated an assortment of labs across campus.
- were embedded in innovation incubators or guided a variety of thematic studios.

These hypothetical mash-ups are intended as starting points for stretching our creative muscles. Envision the possibilities of bringing some of our programmatic elements into these diverse locations and blending them together.

The result is something entirely new and unique to each campus. This **recombining approach** challenges us to think differently about service, engagement, and partnerships.

Our profession centers on bringing people together with the tools, resources, and expertise that they need in order to grow. But this doesn't have to be confined to a library building or a website. We could **remix and repackage** some of our operational and service components and push beyond our physical boundaries. We could facilitate connections across campus and its learning, research, creative, entrepreneurial, and social communities.

Librarianship is positioned at a fascinating intersection between information science and interaction science, melding inquiry, analytics, and collaboration. We enjoy a certain degree of autonomy that enables us to work with anyone on campus and to get involved in an expansive array of projects. Along with this we share an **altruistic prerogative**: we're compelled to help people succeed. Combining these qualities with an inherent and insatiable curiosity, librarians are poised to design an empowering and holistic vision.

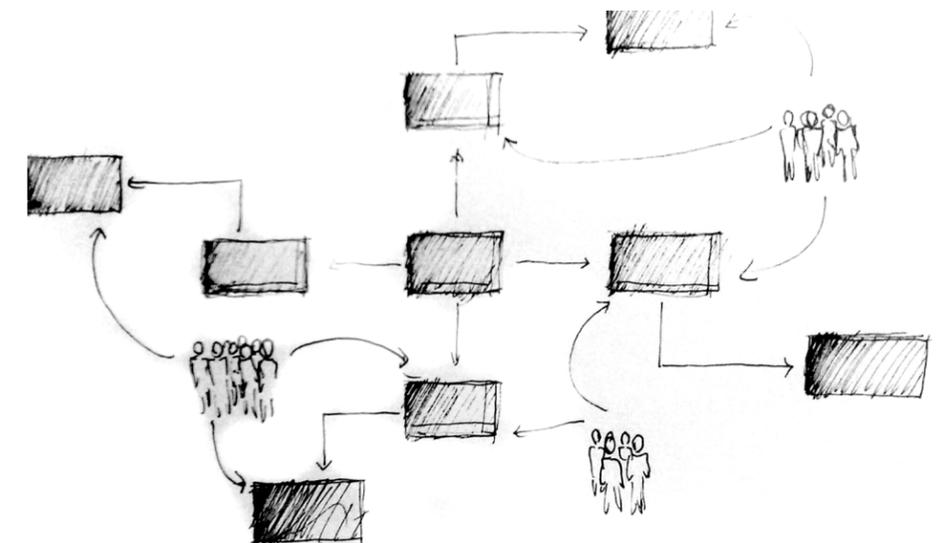


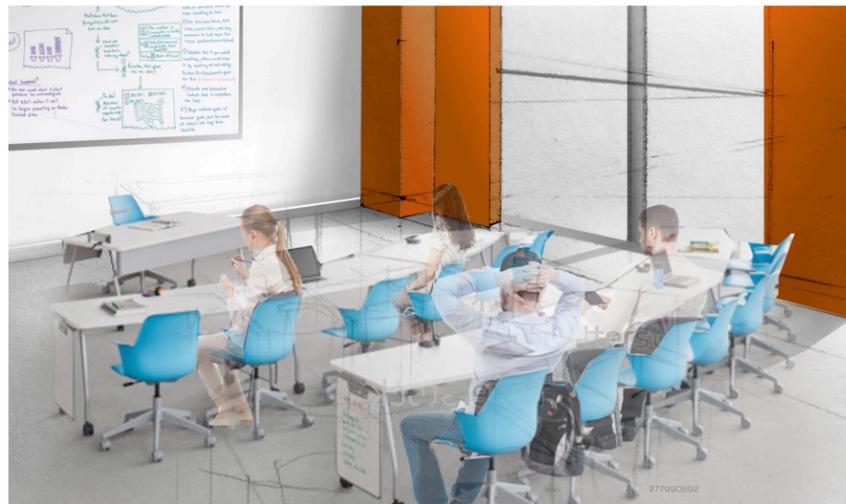
The different types of commons areas, labs, studios, and centers that libraries have developed represent more than just services; they are windows into the needs, preferences, and actions of our communities.

We can learn a lot by watching and analyzing what's going on within them - the obstacles and triumphs, the workflows and procrastination, the leaps forward and steps backwards. Libraries are laboratories for understanding **human behavior and intellectual progress**. We foster a responsive culture that continuously reshapes and redefines itself.

