Playback #2 // 12/16
“What We’ve Done”
Part 04: brightspot's DRAFT FINDINGS
Smith College
academic experience
research findings
research objectives

• understand how the library’s spaces, services, collections, tools and technology are used in research, teaching, and learning

• explore the role that the future Neilson library could play in supporting research, teaching and learning as well as in encouraging collaboration, creating community, and offering inspiration

• incorporate new user-centered insights into library planning and design
research approach

• gather broad and deep input directly from as many students and faculty as possible

• use a mix of research tools and approaches (quantitative and qualitative, in-person and asynchronous) to give students and faculty a variety of ways to provide input on the future direction of Neilson Library
### research process and participants

<table>
<thead>
<tr>
<th>Method</th>
<th>Survey</th>
<th>Observations</th>
<th>dscout</th>
<th>Workshop</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td>9/30 - 10/15</td>
<td>10/13 - 10/21</td>
<td>10/12 - 11/25</td>
<td>10/20</td>
<td>10/20 - 11/12</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>956 respondents</td>
<td>30 students &amp; 4 brightspoters</td>
<td>62 &quot;scouts&quot;</td>
<td>8 students</td>
<td>5 students &amp; 15 faculty</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>broad</td>
<td>broad</td>
<td>deep</td>
<td>deep</td>
<td>deep</td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td>quantitative</td>
<td>qualitative</td>
<td>quantitative &amp; qualitative</td>
<td>qualitative</td>
<td>qualitative</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>direct</td>
<td>indirect</td>
<td>direct</td>
<td>direct</td>
<td>indirect</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>asynchronous</td>
<td>synchronous</td>
<td>asynchronous</td>
<td>synchronous</td>
<td>synchronous</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>analysis of survey responses</td>
<td>space use and behaviors</td>
<td>image “snippets” of key moments</td>
<td>user journey map</td>
<td>stories and motivations</td>
</tr>
</tbody>
</table>

“Most important building on the campus. A dynamic space that brings people together and exposes people to other disciplines and ways of thinking”

Division III Professor
research findings
Neilson Library is the center of the research and learning ecosystem

Neilson is the most frequently visited and most preferred library by 58% of survey respondents.

It is part of a network of spaces that support learning and research on campus.
Neilson Library is the center of the research and learning ecosystem and there is a desire to strengthen that role in the future

Neilson is envisioned as the…

“most important building on the campus; a dynamic space that brings people together and exposes people to other disciplines and ways of thinking”

Division III Professor
The library’s resources, both physical and digital, are a core part of the library’s value.

84% of survey respondents use the digital resources or books at least once a month.

50% use the digital resources more than once a week, and 33% use books more than once a week.
The library’s resources, both physical and digital, are a core part of the library’s value.

The ability to make connections and discoveries plays a key role in the research process.

“It is the things that you don’t know that you’re looking for that are the most fun”

Division I Ada Comstock Scholar
Each of the three divisions use the library and its resources differently

Division I – Humanities

51% of survey respondents use books more than once a week

“Spectacular work correlates with a strong relationship with books, print materials, and their authors”

Division I Professor
Each of the three divisions use the library and its resources differently

Division II – Social Sciences & History

Library resources play a supporting role, especially for those that focus on primary research

“Students pursue questions that require field work which they are unable to conduct but the library provides the resources to develop the background and research proposal”

Division II Assoc. Professor
Each of the three divisions use the library and its resources differently

Division III – Natural Sciences

Programs are focused on lab research, interdisciplinary problem solving, and innovative analysis and visualization technologies.

“The library of tomorrow is a place that provides the resources and spaces that enable people to come together to view, manage, and manipulate data”

Division III Professor
**Students and faculty use the library and its resources differently**

The top three reasons people use Neilson is to study or work individually, print materials, or access print and digital resources.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access print or digital resources</td>
<td>Study / work individually</td>
</tr>
<tr>
<td>2</td>
<td>Attend an event</td>
<td>To use the printer</td>
</tr>
<tr>
<td>3</td>
<td>Study / work individually</td>
<td>Study / work in groups</td>
</tr>
<tr>
<td>4</td>
<td>Consult with an expert</td>
<td>Create something</td>
</tr>
<tr>
<td>5</td>
<td>Create something</td>
<td>Access print or digital resources</td>
</tr>
<tr>
<td>6</td>
<td>To be inspired</td>
<td>Use technology</td>
</tr>
<tr>
<td>7</td>
<td>Attend a class</td>
<td>Attend an event</td>
</tr>
<tr>
<td>8</td>
<td>Use technology</td>
<td>To be inspired</td>
</tr>
<tr>
<td>9</td>
<td>To use the printer</td>
<td>Attend a class</td>
</tr>
<tr>
<td>10</td>
<td>Study / work in groups</td>
<td>Consult with an expert</td>
</tr>
</tbody>
</table>

**Legend**

- **resources**: access print or digital resources, to use the printer, use technology
- **services**: consult with an expert, attend an event, attend a class
- **activities**: study / work individually, study / work in groups, create something, to be inspired

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brightspot | Shepley Bulfinch

Smith College Academic Experience Research Findings DRAFT
Students and faculty use the library and its resources differently

The top three reasons people use Neilson is to study or work individually, print materials, or access print and digital resources.

