

# LIBRARY AS STUDIO: CONCEPT

# LIBRARY AS STUDIO

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# LIBRARY AS STUDIO

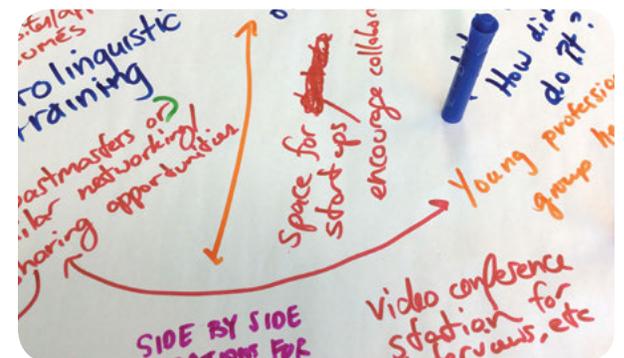
## INTRODUCTION

Richland Library is one of the most progressive public libraries in the country and one of the most revered assets in its community. Its 11 library locations serve a population of 400,000 residents that is projected to grow by 235,000 people in the next 30 years. Named Library of the Year in 2001, it has remained an award-winning, forward-thinking organization by being keenly aware of the aspirations and unique needs of its customers. It is focused on embedding itself in the community through strong partnerships, all while understanding that its vision is to enhance the quality of life for all residents of Richland County.

On November 5, 2013, Richland County residents voted 65% in favor of a \$59 million bond referendum to support enhancements and expansions of all of its existing library locations. The last time the system had engaged in a massive system-wide capital improvement project was in 1990. In the 20+ years since most of the current library facilities were constructed, much has changed about the way our customers want to use and interact with information. In addition our role has increasingly been to help customers become creators of content, not just consumers.

The shift from being places where books are stored to being places where learning occurs—in all its many forms—has been seismic. Richland Library's Strategic Plan (2013–2016) has at its core the support of learning needs of young children and their caregivers, ensuring student success, building competence and confidence in job seekers and entrepreneurs and of advancing the community. Richland Library does not foresee a time in the near future where these areas will not be critical to the success of our community.

Bolstered by library customers, visionary leadership and a commitment from library trustees and supportive county council members, Richland Library set about to reimagine how the physical environment can support a visionary and customer-centric service model for years to come.



# **LIBRARY AS STUDIO: CONCEPT**

# LIBRARY AS STUDIO: CONCEPT

## A. CATALYSTS FOR CHANGE

## CATALYSTS FOR CHANGE

Richland Library is fortunate to embark on this period of change by benefiting from the many trailblazers in the field that are making their libraries active places of learning; community centers; economic development engines; civic conveners; and attractors and growers of a creative class. Libraries like Anythink (Rangeview Library System, Colorado) and Madison Public Library in Wisconsin have embraced a participatory model of library services that inspire this framework. Orange County (Orlando, FLA) Library's Melrose Center for Innovation and Technology (Orlando, FLA) is a forward-thinking approach to how a library can encourage creative uses of technology to create the jobs of the future. And abroad, The Danish Model Library Programme, launched by the Danish Agency for Culture and Realdania and the Aarhus Public Library in Denmark, is leading the way in the transformation of libraries redefining what it means to be places of learning and inspiration.

The "Library as Incubator" project, The Chicago Public Library born "YOUmedia" initiative and the maker-space movement are foundational to Richland Library's approach. In addition we are supported by local partners like United Way of the Midlands and Central Carolina Community Foundation who have given us the opportunity to prototype innovative approaches to Kindergarten readiness and health and wellness.

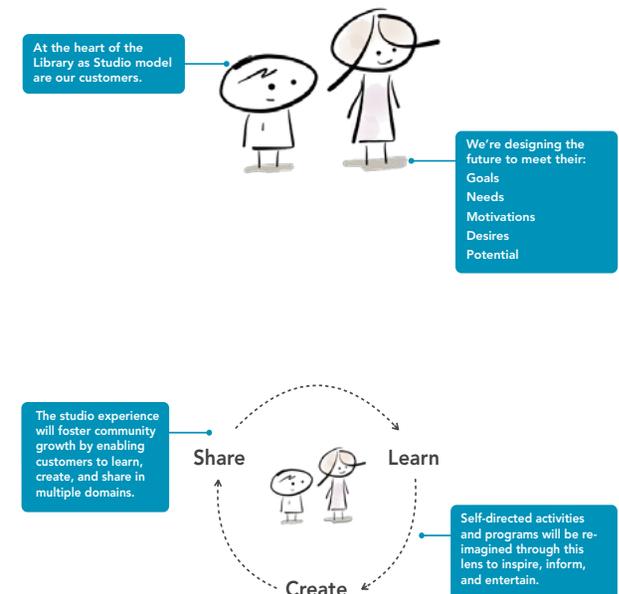
The work of the MacArthur Foundation and the John S. and James L. Knight Foundation in supporting libraries' role in connected learning and civic engagement has transformed the way that libraries approach their work. The Institute of Museum and Library Services Partnership for 21st Century skills deftly outlines the role libraries play in developing critical skills like collaboration, creative problem solving and cultural competencies. The Urban Libraries Council and its members are demonstrating service innovations around sustainable communities and access to technology that are inspirational.

### LIBRARY AS STUDIO

The Library as Studio concept re-visions Richland Library's role as a community catalyst for innovative learning, creating, and sharing.

- Physical environments will be transformed to foster experimentation, reflection, collaboration, and inspiration.
- Services will be re-imagined to create usable, useful, and delightful customer experiences.
- Traditional approaches to staff roles, processes, and partnerships will be re-thought to align with new customer and community needs.
- Technology will be challenged to enable new experiences that are both modern and human.

Richland Library will become an active and adaptive family of locations and studios where ideas are explored, problems are solved, and passions are uncovered.



# LIBRARY AS STUDIO: CONCEPT

## A. CATALYSTS FOR CHANGE

### CATALYSTS FOR CHANGE (CONTINUED)

Like in our own library, many of these inspirational and innovative library services across the globe are occurring in spaces that were not designed to support them. Library staff transform a meeting room with four walls into a computer lab, storytime room, homework center, book club, stage and theatre—sometimes all within a 12-hour period. This approach is not only inefficient, it doesn't facilitate customer directed, "just-in-time" learning and discovery.

With all the tremendous innovation in public library service delivery, why is it that even many newly constructed libraries look the same? Centralized desk, division in space by department or age group, technology separated from books, space designed to safeguard materials, meeting rooms adjacent to vestibules, and rows of tall bookshelves.

In the late 19th century, the architect Henri Labrouste designed two libraries that revolutionized public library design: Paris's Bibliotheque Sainte-Genevieve (1838–1850), and the Bibliotheque Nationale (1854–1875). Prior to that, libraries were primarily in spaces that were not publicly accessible. These libraries were designed with a stack delivery system and a beautiful light-filled large grand reading room that supported two primary activities: reading and study (consumption). In the United States, the New York Public Library, Boston Public Library, and even the smaller Carnegie libraries were designed based on this model, and formed the basis of 20th century public library design. As programs and activities were added to libraries that included more active engagement, we added, carved out and augmented space, but it can be argued that the basis of library design has not been re-evaluated for more than 100 years.

In fact, in 2005, Glenn Holt wrote a piece on *ImaginOn*: The Joe and Joan Martin Center, that it was the "first library of the 21st century" because it was simply designed to support activities, not to be a warehouse for books. Even *ImaginOn*, with Melanie Huggins and Margaret Sullivan involved in its design, was not necessarily a conscious approach; it was intuitive.



# LIBRARY AS STUDIO: CONCEPT

## A. CATALYSTS FOR CHANGE

### CATALYSTS FOR CHANGE (CONTINUED)

In 2014, the shift in the library from being a warehouse of books to a place of vibrant 21st century learning is widely acknowledged and articulated. This study is an attempt to create a new, deliberate, and perhaps unconventional framework to support a new model of service and library design with learning at its core.

We began with a series of questions to challenge our thinking and guide our study:

- What is the design process that library architects and designers have engaged in for years and how is it impacting the way a library looks and feels?
- How can we enable a physical transformation that reflects a 21st century library?
- What is the catalyst for change in the physical conditions that is not folly, but genuinely rooted in the unique qualities, conditions, needs and aspirations of the Richland community?
- How can we address the unique passions and needs of each location project while acknowledging that a set of common conditions (services and tools) is needed for success?