Our fluency with technology, spaces, and experiential design has been rapidly gaining momentum. It is a natural progression for us to branch out in some new directions. We have an empathic eye and a desire to see greater inclusivity. We can serve as **curators of change**, thus helping our institutions evolve.

In this document I outline that potential with eight vignettes, and I challenge you to connect the dots at your institution. Not only can we all have greater reach and impact across our communities, but we could also gain greater understanding of intellectual and creative processes on our campuses. Libraries are ideally suited to help others, and in this instance I think that we can use our core skills to change and become even better at what we do.





CLASSROOM BUILDING

What if librarians co-managed a classroom building?

- The facility serves as a playground for pedagogy, an exploratory space enabling us to integrate a multitude of skills, literacies, fluencies, collections, and perspectives across the curriculum. We are situated here to engage with instructors as partners and consultants, helping them shape learning activities, experiences, and outcomes. Each course serves as a small experiment with an objective of testing different instructional techniques or technologies.
- Classrooms have a flexible design in order to support a multitude of learning styles and preferences. We help to determine ideal furniture configurations based on the task at hand (e.g. teamwork, reflection, mentoring, and so forth.)

- Throughout the semester we bring students together from different courses to co-learn, co-teach, collaborate, or compete.
- The floor plan provides abundant room for commons areas and breakout spaces. Over evenings and weekends, the facility remains open to provide additional accommodations for project work and studying. Rooms are thematically arranged: some for quiet reading and others for active conversations and collaboration.
- The building embodies the learning happening within it. Digital displays and physical artifacts are represented in the public areas, affording serendipitous encounters with content from classes taught in the building. Course materials are exhibited inviting students to gain exposure to multidisciplinary tools, techniques, problems, and ideas. Walking through the environment uplifts the spirit and challenges the mind.

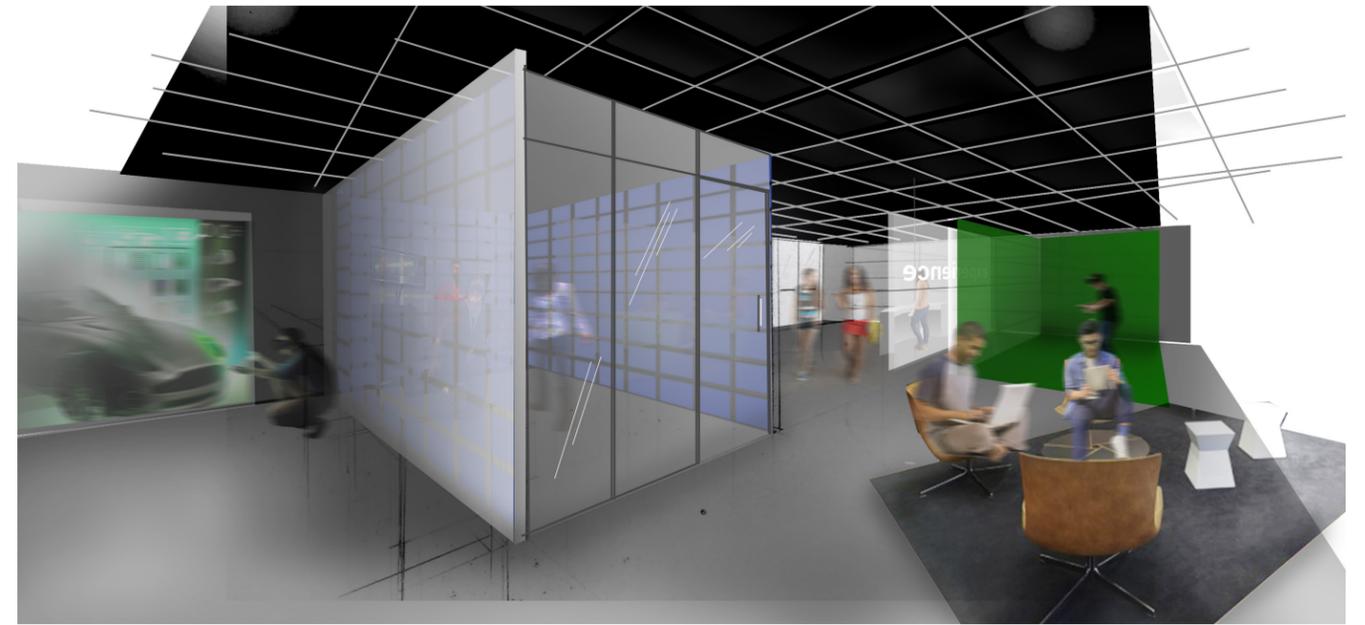


RESEARCH BUILDING

What if librarians oversaw a research building?

