INTRODUCTION

Martha Whitehead
Agenda

Introductions
1. Context - Key Strategic Objectives
2. What we Did – Summary of Activities
3. What we Learned
4. Key Principles
5. Scenarios
6. Discussion

Key Strategic Objectives

Queen’s University is the Canadian research-intensive university with a transformative student learning experience.

Balanced Academy

Student Learning Experience

| #1 | #2 | #3 |

Research Prominence

| #1 | #2 | #3 |

Financial Sustainability

| #1 | #2 | #3 |

Dashboard
Key Strategic Objectives

“Standing still or preserving every vestige of our past ways of doing things will not suffice”.
Dr. Daniel Woolf, Principal and Vice-Chancellor of Queen’s University

Principal’s Message 2012
- The student experience lies at the heart of Queen’s identity
- Our global reputation will depend equally on excellence in research and innovation

Academic Plan 2011
- The core activities of teaching, learning, and discovery derive their significance from the strength of the research community
- Queen’s is a research intensive university within a transformative student learning experience
- The Academic Plan identifies four pillars:
  1. The Student Learning Experience
  2. Disciplinarity and Interdisciplinarity
  3. Reaching Beyond: Globalism, Diversity, and Inclusion
  4. Health, Wellness and Community

Key Strategic Objectives

Strategic Research Plan 2012 - 2017
- Recommends mechanisms, structures, and resources needed to facilitate Queen’s continued success as a research intensive community and advance its reputation internationally
- Focus shaped by research clusters relating to emerging and core strengths

RFP LAMP Mandate
To provide high level options and recommendations to guide the planning for the next twenty years for the development of the Library’s facilities, with consideration of:
- Vision and Innovation
- Accessibility, Diversity, and Sustainability
- Learning and Research
- Collections
- Services and Staff
- Technology

Campus Master Plan
Guiding document, still in development.
Key Strategic Objectives

Campus Master Plan

General Discussion Points

- Main campus will likely reach its growth capacity within the 20 year LAMP timeframe
- Growth opportunities will be explored and analyzed
- Strengthening the Town/Gown relationship will be an important priority moving forward
- Technology is profoundly changing teaching, learning, and research and the way space is considered and used.
- Interdisciplinary collaboration and a broader global horizon will be central to student growth and success
- Smart, strategic investment in building renewal will become an even more critical issue in an ongoing, fiscally restrained environment

Key Strategic Objectives

Campus Master Plan

Comparative campuses

Queen's University

University of Toronto
Key Strategic Objectives
What We Did

PHASE 1
Discovery and Analysis - Data Collection Phase - Summary

- Reviewed all key Queen’s planning documents, e.g. Strategic Research Plan, Academic Plan
- Facilitated stakeholders meetings
  - Workshop 1 - Meetings with Library & Archives Unit Groups – Focus ‘my own space’
  - Workshop 2 – Meetings with Library & Archives Themed Groups – e.g. Collections Task Group
- Reviewed the findings of Queen’s In-House Focus Session – Steering Committee
- Interviewed key academic/administrative leaders/partners at Queen’s
- Reviewed project status on a weekly basis with Queen’s Core Group
- Reviewed and analyzed key spatial and operational statistics, e.g. shelving/seating counts, etc.
  - circulation stats, org charts, building operation statistics
- Visually surveyed all libraries and archives and the campus
- Liaised with the Campus Master Plan team
- Assisted in the development of the LAMP website

What We Did

PHASE 1
Discovery and Analysis - Data Collection Phase

WORKSHOP #1  November 29th/30th 2012

Issues Discussed

- Existing Facilities - Queen’s Libraries & Archives – What are the Strengths & Weaknesses?
- Library & Archives Master Plan of the Future – What do you think the plan will look like?