# LIBRARY AS STUDIO: CONCEPT

## B. CONCEPT DEFINITION

### CONCEPT DEFINITION

As evidenced by the work of library colleagues across the globe, the 21st Century library aspires to be a place designed around unique learning journeys, built around the experiences, activities and accomplishments of customers, not around linear feet of shelving. It was determined that new libraries will be places where:

- Artists and thinkers work
- Problems are solved
- Ideas are explored
- Talents are practiced
- Risks are taken
- Passions uncovered
- Innovations happen

What if the library provides services as a set of studio experiences? Where within each space or service there are opportunities for self-direction and expert assistance, socializing and solitude, and opportunities to interact with collections and technology, to learn, create and share.

Library as Studio and the guiding principles “Learn. Create. Share.” became the metaphor for a holistic realignment and reimagining of people, technology, spaces, partnerships, materials and services. (Fig.1)

In addition, Library as Studio framework acknowledges that the library experience is not bound by the physical container of the library building and that key moments and touch points occur before and after a user steps into the library, especially with the integration of technology.

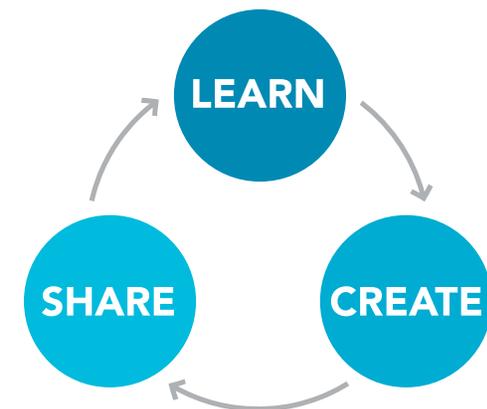
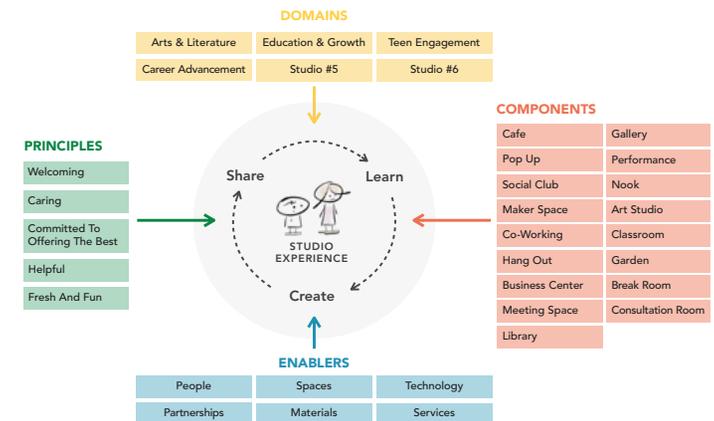


Fig.1 Guiding Principles

# LIBRARY AS STUDIO: CONCEPT

## C. FRAMEWORK

### FRAMEWORK

In alignment with the Strategic Plan, the Library organized studios into key domains so that they could start to demonstrate how conventional library services fit within this evolution. With the help of Adaptive Path, they further added components and enablers that can be mixed and matched to further define the conditions and spaces each branch might support.

The four domains for Richland Library are: Arts and Literature; Education and Growth; Teen Engagement; and Career Advancement. Other domains may be appropriate now or in the future. (Fig.2)

Domains will have overlapping activities and needs as well as similar environments and spaces to support those activities and needs. Components were identified in order to capture these common patterns and provide tangible examples of the conditions each domain is intended to create and invoke.

Components are meant to communicate the spirit and qualities of a space, not necessarily to define strict function or aesthetic direction. They can be scaled and mixed to develop flexible environments that meet multiple needs. (Fig.3)

A new approach to defining library spaces and activities requires a fresh approach to the tools and assets the library provides in order to optimize the customer experience. We call these Enablers. There are six categories of Enablers that the Library will be exploring as they fully develop the Library as Studio model. They are: People, Technology, Spaces, Partnerships, Materials and Services. As an example, a set of core services that each location will provide (pg. 16) have been listed, but know that each of these needs to be designed from the customers' perspective.

At more than 200,000 square feet, the Main Library will be the flagship of the Library As Studio framework, with the luxury of having entire floors devoted to specific domains and a representation of most if not all components.

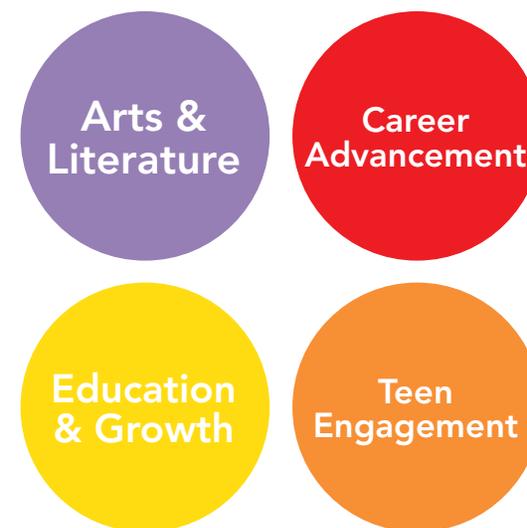


Fig.2 Domains

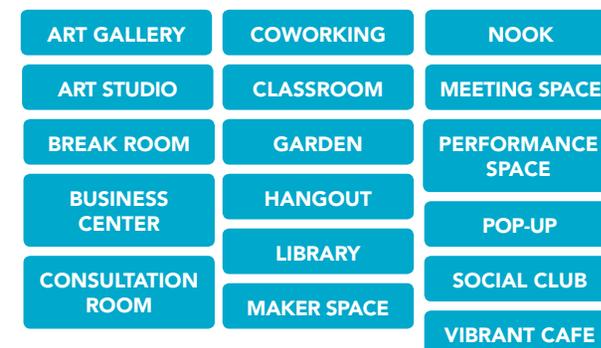


Fig.3 Components

# LIBRARY AS STUDIO: CONCEPT

## C. FRAMEWORK

### FRAMEWORK (CONTINUED)

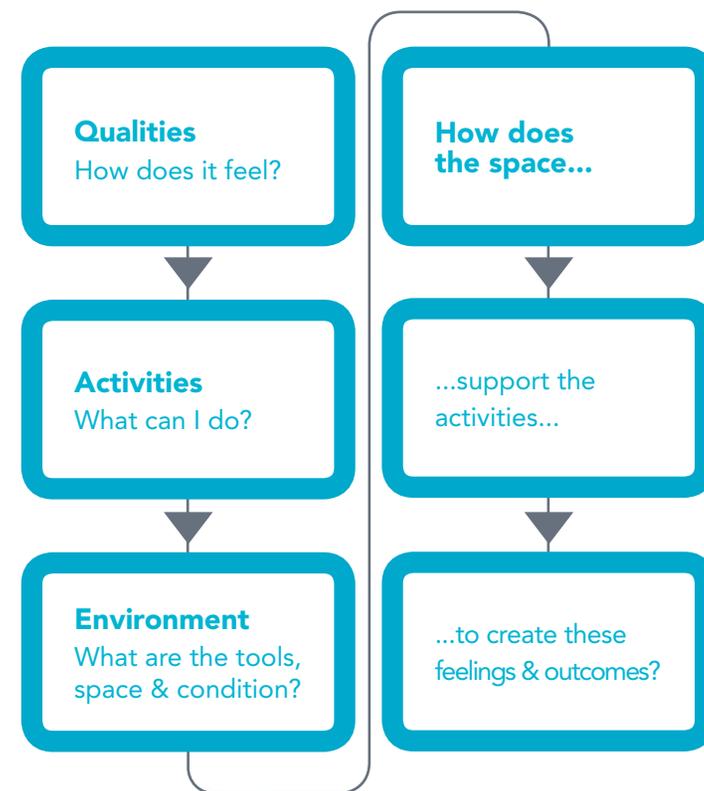
However, the unique neighborhoods and communities that our locations serve and their limited footprint, require a recipe of domains and components that this document clarifies. Through a concerted and thorough community engagement process, we've articulated a unique set of activities, program components and look and feel for each location that is a TRUE reflection of its neighborhood, the community's needs and passions and librarians' skills and interests.