- This facility does not focus on housing scholarly collections but instead serves as a storefront for scholarly services. Partnering with the Office of Research, this building is a one-stop-shop for grant support, publication assistance, technology transfer, and other related endeavors. Librarians are integrated closely with research processes and practices and often team with faculty.
- Just as you might borrow a book or a laptop from a library, in this building faculty could borrow a workspace. It could be for an individual or for an entire team. The length might be for a day, a week, a semester, or even for several years. We customize the environment by assembling the ideal mix of tools, technologies, and furniture best suited for their grant or project.

- Expertise is widely available here, including a campus ontologist, ethnographer, and applied technologists, as well as designers and illustrators, statisticians, and data informaticists. Additional staffing provides support for IRB and grant management, copyright, intellectual property, citation analysis, data and digital preservation, and other components of the research lifecycle.
- This building's guiding ethos brings faculty and their teams together from all over campus. It offers them a dedicated, non-territorial space to brainstorm and create. Facilitated by an assembly of expertise, professional development, and support programs, faculty and other researchers constantly interact—challenging and inspiring each other. They are also afforded easy access to diverse technologies and methodologies that can aid the evolving directions of their research.

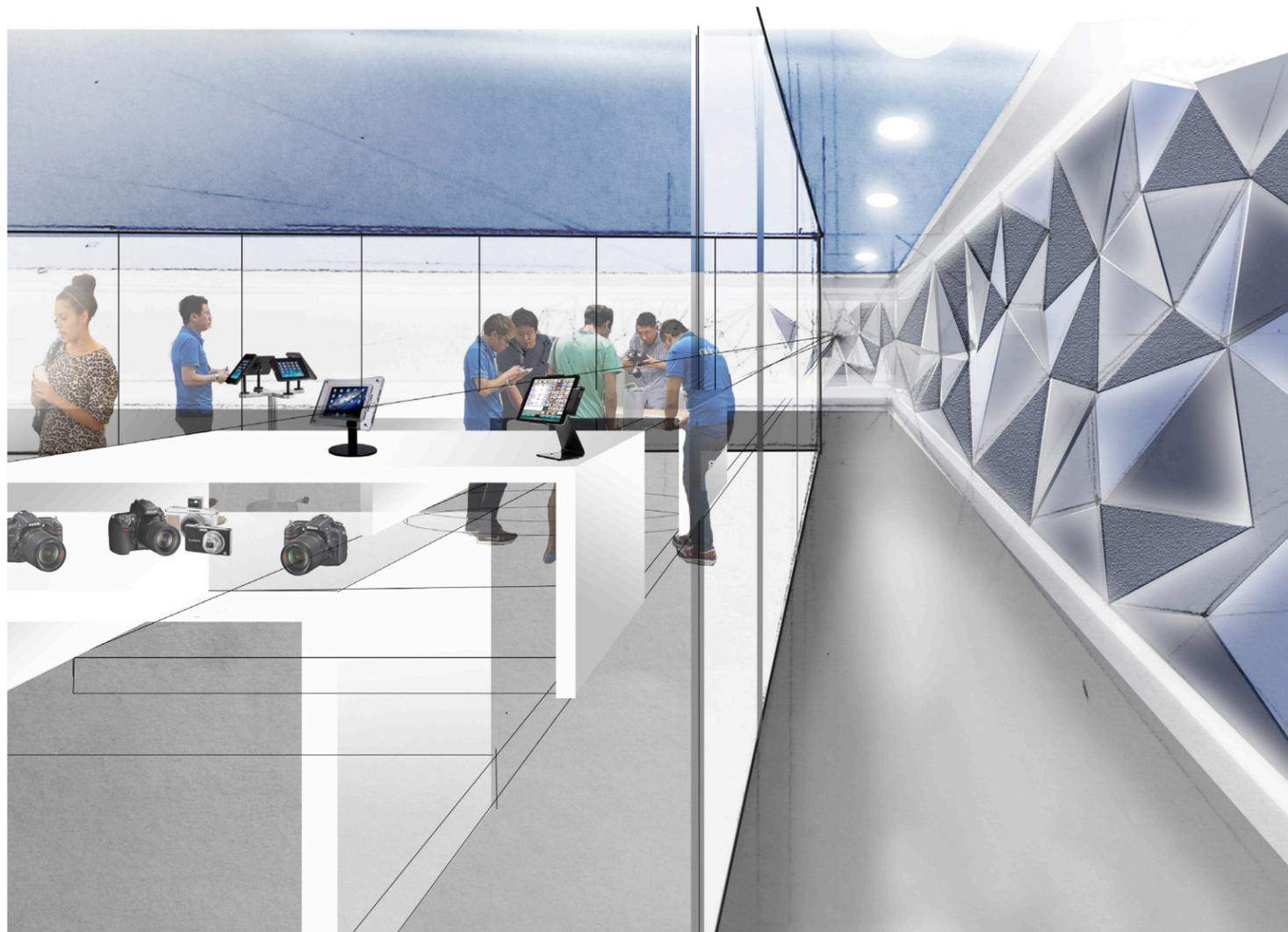


LABS

What if librarians co-managed a network of labs?

- Labs are spaces where we develop new skills. Think of a computer lab where students log in to access software and work on assignments. While many libraries already host these types of spaces in their buildings, I'm imagining many different types of labs all across campus.
- Some labs are focused on software. Beyond the classic computer lab model there are rooms dedicated to data analytics and visualization. Others enable the exploration of virtual reality or sensor based tools and applications. Some might even house advanced software & technology for autonomous devices, acoustic modeling, and AI systems.

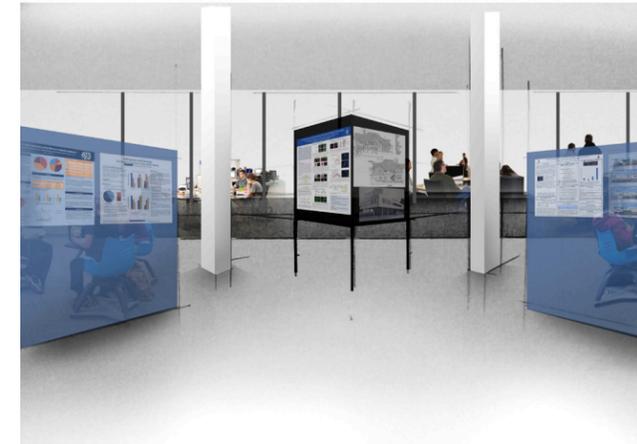