Participants - Archives/Collections/IT Services/QLC Partners/Faculty - Research Services/Operations/Academic Services/
Undergrad Students/Grad Students/Stauffer Library/Douglas Library/Bracken Library/Law Library/Education Library
What We Did

**PHASE 1**
Discovery and Analysis - Data Collection Phase

**WORKSHOP #2** January 16th, 17th 2013

**Issues Discussed**

- Focus on Collections - what you want- how you use & create digital content
- Focus on Learning Spaces- Studying, learning in groups, working on research projects, services used & desired
- Collection Task Group – Detailed discussion user needs, collections analysis process, & storage options
- Archives – Detailed discussion physical/digital content, storage options, and stakeholders beyond Queen’s
- Operations – Efficiencies, future operations, security, current staffing, details of 6 buildings
- Library Systems – Current strengths & issues relating to Library IT planning and support, new technologies.

**Participants** - Collections Task Group/Learning Spaces Task Group/Archives/Operations/Library Systems

---

What We Did

**PHASE 1**
Discovery and Analysis - Data Collection Phase

**QUEEN’S LIBRARY STAFF FOCUS GROUP** January 10th, 2013

**Issues Discussed**

- What types and configurations of spaces would you like to see incorporated into the master plan?
- What improvements would you like to apply to the existing libraries and archives spaces?
- In what ways do you see technology incorporated into the master plan?
- Guiding principles and priorities. Imagine you are writing the executive summary of the plan and you need to include a few key guiding principles that must be maintained in all the suggestions, strategies, and recommendations contained within the plan.

**Participants** - Staff Focus Group
What We Did

PHASE 1
Discovery and Analysis - Data Collection Phase

INTERVIEWS/CONFERENCE CALLS

Dr. Alan Harrison, Queen’s University Provost and Vice-Principal
Martha Whitehead, University Librarian
Dr. David Saunders – Dean, School of Business
William Flanagan – D.E.A., Dean, Law
Dr. Brenda Brouwer – Dean, School of Graduate Studies & Vice-Provost
Dr. Alistair MacLean - Dean, Faculty of Arts & Science
Dr. Steven Liss - Vice-Principal Research
Bo Wandschneider - Associate Vice-Principal, Information Technology & Chief Information Officer
Dr. Richard Reznick – Dean, Faculty of Health Science
Dr. Stephen Elliott - Dean of Education
Dr. Kim Woodhouse – Dean, Faculty of Engineering & Applied Science
Dr. Boris Castell, Editor, Queen’s Quarterly
Philip Cercone, Executive Director, McGill-Queen’s University Press

Issues Discussed

- Core mission of a library
- Possible alternative concepts
- Strengths and weaknesses of existing facilities
- Potential for partnerships
- Long term vision for their discipline or library

What We Learned

People were passionate about libraries. There were strongly held, sometimes quite divergent, opinions and priorities on the future direction of libraries.

Issues and ideas could be grouped into two categories:

- current or immediate
- long term or ‘big picture’
What We Learned

“The Library’s main function is information management in order to provide the best physical and digital access to that information. The secondary function is to provide a meeting and gathering place for research and study. These spaces need not be located in a library.”

“The Library should serve primarily as a library not as a classroom for teaching use.”

“Libraries should have more non-registrar controlled teaching & learning spaces.”

“Libraries play a role as a central meeting place for both quiet study/research and group discussions.”

What We Learned

“Library as a learning space and library as common ground.”

“Libraries should have more gallery space, host more events, planned & spontaneous.”

“Libraries serve as spaces to break down barriers.”

“The Library is part of a global research community.”

“Libraries could capitalize on their 19th century tradition and current desire to look to the future by establishing a programme based in the library that would allow students to see comparative technologies in action.”
What We Learned

**TEACHING/LEARNING & STUDY SPACES**

- Not enough individual and group study spaces
- Not enough teaching/learning spaces in libraries, and in particular technology rich experiential learning spaces
- Integration of educational technology solutions is critical
- Need for common ground as places for social interaction and serendipitous learning

---

**SERVICES**

- “Librarians are the lifeline of libraries and do an exemplary job.”
- Librarians are successfully embedded in the faculties
- Remote access to library services is increasing and will increase with the desire to grow the e-learning student body
- Librarians see fewer people but for longer interactions
- The role of librarians is changing and expanding with the increase of library services
What We Learned