Uniquely applied to Richland Library, this document will build on the innovations in programming, prototyping of physical spaces and collections that are already in progress; to serve the entire system with customized, innovative and adaptable services.

The intent of this visioning document is not only to inform the direction of the capital improvement projects, but also establish a framework that will enable a library system to adapt and grow for the next 20 years of service.

#### Assumptions:

Unlike previous approaches to building programs, Library as Studio doesn't attempt to design a building that remains static from opening day through the next 20 years. In fact, it assumes that this framework, not the building, is one that works for 20 years of growth, evolution, adaptability, and innovation.



# LIBRARY AS STUDIO: CONCEPT

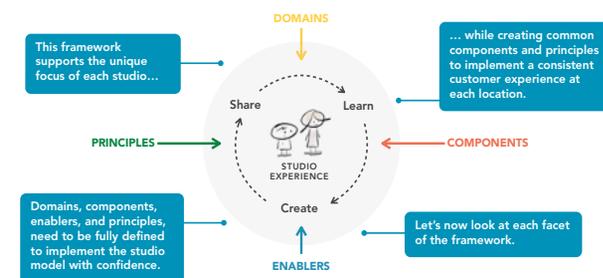
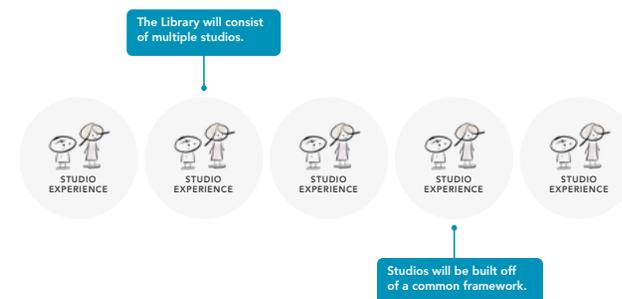
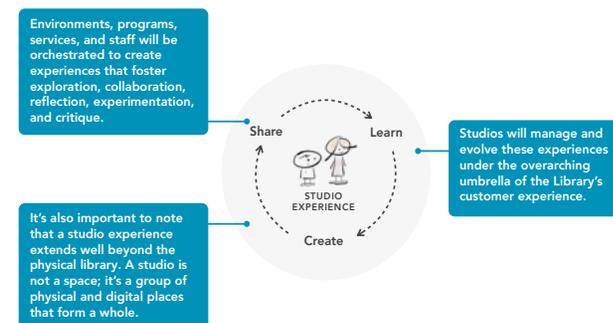
## D. METHODOLOGY

## METHODOLOGY

Originally envisioned as a two-month programming study between a library designer (Margaret Sullivan Studio) and the client (Richland Library), the process itself evolved into an unexpected nine-month visioning exercise that included library leadership (early adopters and location managers), outside experts (community leaders), architects and urban planners and, most critically, service designers (Adaptive Path). The intent of the team was to analyze holistically what the values of the 21st century library are with stakeholders and experts to inform the most productive approach to Richland Library's capital projects.

Underlying the study, as well, was a motivation for innovation and transformation, yet deeply rooted in the evidenced-based needs, aspirations and passions of a specific community of Richland Library customers.

The intent of this study was not to create a final directive of how to design the library of the 21st century, but a living document, one that could evolve and be an adaptable framework to identify patterns and conditions that support experiences and activities for learning, creating and sharing for a vibrant community of users for the next 100 years. What follows is a summary of the process we used to engage key stakeholders to shape and define the Library As Studio framework.



## METHODOLOGY (CONTINUED)

1. We gathered a group of early adopters, creative and innovative thinkers from Richland Library staff (called the Building Advisory Group) and asked a series of questions:

For each Domain:

- What are the outcomes?
- Who is the audience?
- What kinds of activities happen here?
- What should it look and feel like?
- What are the self-directed activities?
- What are the expert-assisted activities?
- How would an individual spend an hour here? A day?

*These questions resulted in the following:*

1. User Narrative
2. List of Activities
3. List of Equipment
4. Look and Feel

2. We interviewed Location Managers and asked the following questions:

- Tell us about your library location.
- What is your favorite thing about your location and the community?
- What is the reason you became a librarian? What are your passions?
- Describe your customers. What are their challenges and their aspirations?

- What does the market segmentation data tell you about your locations? Was there anything that surprised you? What do you envision this data to look like in 20 years?
- What are some of the most successful library services you offer? What would you do more of?
- Describe characteristics of the neighborhood/community you serve. What makes it unique and distinctive? What are some of the needs you see in the community?
- If there was one thing—and only one—that you could offer your community as their librarian, what would it be?
- What do you think this library will look like in 2030?
- What is the most out-of-the-box activity you could imagine at your location that would still support the library's mission and brand promises?
- What is your favorite brand promise? How do you see it executed in your location?
- What is your curated collection of materials? From books to movies to music to games...

*These questions resulted in the following:*

1. Character of the library location
2. Character of neighborhood
3. Passions, interests and needs of the community
4. Passions, skills and talents of staff
5. Location Building Narrative

## METHODOLOGY (CONTINUED)

3. A group of outside experts/community leaders whose values align with the domain's outcomes were gathered and were asked the following questions:

- What are the primary outcomes and goals that your customers have?
- What activities help them achieve those goals?
- What does success look like for your customer?
- What are the feeling or qualities that your customers appreciate in a space?
- What tools (enablers) do your customers need?

*These questions resulted in the following:*

1. Needs in the community that the Library can support
2. Development of current and potential partnerships
3. Improvements to facility design

4. The Library engaged in a series of service-design workshops led by Adaptive Path with the following activities:

- Customer Journey Mapping
- Directed Storytelling
- Experience Mapping
- Activity Mapping
- Studio Recipe Mapping
- Key Moments
- Future Stating
- Service Safaris

*These exercises resulted in the following:*

1. Developed Dominant Domain ("Domain Recipes")
2. Developed patterns for 21st century library activities ("Components")
3. Created a framework for Richland Library in-house workshoping
4. Studied customer service models
5. Studied look and feel and physical space design of non-traditional library institutions to support conditions.

# LIBRARY AS STUDIO: CONCEPT

## D. METHODOLOGY

### METHODOLOGY (CONTINUED)

5. The Library engaged, and will continue to engage in prototyping, resulting in the following:

1. Introduce staff and users to shifts in services gradually
2. Allow iterations to improve the transformed service model
3. Allow a re-use of existing furniture and space before committing to a larger financial obligation
4. Allow observation of how shifts in design can impact how staff and customers engage in the space

6. The library hosted Community Conversations and asked customers and potential customers the following:

- What are we doing well?
- What could we do better?
- What do you value most at this or other locations?
- How could this building or a future building better serve this community?
- How could our programming better serve this community?
- What library services would you like to use or have access to in this community?

*The questions resulted in the following:*

1. Confirmation of primary domains for the location
2. Character of the neighborhood
3. Passions, interests and needs of the community
4. Clarifying of the components the location would contain



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

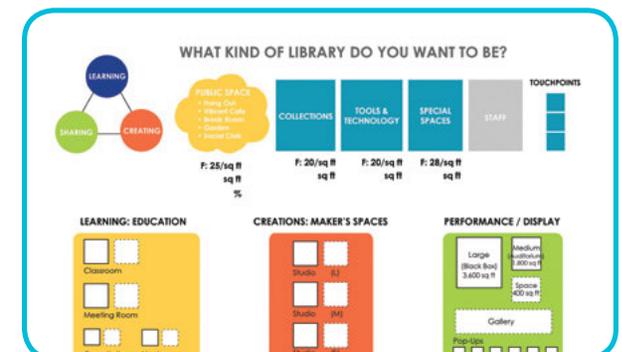
### CONCEPTUAL APPLICATION

Library as Studio began as a study to envision a transformed approach to building design for all library locations to support the way our learn, create and share today and will in the future. The result is a layered approach to building design that includes:

- A prominent and secondary Domain for each location, based on community need and opportunity. These are directly related to Richland Library’s strategic goals.  
*page 15*
- A “mix and match” set of components (Library As...) that inspire the conditions of each Domain and support overlapping activities.  
*pages 19–37*
- A customizable approach to Core Services and Common Activities. Customers expect and the staffs intend to provide a certain set of Core Services across locations. In addition, we identified Common Activities that occur across locations and among customers and within individuals.  
*pages 16 and 17*

To further illustrate the how Library As Studio could be applied, members of our Building Advisory Group created User Narratives for each Domain and created a recipe of Components to support the activities inherent in their ideal user experience. These begin on *page 38*.