- Lab arrangements may be more thematic rather than technological. For instance, we may create an ethics lab, an inclusivity lab, and an active pedagogies lab. These spaces resemble a help desk or consultation center where people bring their problems, questions, or ideas. They interact with an expert who provides insight and advice.
- Labs could also be combined. For example, consider an integrated service area bringing the writing center, communications professionals, multimedia design assistance, data specialists, and librarians together into a shared environment. This one-stop-shop for academic support needs can harness the collective expertise. Students often have to write a paper, give a talk, and create a digital artifact, so let's co-locate these efforts for efficiencies and more a holistic service perspective.



STUDIOS

What if librarians co-managed a series of studios?

- Sometimes labs and studios are used interchangeably, but there is a subtle difference. Labs are for acquiring skills or exploring something new, whereas studios are locations where greater expertise is applied over an extended period of time. Consider the difference between a multimedia lab and a multimedia studio. One offers access to design tools, while the other provides an environment for complex, long-term projects. A digital artist might visit a lab to discover new software or to pick up new techniques, but she uses a studio for designing and sharing her work.
- Libraries are increasingly adding studios to their buildings, but this model can be extended to other locations across campus. For example, a creative technologies studio or a game development studio offers residents access to special hardware in a dedicated place where they will work on a long-term project.
- Other examples include a design thinking studio, a digital pedagogies studio, a digital humanities studio, and interdisciplinary projects studio. Each offers space based on a membership or reservation model. The rooms contain a mixture of furniture and technologies adapted to specific thematic activities.
- Studios are framed as communities of practice that allow members to build capacities and camaraderie.
- Studio managers serve as embedded mentors and guides, helping with aspects such as project management, collaboration, communication, brainstorming and dissemination.



EXHIBITS + DISPLAYS

What if librarians curated exhibits and displays in every building?