COLLECTIONS

- Bound collections in all libraries occupy too much space
- Consolidation of print collections in libraries through transition to digital collections and pragmatic storage options will provide much needed opportunities to re-purpose space
- Improved preservation of tangible collections is a significant priority
- Improving access and security to all collections and research data is an equally significant priority
- Increased display and showcase opportunities for collection materials is part of the University’s academic mission for outreach

What We Learned

TECHNOLOGY

- IT services is an essential partner to the library
- Queen’s Data Centre is a huge resource for scholars on campus
- Need for a co-ordinated management strategy for social media on campus
- Need to provide more immersive labs and integrated technology services
- Important opportunities to introduce new collaborative technology spaces as integral part of libraries, e.g. Emerging Technology Centre, Digital Media Zone, Media Walls, Fibre Optic Display Technology, Technology Sandboxes, etc.
- IT Services occupies ‘prime real estate in Stauffer’s lowest level

11
What We Learned

**FACILITIES OPERATIONS**

- Security issues to varying degrees associated with each library
- Security needs to be a critical consideration if greater public access and longer operating hours are planned
- Significant differences in operating efficiencies of various libraries
- Design for long term sustainability and operating efficiencies
- Long term maintenance of libraries’ furnishings an important consideration

---

**LIBRARY AS PLACE**

- Library as place has intrinsic value to a student’s experience on campus
- Particular spaces in certain campus libraries identified as memorable, for their qualities as place, e.g. the Harry Potter Room
- Great libraries inspire and resonate as places for scholarship and knowledge
- Queen’s Libraries can leverage use of these wonderful spaces to host more public and private events
- Underused interior & exterior spaces at Stauffer and Douglas should be developed as attractive and useful social spaces
What We Learned

ACCESSIBILITY

- Serious accessibility challenges in all libraries except Stauffer
- Quality and conviviality of supportive environment is as important an aspect of accessibility as technology for persons with disabilities

What We Learned

DIVERSITY & COMMUNITY

- Libraries could/should host more events as part of their outreach to the community – "Fireside Fridays"
- Stauffer has greater potential for exhibits and new partnerships
What We Learned

Existing Facilities – Critical Observations

Joseph Stauffer Library  Douglas Library  MacDonald Hall

Botterell Hall  Duncan McArthur Hall  Kathleen Ryan Hall

What we Learned

Douglas Library  Joseph Stauffer Library  MacDonald Hall

MacDonald Hall  Duncan McArthur Hall  Botterell Hall  Kathleen Ryan Hall
Stauffer Library  Built in 1994

1. Attractive central Campus Library with potential for better use of outdoor space around the building.
2. Unutilized loggia/lobby space.
3. Inspiring entrance atrium space with awkward stand up counter (ark).
4. Popular, well used Learning Commons, functions primarily as ‘suites’ for services along one edge.
5. Variety, but shortage of, study spaces, individual and group.
7. ‘Precious’ basement windows given over to IT services.
8. Abundance of stack space dedicated to journals.
10. Compact storage capability on each floor.
11. Fireplace Lounge, one of several extraordinary spaces.
12. Dedicated graduate space too small.
Douglass Library  Built in 1923, addition 1964

2. Complex dense spatial organization, with difficult orientation.
3. No sense of place upon arrival on each level.
5. No barrier free access to grand terrace at rear.
6. Three levels below grade without daylight, views, or connection to Library.
7. Grand, inspiring Harry Potter reading room on upper level.
8. Poorly developed second reading room.
9. Unfinished space potential for expansion.
10. Potential to create a connected, singular building.
11. Special Collections stacks: no access for students.
12. Densely packed music library.
13. Underutilized space in engineering library in several areas.
14. Wet sprinkler risk to special collections.
Kathleen Ryan Hall  built in 1907

1 Building is difficult to find on campus for public access
2 B/F accessibility challenges
3 Heritage building, requiring significant renovation to be an effective Archives
4 Inadequate space for growing collection
5 Lack of study space
6 Preservation environment challenges
7 Insufficient display space
8 Competing /Overlapping uses in reading room
9 Inadequate loading/service facilities
10 Small ‘chopped up’ building footprint
11 Inefficient plan for staffing collaboration
Law Library  Built in 1960