The Library As Studio framework serves to guide the development of each renovation, expansion and new library.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### DOMAINS

Outcomes align with the Strategic Plan in an effort to advance our community and support the well-being of all community members.

#### Arts & Literature

*"Fall in Love with the Library"*

Focuses on the creation, expression, consumption, sharing, critique, and advancement of arts and literature in all media. Primarily for adults but accessible to children and adolescents.

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#### Career Advancement

*"Accomplish your Goals, Dreams and Aspirations"*

Focuses on helping working-age adults to build new skills and confidence to re-enter the workforce, change professions, or start a new business.

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#### Education & Growth

*"Creating Creative Confidence"*

Focuses on establishing life-long learning and creativity habits in children from birth. Works directly with children as well as parents and educators.

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#### Teen Engagement

*"Passion, Play and Belonging"*

Focuses on empowering and supporting teens to shape their own learning and experiences. Supports and engages teens with respect and encouragement.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### CORE SERVICES ACROSS ALL LOCATIONS

**CIRCULATION OF  
COLLECTIONS  
FOR ALL AGES**

**VOLUNTEER  
PROGRAMMING**

**COMMUNITY  
PROGRAMMING**

**CHILDREN'S  
PROGRAMMING**

**TEEN  
PROGRAMMING**

**COMPUTER /  
INTERNET ACCESS**

**JOB HELP**

**PRINTING  
SCANNING &  
FAXING SERVICES**

**eREADY  
ASSISTANCE**

**INFORMATION  
ASSISTANCE**

**CARING, HELPFUL,  
& KNOWLEDGEABLE  
STAFF**

**CLEAN,  
COMFORTABLE  
ENVIRONMENTS  
VIA CUSTODIAL &  
SECURITY SERVICES**

**READERS  
ADVISORY**

**COMMUNICATION  
THROUGH WEBSITE,  
SIGNAGE &  
MARKETING**

**24/7 ACCESS  
THROUGH  
RICHLANDLIBRARY.COM**

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### COMMON ACTIVITIES

Core components will also consist of self-directed services and expert-assisted services representing the expanded role of 21st century services.

**Self-directed services** are interactions that are visitor led, generated and completed with little or no staff intervention. Examples include:

- *Learning/Creating*—Hands on art, gaming, video tutorials, gallery exploration, immersive storytelling, oral histories.
- *Opportunities for Socializing*—Communal creation and learning space as well as conditions that facilitate group activities. Two small examples would be a chess game on a table or a game console (like the Teen Center) that do not require active staff facilitation.
- *Opportunities for Solitude*—Quiet space that is available without reservation; quiet zones that are customer regulated. Imagine a listening post where a visitor could sit and hear oral histories or audio books.
- *Interaction with collection*—Easy to browse collections of materials.
- *Interaction with technology*—Downloading materials. Technology Bar exploration. Meeting room use/sign up, charging devices, using Wi-Fi, orientation to the building, copying, scanning, faxing, printing (publishing). Laptop/tablet use that is customer controlled.
- *Clerical/Administrative*—Checking out materials, registration (classes, library card, meeting room reservation), paying fines, purchasing merchandise.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### COMMON ACTIVITIES (CONTINUED)

**Expert-Assisted** are interactions between visitors and staff, volunteers or other professionals such that can fall into one of the following categories. Examples include:

- *Learning/Creating*—Programs, presentations, workshops, classes. Typically provided within a group of customers interested in the same topic or trying to accomplish similar tasks.
- *Opportunities for Socializing*—Expert facilitated opportunities and conditions that facilitate customers learning and getting to know one another. Sew Devine could be an example of a crafter gathering primarily designed for this purpose. Elements of the “Socializing” would also be incorporated into Learning/Creating interactions like the Coworking Center, for example.
- *Opportunities for Solitude*—Quiet space that is available with reservation; quiet zones that are staff regulated. For example, small coves, rooms, nooks where customers are not far from experts when needed.
- *Interaction with collection*—Readers advisory, career/job help, research assistance. Typically provided one on one or in smaller groups.
- *Interaction with technology*—Technology support/tutorials. Typically provided one on one or in smaller groups. eReady Bars where customers can get device specific assistance and the recording booth are two examples.
- *Clerical/Administrative*—Checking out materials, assisting with registration (classes, library card, meeting room reservation), paying fines, purchasing merchandise.
- *Consultation*—Readers advisory, career/job help, research assistance, technology support. Typically provided one-on-one or in smaller groups.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## COMPONENTS

### LIBRARY AS...

#### **Vibrant Cafe**

A social space encouraging both conversation and solitary reading and relaxation.

#### **Art Gallery**

An inspiring place for solo reflection, group discussion and community events.

#### **Pop-up**

Flexible spaces that transform based on need with a sense of mystery and surprise.

#### **Performance Space**

Spaces to stage performances from small impromptu gatherings to large planned events.

#### **Nook**

Quiet intimate spaces in low traffic areas for reading and reflection.

#### **Social Club**

Gathering spaces for local tribes to meet, share and engage.

#### **Maker Space**

A messy garage equipped with the latest tools to turn ideas into reality.

#### **Classroom**

Spaces that support blended learning activities in groups or individually.

#### **Coworking Center**

Inspiring spaces that encourage individuals and small groups to work and study.

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### COMPONENTS (CONTINUED)

## LIBRARY AS...

### Hang Out

A social space to hang out with friends, play games, and meet others in the community.

### Garden

Outdoor spaces that invite relaxation, reflection, community, and inspiration.

### Business Center

A space offering self-service and assisted services for professionals, job seekers, and students.

### Break Room

Playful spaces that invite little breaks while still being part of the library's social energy.

### Meeting Space

Flexible spaces that support presentations, group discussion and workshop activities.

### Consultation Room

Small, intimate rooms for one-on-one guidance and mentorship.

### Library

A space that provides access to collections of materials that inspire, inform, enchant and delight.

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS VIBRANT CAFE

A social space encouraging both conversation and solitary reading and relaxation.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS ART GALLERY

An inspiring place for solo reflection, group discussion and community events.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS POP-UP

Flexible spaces that transform based on need with a sense of mystery and surprise.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS PERFORMANCE SPACE

Spaces to stage performances from small impromptu gatherings to large planned events.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS SOCIAL CLUB

Gathering spaces for local tribes to meet, share and engage.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS NOOK

Quiet, intimate spaces in low traffic areas for reading and reflection.