FACULTY tend to use the library for:

- Accessing resources
- Attending events
- Consulting with an expert
Students and faculty use the library and its resources differently

The top three reasons people use Neilson is to study or work individually, print materials, or access print and digital resources.

STUDENTS tend to use the library for:

• Studying and working individually

• Studying and working in groups
Regardless of division or role, library users are task-oriented

Specific tasks drive activities; users come to the library to get things done.
Regardless of division or role, library users are task-oriented

While browsing and making new academic connections are valued activities, library users have limited time and prioritize the task at hand.

“I would love to spend more time in any of the libraries but I just don’t have it. My activities are always very task specific: 45 minutes to find a book for class”

Division I Professor
FINDING 1: Matching tasks to environments

Users focus on the task at hand, selecting spaces and resources accordingly.

1A. Evaluating the level of focus required for the task at hand
FINDING 1: Matching tasks to environments

Users focus on the task at hand, selecting spaces and resources accordingly.

1B. Considering the availability of spaces and the qualities of the atmosphere

The top reason for not using Neilson Library, and top improvement for the future library is the atmosphere and quality of spaces

*(54% and 84% of survey respondents, respectively).*
FINDING 1: Matching tasks to environments

Users focus on the task at hand, selecting spaces and resources accordingly.

- **PREP FOR THE WEEK:** Taking some time to plan for the upcoming week.
- **BRIEF ASSIGNMENT:** Checking in with classmates to get a start on an assignment.
- **PROBLEM SOLVING:** Working with a student group to review project progress.
- **GRADING PAPERS:** Working independently to focus on grading.
- **FINDING A COMFORTABLE SEAT IN AN ACTIVE SPACE:** A student looks for a space where they can prepare for the upcoming week and seek out an active space where they can work independently around other people.
- **MEETING WITH A FEW PEOPLE AROUND AN OPEN TABLE:** A few classmates meet to discuss an upcoming assignment and find an open work table in a collaboration zone.
- **RESERVING A ROOM FOR DEDICATED PROJECT TIME:** A team of students find a reservable room, to work alone uninterrupted, and meet with their professor to share the progress of their research project.
- **SEEKING OUT A QUIET SPACE AWAY FROM DISTRACTIONS:** A faculty member is looking for a space away from the distractions of their office to do some focused reading and grading of final papers.
FINDING 2: Pursuing a non-linear research process

Research is a core activity at Smith, connecting learning, teaching and scholarship.

2A. Valuing physical resources and spaces in the library

“It is the things that you don’t know that you’re looking for that are the most fun”

Division I Ada Comstock Scholar
FINDING 2: Pursuing a non-linear research process

Research is a core activity at Smith, connecting learning, teaching and scholarship.

2B. Building momentum through a non-linear research process that integrates physical and digital resources.
FINDING 2: Pursuing a non-linear research process

Research is a core activity at Smith, connecting learning, teaching and scholarship.

2C. Learning how to research through four key moments

- Choosing what to research
- Knowing what resources are available
- Learning how to search
- Understanding how to read thoroughly
FINDING 2: Pursuing a non-linear research process

Research is a core activity at Smith, connecting learning, teaching and scholarship.

2D. Changing research activities over time – throughout the academic year, and throughout one’s career
FINDING 2: Pursuing a non-linear research process

Research is a core activity at Smith, connecting learning, teaching and scholarship.

2E. Members of the Smith community use their resources in a unique way – modifying materials and making a mark

“I love finding the marginalia. There seems to be more of this at Smith – especially in older books”

Division I Student
FINDING 3: Making intellectual connections

Students and faculty desire a way to connect to and discover ideas, resources and people.

3A. Making discoveries and connections

“Ideas come the wandering trail of the research I do”

Division I Professor
FINDING 3: Making intellectual connections

Students and faculty desire a way to connect to and discover ideas, resources and people.

3B. Pursuing opportunities to showcase, share, and inspire

“Getting multiple perspectives was important to rethinking my dissertation and making the topic accessible to others”

Division I Assistant Professor
FINDING 3: Making intellectual connections

Students and faculty desire a way to connect to and discover ideas, resources and people.

3C, 3D, 3E: Three modalities of library use:

- **3C. Core resource**
- **3D. Platform for new research**
- **3E. Hub for problem solving**

Further support group work, and the use of new technologies
Provide Feedback Here:

http://www.smith.edu/libraryproject/feedback.php