2. Two single washrooms within Library.
3. No Library identity or access from exterior.
4. Excellent relationship between staff spaces and users.
5. Highly used study spaces in basement.
6. Shortage of group meeting and collaboration spaces.
7. High concentration of stacks relative to total library area.
8. Attractive main reading/study room.
Bracken Library Built in 1977

2. Good daylight & visibility from street.
3. Good, but insufficient large collaborative study rooms & spaces.
4. Lack of small group study rooms.
5. Good electronic classroom.
6. Popular interactive learning area.
7. Access services not heavily used as intended.
8. Staff located at rear of library, disconnected from students in main library area.
9. Staff space oversized and underutilized relative to library size.
10. Stacks and carrels located downstairs.
11. Downstairs minimally renovated and poorly laid out, with unrecognized potential.
Education Library  Built in 1972

1  Building has not been renovated.
2  Conventional public library, circulation desk arrangement on entry.
3  No distinct library identity or direct access from exterior
4  Isolated from main campus.
5  Large atrium within Library, 3 levels with mezzanines, but little inspirational sense of arrival or place.
6  Poorly accessible electronic classroom on 3rd floor.
7  Questionable physical relationship to School Board Resource Center.
8  Relatively low technology enhanced environment.
9  Poor, dense stack layout inhibits stunning views to lake.
10 Minimal private and group study areas
11 Significant areas of library dedicated to tangible resources
## Existing Facilities

### Building Statistics

<table>
<thead>
<tr>
<th>Library</th>
<th>Library SI</th>
<th>Age of Building</th>
<th>Years Since Renovation</th>
<th>Overall Item Building Value</th>
<th>Library Percent</th>
<th>Library Replacement Cost</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stauffer Library</td>
<td>22,791</td>
<td>19</td>
<td>8</td>
<td>$40,056,638</td>
<td>100%</td>
<td>$40,056,638</td>
<td>Built and renovated recently</td>
</tr>
<tr>
<td>Douglas Library</td>
<td>12,166</td>
<td>69, 49</td>
<td>14</td>
<td>$21,355,831</td>
<td>100%</td>
<td>$21,355,831</td>
<td>Heritage building, renovated recently</td>
</tr>
<tr>
<td>Archives</td>
<td>2,902</td>
<td>166</td>
<td>28</td>
<td>$4,674,064</td>
<td>100%</td>
<td>$4,674,064</td>
<td>Heritage building, unrenovated</td>
</tr>
<tr>
<td>Law Library</td>
<td>2,571</td>
<td>52</td>
<td>5</td>
<td>$12,487,164</td>
<td>30%</td>
<td>$4,869,971</td>
<td>Recent lower level renovation</td>
</tr>
<tr>
<td>Brokien Library</td>
<td>2,882</td>
<td>36</td>
<td>8</td>
<td>$114,402,222</td>
<td>10%</td>
<td>$11,440,222</td>
<td>Recent ground floor renovation</td>
</tr>
<tr>
<td>Education Library</td>
<td>2,345</td>
<td>41</td>
<td>11</td>
<td>$63,240,083</td>
<td>11%</td>
<td>$9,156,475</td>
<td>Largely unrenovated</td>
</tr>
<tr>
<td>Total</td>
<td>45,147</td>
<td></td>
<td>80</td>
<td>$90,911,901</td>
<td></td>
<td>$90,911,901</td>
<td></td>
</tr>
</tbody>
</table>