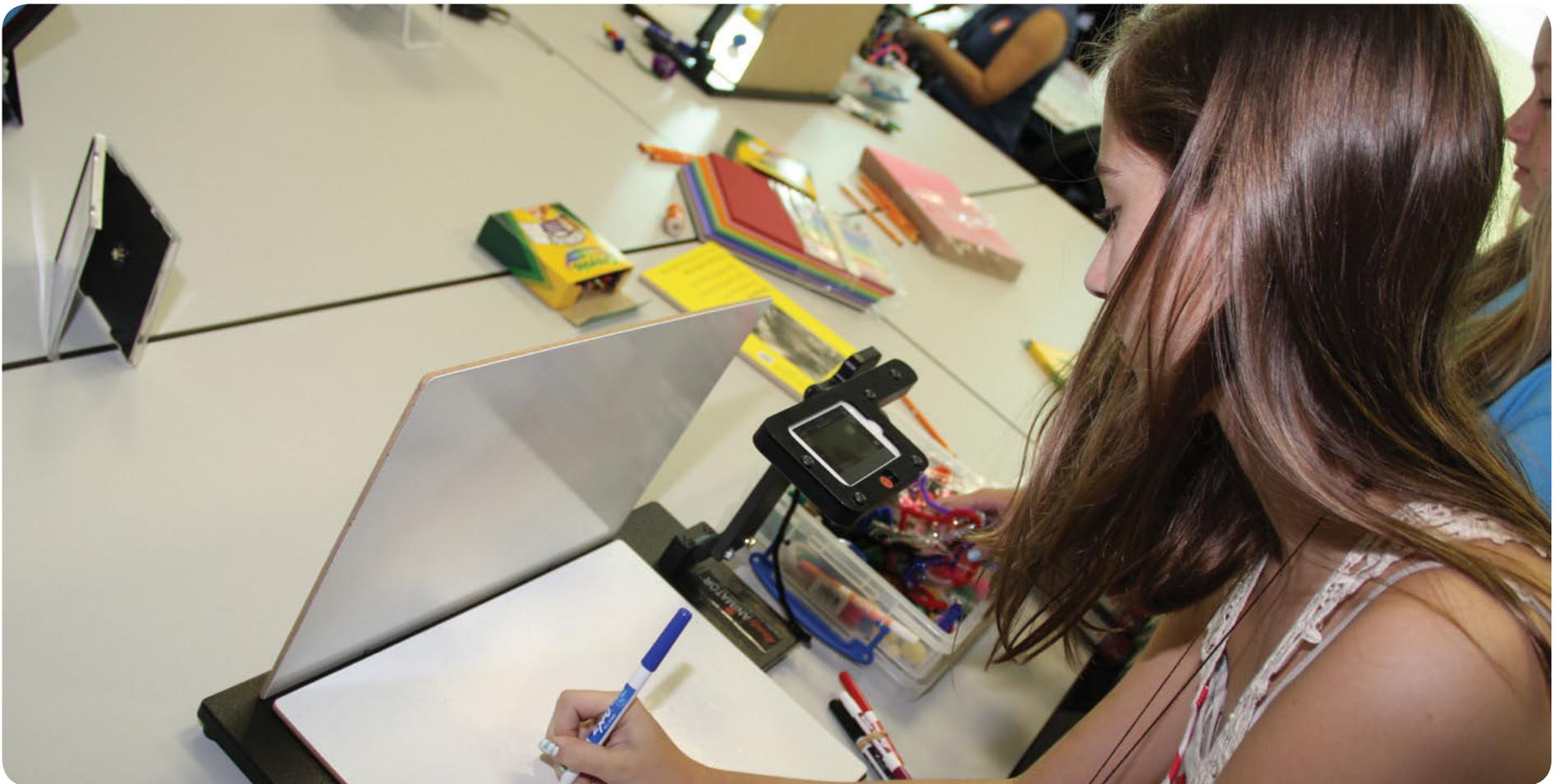


# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS MAKER SPACE

A messy garage equipped with the latest tools to turn ideas into reality.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS ART STUDIO

An eclectic space bursting with work in progress and filled with creative energy.

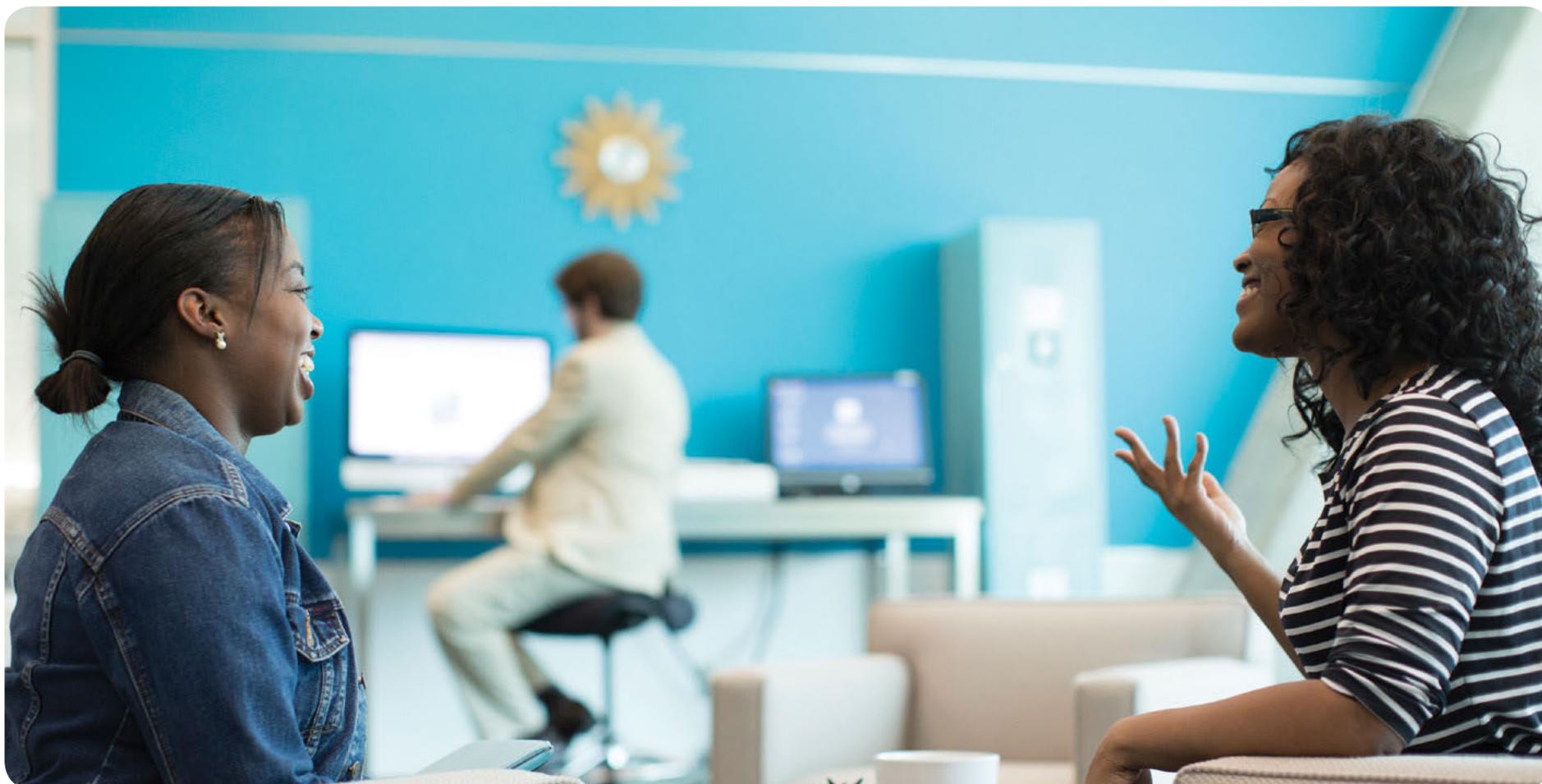


# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS COWORKING CENTER

Inspiring spaces that encourage individuals and small groups to work and study.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS CLASSROOM

Spaces that support blended learning activities in groups or individually.