- Everyday in classrooms across our campuses exciting conversations take place. Students and faculty engage in multitudinous debates and discussions over an extended period of weeks. We could figuratively break down those walls and encourage learning in the open. Furthermore, we could engage others from outside of the class to join in and participate.
- Librarians could manage display spaces in many different buildings. We could highlight academic outputs: papers, posters, videos, renderings, illustrations, code, and other content. Weaving this material into the fabric of the physical spaces enables us to showcase learning by surrounding people with examples of inspiring work.
- We exhibit finished assignments and also post ongoing projects. This approach puts the iteration process on open display soliciting viewer feedback or reaction to benefit project creators.
- Some classes are assigned to create displays making course content consumable for a public audience. The pedagogical intention is to inform, convey, provoke, or collaborate across the wider community.
- A data theatre encourages students and faculty to present interesting visualizations and other graphical content.
- Areas around campus are designated for exploring big thematic multidisciplinary problems. Librarians help gather materials and questions and provide guidance to facilitate the ideation process. Students and faculty from different backgrounds contribute ideas and insights, and they crowdsource solutions.



ATRIUMS + LOBBIES

What if librarians curated lobbies, atriums, and other public areas?

- Walk through any academic building and you will likely find an assortment of classrooms, labs, and offices. Look a little closer and you will discover a variety of lobbies, atriums, and other public areas that are often underutilized. We could employ many of the same principals used to transform our libraries to these disparate locations and develop a rich array of informal learning environments.
- Librarians can design and co-manage this diverse ecosystem – from group areas and study commons to breakout spaces and quiet spots. Using a holistic perspective, we could curate this expansive inventory of spaces to ensure the varied collection remains available and connected to learning activities.

- By applying ethnography and human-centered design methods we would strive to understand and classify the unique cultures and behaviors within each building. We could continuously gather information and metrics about the environments within our purview with the aspiration to improve our knowledge of these communities and hence, better accommodate the academic community's changing needs, objectives, and preferences.
- We would organize exhibits, lectures, and other events that occur in these public areas. More informally, we could coordinate “pop-up” sessions for tutors, teaching assistants, and faculty mentoring.
- The inherent value that librarians provide is through pragmatically uniting these decentralized locations. By developing, assessing, and tweaking the niche areas in buildings all over campus, we become more attuned to the academic lifecycle, and able to generate responsive services and spaces more effectively.



LIVING LEARNING COMMUNITY

What if librarians hosted a Living Learning Community?

- Living Learning Communities bring cohorts of students together in a shared residential environment. They are often planned around unifying themes such as sustainability, globalization, or leadership. Students engage in a series of structured and spontaneous activities supporting the view that learning happens everywhere, not just in classrooms.
- A librarian serves as faculty-in-residence, living among the students and committed to their development. She is a mentor and advisor, helping them to transition into college and understand academic procedures. Her objective is to foster a socially supportive climate with an intellectually stimulating atmosphere.

- All students enroll in a common credit-bearing course developed by the library, exploring a broad multidisciplinary concept such as the Knowledge of Human Cultures. Residents learn theoretical and practical skills by exploring real problems. They develop abilities to analyze, evaluate, and interpret information, data, and structures, while also creating new knowledge, expressions, and perspectives.
- Beyond the course, the librarian coordinates co-curricular activities such as service learning projects, design competitions, and citizen science initiatives.
- Numerous formal and informal encounters -- lectures, discussions, study breaks, dinners, tours, games, and other small gatherings -- encourage participation and important conversations.
- The program capitalizes on the community setting by creating intimate spaces for dialogue, peer interactions, and opportunities for students to become emotionally engaged in finding meaning in their personal learning journeys.



INCUBATORS

What if librarians partnered with an innovation incubator?

- Innovation incubators have become increasingly common across college campuses. Offering a nurturing environment for student startups, their objective is to teach entrepreneurial skills through experiential programs. Students gain firsthand knowledge of business development, commercialization, financing, and leadership. Cohorts receive workspace, mentorship, tech support, and occasionally seed money to develop their ideas.
- Librarians are ideal partners for these locations. Our experience with emerging technologies, intellectual property, and robust commons environments, as well as our service perspective, research skills, and knowledge resources position us to enter and thrive in this domain.
- Librarians can support the established model focused on startups, but we might also expand the incubator framework to create a more catalytic environment. Grounded in problem-based, active-learning curricula, we can bring students, faculty, and researchers together from the sciences, agriculture, and the arts into closer proximity with designers, entrepreneurs, and community leaders to tackle diverse problems and push the boundaries of innovation.
- Librarians might take this idea-enablement model further to develop incubators for social change. Similar to startup groups, these cohorts of activists are also provided with space, mentorship, tools, and funding. They learn methods for organizing, communicating, and implementing change, as well as innovation models and leadership tactics, but they set their sights on initiatives that address social disparity, inequity, inclusivity, and cultural progress.