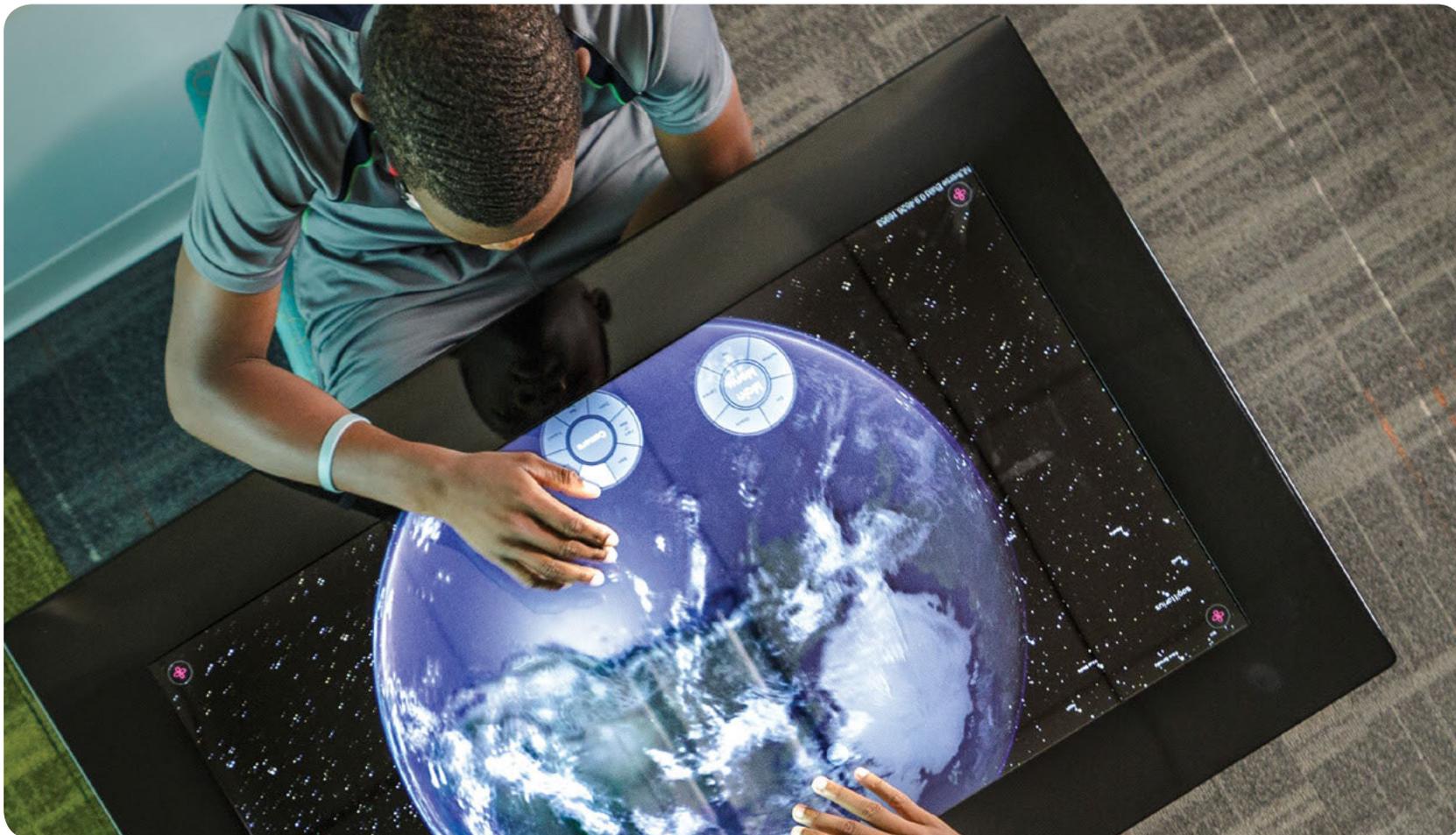


# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS HANG OUT

A social space to hang out with friends, play games and meet others in the community.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS GARDEN

Outdoor spaces that invite relaxation, reflection, community and inspiration.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS BUSINESS CENTER

A space offering self-service and assisted services for professionals, job seekers and students.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS BREAK ROOM

Playful spaces that invite little breaks while still being part of the library's social energy.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS MEETING SPACE

Flexible spaces that support presentations, group discussion and workshop activities.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS CONSULTATION ROOM

Small, intimate rooms for one-on-one guidance and mentorship.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## LIBRARY AS LIBRARY

A space that provides access to collections of materials that inspire, inform, enchant and delight.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### USER NARRATIVES

To assist in the conceptual process, a group of talented, visionary staff members were assembled to explore the domain components. The result were these aspirational narratives that envision a customer experience in each domain, define potential physical and intangible forms of each, and provide a more tactile sense of the experience that the Library as Studio spaces and services might provide.

#### **Arts and Literature**

*Create, connect & thrive*

by Amber Conger and Thomas Lide

#### **Career Advancement**

*Your success is our business*

by Sarah Sawicki and Michelle DuPre

#### **Education & Growth**

*Read, learn, create, grow!*

by Dee Robinson and Ashley Warthen

#### **Teen Engagement**

*The learning they wish happened in school!*

by Christina Fuller Gregory and Paul Hernandez



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

## DOMAIN: ARTS & LITERATURE

*Create, connect & thrive*

## USER NARRATIVE

**Tiffany's interests:** reads mostly online news and magazines, borrows movies at the branches, dabbles in crafts;

**John's interests:** reads a lot of books, likes music

My friend John and I were downtown attending a festival and had some time to kill, so we wandered into the big library on Assembly Street to see what was going on until the next concert started. Wow! It has been awhile since either of us had been there; what changes! We saw that the library had been divided into different "studios" so we chose the Arts & Literature studio and wandered upstairs to it. I'm more of a fan of the arts and my friend likes literature, so it was the perfect place for us to get lost for a few hours. He immediately took off for the seemingly endless selection of fiction books so we agreed to find each other later while I continued to explore. My nose perked up at the most glorious of smells...freshly brewed coffee! A coffee bar with a smiling barista in the library? Why didn't we have this when I was a teenager?

After grabbing an espresso, I continued exploring. In my view was a large glassed-in room that appeared to be an art room of some sort. Since the door was open with a welcoming chalkboard sign in front, I decided to go in. A few people were sitting at a tall table with tall stools and they were chatting and knitting, and a library employee was putting some things away in cabinets. The room was decorated with various forms of art and contained several large tables with seating for about 35 or so. The employee, Bree, said hello and welcomed me to the art room. She asked if I'd been there before and when I said that I hadn't, she explained what happened in the room. Bree said that she was an art teacher on staff at the library and coordinated all of the art programming.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### USER NARRATIVE (CONTINUED)

Each day, a different type of art/craft was featured for people to come learn about through a daily program that either she or a local artist conducted. She also had kits available for independent work/practice for various kinds of art. I saw the calendar with tons of activities, from cooking to oil painting, charcoal drawing to ornament-making. Bree said that all kinds of people participated in art programs, from retirees, to girlfriends looking for an inexpensive activity away from their kids, to serious artists looking for inspiration through a new lens.

I was glad to hear of the variety of people and activities since I'm a dabbler and don't know what I'm good at, but I don't want to commit to spending money on supplies if I don't know if I'd even enjoy the art. I learned about a scrapbooking session next week that sounded like fun!

I thanked Bree and wandered on through books and many people reading or working on their computers to find a small theater up ahead. It was an intimate theater with a small stage and room for about 50 people or so, one of those black-walled, simple but modern kinds. It looked like an amateur guitar group was performing so I sat down to listen and watch. Although I could tell from their casual stage presence and imperfect playing that they were clearly not professionals, both the players and the people watching were all obviously enjoying themselves. It looked like fun and made me think about my violin that's sitting in my closet and hasn't been seriously played in years. It gets boring playing alone and I don't envision myself ever performing with the symphony, but I would love to find a low-pressure group like this and have inspiration to play again!

I looked down at my watch and realized that it was nearing time to return to the festival and that John might be looking for me, so I'd better slip out of the theater. I finally found John talking with a librarian beneath a sign reading "What should I read next?" The librarian was showing him something on their website called NoveList that helps with finding new authors to read. John seemed pretty excited about it and clearly he



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### USER NARRATIVE (CONTINUED)

and the librarian had been talking for a while about their favorite writers. When they finished talking John showed me a pad filled with his handwriting. "I've been meaning to start writing again," he said, "and when I saw the prompt on the wall and the pad and pencil next to the seat I'd chosen to read in, something just clicked and words started flowing. The librarian even told me about a song-writing group that meets here on Tuesdays and invited me to drop in sometime."

We stopped and picked up one of the library magazines on our way out the door and back to the festival. I know that we barely scratched the surface of what there is to see and do. We'll be back!



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### LIBRARY

- For browsing collections and choosing materials for reading, researching, watching, listening, and doing
- For researching local history and genealogy
- For problem-solving and assistance with locating information or accessing collections
- For providing Wi-Fi for internet access

### NOOK

- For providing quiet that is unavailable at home or at work
- For reading, writing and thinking
- For finding physical comfort outside of the home: soft/ natural lighting, privacy, individual seating
- For a respite from stress and escape

### ART GALLERY

- For exhibitions of community work
- For stimulation of community pride through the appreciation of local talent
- For providing creative inspiration for all viewers
- For encouraging the aspirations of budding artists
- For prompting conversations and sharing ideas
- For reflection, thinking, and relaxation
- For receiving instructions and applying new skills

### ART STUDIO / MAKER SPACE

- For encouraging and satisfying the dying practice of tinkering
- For a change of pace/entertainment: rainy days, girls' nights out, escape from summer heat
- For growing the next Wayne White or Thomas Edison
- For allowing "testing out", whether it involves new ways of working with hand or minds, new materials or new art forms
- For providing a relaxed environment conducive to developing conversations and new friendships for those who are new to Columbia or who are otherwise eager to expand their social networks
- For sharing one's talents with others
- For discovering new abilities or gifts
- For solving problems through new designs and constructions

### PERFORMANCE SPACE

- For library-facilitated events such as concerts, plays, poetry readings, rapping, spelling bees, improv, dancing
- For amateur musicians/groups to perform for family and friends, and for gaining new supporters
- For video recording performances by community members
- For artists, writers, historians, etc. to present workshops, classes, lectures and exhibitions

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### SOCIAL CLUB

- For an intimate and comfortable gathering space for book clubs or small-scale social events/programs
- For service as the library's "living room"

### GARDEN

- For reading, writing, or collaborating in the sunshine or the shade
- For dog walkers to have a place to relax with their canines
- For inspiration or contemplation via placement of outdoor art

### POP-UP

- For a guitarist to entertain in the Social Club
- For a sketch portrait artist to draw customers portraits
- For a photographer to display and discuss his local work

### BREAK ROOM

- For allowing writers, performers, workers, and creators an opportunity to blow off steam and redirect thought processes

### VIBRANT CAFE

- For customers to recharge their physical batteries; spending a day or even several hours in our building requires food (and often, caffeine) to be comfortable and/or able to work
- For socializing and meeting friends, or making new friends
- For a mental break from creating or reading

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### DOMAIN: CAREER ADVANCEMENT

*Your success is our business*

### USER NARRATIVE

Melissa with Sarah and Jacob in tow walks into Richland Library Main on a Tuesday morning. They have been here once or twice for a program in the Children's Room. The kids sure did like Pigskin Poets last year. Normally they go to Richland Library St. Andrews. The space is so big and scary at first. But just as soon as she begins to panic an employee smiles and greets Melissa and her family. Matt at the Information Desk asks what he can do for her that day. She tries to explain and eventually manages to get out that she needs to work on a resume and that the Department of Employment sent her there.

Matt says he knows exactly where she needs to go and starts to describe the Career Studio and its many resources and accouterments. He says that he would be happy to walk Melissa and her children to the area on the 3rd floor. Upon arrival he introduces Melissa and her children to Janet, a librarian who is also a Career Development Facilitator.

Janet explains to Melissa right away that they have a Children's Studio right in the middle of the area and asks her if they would be ok there while she shows Melissa around the rest of the area and assesses her needs. Melissa is amazed to see a miniature children's library right there in the middle of the Career Studio. It is very bright and cheery. It has quite a few computers and many books to choose from. And so much fun furniture. They are introduced to Kelly who will take care of Sarah and Jacob while she works with Janet.

Melissa is taken through the tour of the Career Studio and is almost overwhelmed by just how much is available and that really the only thing she will pay for is the cost of printing and copying. She and Janet have a seat in one of the smaller conference



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### USER NARRATIVE (CONTINUED)

rooms and Janet begins to assess Melissa's situation. She asks questions about her current work, past work experience, education and a few other things. She also throws in a few questions regarding the Employment Office to make sure she has already filed.

Melissa lets her know that she is a single mother and is afraid that she won't be able to feed her children. Janet says that there will be an information session on SNAP next week and that she should come or if she would like she can get her in contact with someone sooner than that.

After the assessment, Janet asks Melissa when she would like to start working on a resume. Melissa says that tomorrow sounds good. Janet hands her the pre-resume workbook so that she can bring all her past work experience and reference information in to build the resume the next day.

Melissa worked with Janet and many others in the Career Studio for roughly a month. She used many of the different resources including the conference room to do a phone interview, the mock interviewing service with Chris to practice, books and a DVD from the Career Library and many, many hours of help from Kelly who watched the kids while she worked. She took advantage of two one-on-one appointments with a full-time career specialist and did go to the SNAP program and multiple computer classes. In the end she was able to score a job two doors down from the practice where she used to work. She was happy to find a job and felt confident she could take care of her children again.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### COWORKING

- For those already working, whether it is their own business or they are consultants that just need a place to work outside of home
- Place to make connections with other local professionals that could lead to opportunities
- Area that could be reserved for groups such as staff or small companies for half day or day long workshops

### BUSINESS CENTER

- Offers self-service and assisted services for professionals, job seekers and students

### MEETING SPACE

- Flexible spaces that support presentations, group discussion and workshop activities

### LIBRARY

- Provides access to collections of materials that inspire and inform
- DVDs
- Brochures for local agencies
- Resume/Interview guides

### CLASSROOM

- Support blended learning activities in groups or individually
- Educational and career classes
- Bringing in mentors from different fields to give presentations
- GED classes semester long

### CONSULTATION ROOM

- Small, intimate rooms for one-on-one guidance and mentorship
- Career counselor can help job-seeker in most ways in just one place whether it be a personality test, resume help or a mock interview

### NOOK

- Reading and reflection-quiet
- Dispersed throughout the space on periphery
- Reading career motivational materials

### BREAK ROOM

- Playful space that invites little breaks
- Possibly would have area where folks could enjoy cup of coffee as they rest from continuous hours of working on job activities
- Music in the background

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### ART GALLERY

- Space for solo reflection
- Could be that “art” is actually video about finding jobs or resume/interview tips
- Place to wait for appointments, very business like
- Job center kiosk with many different functions could be housed in this area
  - › Templates
  - › Help finding volunteer opportunities
  - › Online registration to set up an appointment with a job coach or other consultant such as someone who could help with social services such as SNAP or ACA
  - › Download podcasts, ebooks and other helpful items for the career advancement field
- Staffed desk when walking in
- Also could have music playing in background, with CD covers showing somewhere in the room so that customers could see that these songs are available to them on Freegal if they are enjoying them or for check out

### CHILDREN’S MINI STUDIO

#### POP-UP

- Small flexible space that can transform based on need with a sense of mystery and surprise
- Storytimes, small puppet shows, craft area, etc.

#### NOOK

- Quiet intimate space in low traffic area for reading and reflection
- Couple reading nooks on perimeter of space

#### LIBRARY

- Provides access to collections of materials that inspire, inform, enchant and delight
- Books, DVDs, playaways, playaway views, CDs
- iPads/computers which would have direct access to our e-materials
- Self-checkout for materials
- Would line the walls of the space as much as possible so that the majority of the space would be easy to move around in

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### DOMAIN: EDUCATION & GROWTH

*Read, learn, create, grow!*

### USER NARRATIVE

Debbie has been visiting the library for as long as she can remember. Spending time there has always been fun for her. Both her parents, although not avid library users themselves, made sure Debbie attended lots of age appropriate storytimes, art programs, kids' theatre shows, and musical performances. Debbie was able to check out whatever books interested her, had plenty of guidance from her friends, the Librarians, and took home as many books as she could possibly fit in her mother's car. Her mom often made use of the kid-free coffee area while Debbie enjoyed the beautiful, grassy garden, played with other library kids her age and experimented with other fun, interactive games and puzzles in the Learning Centers in the Children's Room.

A few times, Debbie was able to play educational games at the Children's Room iPad table while her mother attended free parenting workshops right in the next room. Debbie has always felt a special connection to this space where she has been able to explore, play, and learn. The library has offered kids like Debbie opportunities to learn about new technology and she has had a blast competing with friends during video gaming tournaments. The library even had a petting zoo brought in especially for the space that allowed kids her age to learn about science, animals and careers dealing with animals. When Debbie turned 9 she started using the library more for homework help and would often meet friends and tutors in the area near where she used to play with puzzles. Debbie thinks it's great knowing she can hop over to the library's Teacher's Lounge, find her 5th period math teacher and ask for help if she needs it. Since making the Principal's List consecutively during the last 3 school years, Debbie feels confident tackling other challenging fun things like App Design. She has attended many of the library's free kids Tech classes and often uses the Open Lab space to cre-



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### USER NARRATIVE (CONTINUED)

ate images on Photoshop and Illustrator so that she can brainstorm ideas for writing, illustrating and producing her own award-winning children's book one day. She loves volunteering at the library to help other younger generations in the tech and art classes and is even tutoring some in the Homework Help Studio. She is looking forward to moving on to the next phase of her life and graduating to the next level—right next door in the Teen Center.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### VIBRANT CAFE

- For parents to commiserate, socialize and meet-and-greet
- For families to chat or read freely
- For greeting play dates with coffee before storytime

### ART GALLERY

- For promoting visual literacy, exhibiting children's and local artists' work
- For promoting community arts events and local agencies who supports the Arts
- For inspiration, conversation and visual fodder

### ART STUDIO

- For teaching visual literacy through art programming, painting classes and art workshops for children
- For enabling young users to experiment with art tools and materials such as paint and clay, kilns, maker-bots and Adobe products
- For complimenting storytimes with educational crafts for very young customers
- For learning the art of illustration and storytelling through visual and puppetry arts

### POP-UP

- For pop-up storytimes in the room for surprise groups needing a special storytime experience on the fly, with movable shelves for book displays
- For students, teachers and parents plugging in, researching ideas and checking emails
- For writers and illustrators working on their first children's picture book or novel
- For providing a space that contains many different types of parenting and educational resources, easy to view and use for all types of customers

### PERFORMANCE SPACE

- For bands like Lunch Money and Secret Agent 23 Skidoo
- Magic shows and festivals, ballets and children's musicals
- Large parent/teacher workshops and conferences

### NOOK

- For bookworms and study partners
- To get cozy with the stuffed Clifford the Big Red Dog while reading picture books, surrounded by pillows
- For a quiet escape from library traffic

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### CLASSROOM

- For children's computer classes, homeschool work shops
- For college Early Ed and Library School students needing talks and tours
- For Kids in Print workshops, Teen and Tween Advisory Groups to meet, socialize and plan
- For after-school programs and homework help
- For Common Core info sessions
- For test prep classes

### COWORKING CENTER

- For Teachers to collaborate, make copies, write lessons and gather books
- For customer's ability to find exactly what they need to keep quality books in the hands of their children
- For a space where kids and adults can browse digital collections, download books/games onto their devices
- For playing checkers, chess or with puzzles and for drawing freely on walls made of dry-erase boards

### HANGOUT

- For studying, listening to music or making a spontaneous art creation
- For socializing and relaxing
- For Family learning centers that contain puppets, manipulative and educational games, magnetic letters and numbers
- For gamers who love to play interactively on tablets and desktop computers

### MEETING SPACE

- For staff meetings, presentations and group discussions

### LIBRARY

- For a collection of books that serves the educational needs of new and veteran parents alike, teachers, caregivers and child care works
- For a space that is conducive to growth and inspiration for young and reluctant readers

### GARDEN

- For outdoor reading, play and relaxation
- For inspiration and promoting creativity
- For outdoor programs involving partners such as The Carolina Wildlife Center, Riverbanks Zoo and EdVenture
- For an herb/vegetable garden made for and by children of Richland County

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### DOMAIN: TEEN ENGAGEMENT

*The learning they wish happened in school!*

#### USER NARRATIVE

I came to the library to do homework because I go to K-12 online school. When I first started coming for my homework I went upstairs...but there were too many adults. Then, I went downstairs to the children's room, but I'm 17, so I'm too old for that area. I was so happy when I discovered that we had the Teen Center. It finally had a place where I could do my homework. Soon I discovered that I could do more than just homework. I found out about the 3-D Printers, the recording booth and the gaming...it was just really cool.

But that's not all, the best part of the Teen Center is the staff and knowing you can talk to them without being judged, and that what you tell them won't be repeated. We all have difficulties at times, and it's nice that they are here for you. If we could do anything to make the Teen Center better it would be to add walls or doors. We have a lot of older people try to come into the space, and we need to have our own area. Real walls would be great.

It would also be cool if we had more room for homework groups and study groups, and places to do our projects without hearing the music from the recording booth. Oh... and definitely more iPads!

I love having a Teen Center. If it was not here, I would be upstairs doing my homework with the adults.



# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### POP-UP

- Special programming & events are hosted in the space. The teen center can become a pop-up dance floor, pop-up concert hall as needed

### SOCIAL CLUB

- Teens meeting to discuss books, music, news and more

### MAKER SPACE

- Creating & Collaborating
- Learning & Discovery
- STEAM Powered Programs

### HANGOUT

- Visit once and never leave
- "Third Place" where teens are accepted, respected and heard

### LIBRARY

- Check out ebooks, audiobooks, print materials
- Participate in book clubs and teen-based library programming

### MEETING SPACE

- Work on SAT/ACT prep, class projects, presentations, and more
- Quiet space where teens can focus without distractions
- TAB meetings

### PERFORMANCE SPACE

- Local performing arts schools have poetry readings, recitals, or small performances in the space
- Author visits, artists demonstrations and more

### CLASSROOM

- Homeschool groups meet to complete assignment and collaborate
- Partnerships with organizations (Nick, Trustus, EdVenture) that are open to our teens that demonstrate the importance of mentorship, and introduce teens to expanded career interests
- Schools bring in students and are introduced to 3D technology, music recording, and other emerging technologies
- Parent/Teen programming that details career and college preparation

### ART STUDIO

- Art created in the maker space or in the Teen Center is displayed, creating a working gallery

### CONSULTATION ROOM

- Teens who are homeless, struggling academically, or having personal difficulties are provided with assistance
- Struggling teens who age out of the teen center are provided with helpful information and assistance

# LIBRARY AS STUDIO: CONCEPT

## E. CONCEPTUAL APPLICATION

### INSPIRATION PLACES



Hamilton Grange branch library



Lincoln Center Film Institute



ACE Hotel



Linda Pollak's Live/  
Work Studio loft



Library at the Public Theater,  
Astor Place



DreamYard Project



Brooklyn Public Library



BAM Fisher



Mercer Kitchen



NeueHouse



NY Media Center



Children's Museum of the Arts

# LIBRARY AS STUDIO

## ACKNOWLEDGEMENTS

## ACKNOWLEDGEMENTS

*Richland Library has assembled a core Library as Studio team which draws inspiration from their combined experience and passion for making the library so much more than what sits on shelves or clickable components of a website. Those instrumental in the creation of this document and its contents include:*



### **Melanie Huggins**

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Melanie is the Executive Director of Richland Library in Columbia, SC. Inspired by her early experiences as a dancer, pianist, singer and an undergraduate degree in Studio Art from Winthrop University, Melanie assembled some of the most creative and smart minds to bring the Library As Studio model to fruition. Her longstanding relationship with Margaret Sullivan began when they worked together to develop *ImaginOn: The Joe & Joan Martin Center* in Charlotte, NC. Wishing the Library as Studio concept existed back in 2000, she and Margaret are delighted to share this work with the library community.



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Margaret Sullivan of Margaret Sullivan Studio, New York City, is a leader in visioning, programming and designing innovative cultural centers, with a focus on public libraries. She skillfully collaborates with stakeholders and the design team to represent a holistic understanding of the 21st century public library delivery service model and is a leader in translating these innovations into physical spaces. Currently engaged in a Branch Visioning Study for Richland Library, she is working to re-define delivery of services and physical spaces on the basis of the Library as Studio model—work that is relevant to the goals of this design study.

## ACKNOWLEDGEMENTS (CONTINUED)



### Roberta Phillips

Roberta was the former Planning and Projects Manager for Richland Library. Named a Mover and Shaker by Library Journal in 2013, her work with a broad range of library customers, both in school and public libraries, and her commitment to customer-focused services from strengthening collections to sharpening customer service approaches was instrumental in developing Library as Studio. Her keen eye for design and innovation through project management paired with her growing expertise in the principles of service design were evident in even the minutest detail. Roberta received a Masters in Library and Information Studies from Wayne State University in Detroit.



### Patrick Quattlebaum

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As Managing Director, Patrick guides the evolution of Adaptive Path's design practice. He is also an in demand consultant who helps organizations envision, architect and manifest new product and service experiences. He's a passionate storyteller, facilitator and teacher. Patrick was assisted on the Library as Studio program by Evi K. Hui and Noel Johnson.



**RICHLAND  
LIBRARY**

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