### Deferred Maintenance

<table>
<thead>
<tr>
<th>SM</th>
<th>Percent of Total Library System</th>
<th>Deferred Maintenance (CM)</th>
<th>Percent of Total CM</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stauffer Library</td>
<td>22,791</td>
<td>49.6%</td>
<td>$1,200,000</td>
<td>18.4%</td>
</tr>
<tr>
<td>Douglas Library</td>
<td>12,166</td>
<td>26.6%</td>
<td>$900,000</td>
<td>13.8%</td>
</tr>
<tr>
<td>Archives</td>
<td>2,902</td>
<td>5.2%</td>
<td>$4,400,000</td>
<td>21.9%</td>
</tr>
<tr>
<td>Law Library</td>
<td>2,571</td>
<td>5.6%</td>
<td>$1,000,000</td>
<td>15.3%</td>
</tr>
<tr>
<td>Brokien Library</td>
<td>2,882</td>
<td>6.3%</td>
<td>$1,500,000</td>
<td>23.0%</td>
</tr>
<tr>
<td>Education Library</td>
<td>2,345</td>
<td>5.1%</td>
<td>$620,000</td>
<td>8.0%</td>
</tr>
<tr>
<td>Archives WC Storage</td>
<td>585</td>
<td>1.9%</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>45,147</td>
<td>100.0%</td>
<td>$6,530,000</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Existing Facilities

### Annual Operating Costs Breakdown

<table>
<thead>
<tr>
<th></th>
<th>SM</th>
<th>Steam</th>
<th>Gas</th>
<th>Electricity</th>
<th>Water</th>
<th>Operations Costs*</th>
<th>Total</th>
<th>Cost/SM</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slavik Library</td>
<td>22,751</td>
<td>NA</td>
<td>$150,034</td>
<td>$417,022</td>
<td>$3,101</td>
<td>$375,944</td>
<td>$946,901</td>
<td>$42</td>
<td>Average operating costs</td>
</tr>
<tr>
<td>Douglas Library</td>
<td>12,166</td>
<td>$470,556</td>
<td>NA</td>
<td>$197,031</td>
<td>$10,438</td>
<td>$161,708</td>
<td>$839,733</td>
<td>$69</td>
<td>Very high operating costs</td>
</tr>
<tr>
<td>Archives</td>
<td>2,392</td>
<td>$22,570</td>
<td>NA</td>
<td>$2,640</td>
<td>$7,985</td>
<td>$20,559</td>
<td>$61,764</td>
<td>$26</td>
<td>Very low operating costs</td>
</tr>
<tr>
<td>Law Library</td>
<td>2,971</td>
<td>$27,767</td>
<td>NA</td>
<td>$30,026</td>
<td>$1,297</td>
<td>$44,440</td>
<td>$104,322</td>
<td>$41</td>
<td>Average operating costs</td>
</tr>
<tr>
<td>Bracken Library</td>
<td>2,502</td>
<td>$25,340</td>
<td>NA</td>
<td>$197,495</td>
<td>$1,500</td>
<td>$22,028</td>
<td>$158,161</td>
<td>$65</td>
<td>Very high operating costs</td>
</tr>
<tr>
<td>Education Library</td>
<td>2,345</td>
<td>$17,728</td>
<td>NA</td>
<td>$20,883</td>
<td>$1,690</td>
<td>$24,678</td>
<td>$73,979</td>
<td>$32</td>
<td>Low operating costs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46,147</td>
<td>$564,361</td>
<td>$190,834</td>
<td>$784,000</td>
<td>$26,011</td>
<td>$688,195</td>
<td>$2,214,870</td>
<td>$49</td>
<td></td>
</tr>
</tbody>
</table>

*Operations Costs include custodial, maintenance, waste pick up.

What We Learned

### Consensus Summary

- Knowledge creation today is largely digital
- Stack space has reached its limit and is restricting valuable opportunities for repurposing space
- Immersive technology supporting teaching and learning needs to be fully integrated within the libraries
- Bound journals and periodicals today, for the most part, can be stored outside the library
- Print and tangible collections need a focused strategy for stewardship and better preservation
- Significantly more collaborative and individual study spaces are required within the library system
- Library as place is a compelling concept that resonates with students, faculty and the community
- The Archives is out of space in a building that cannot fulfill its future needs
Key Principles

Principles

‘Queen’s is famous for being on the cutting edge of tradition.’

- Cutting edge technology that supports collaborative & experiential research & learning
- Rich alchemy of new spaces & services to enhance student achievement & encourage student engagement
- Improved digital access to analog & e-resources

- Strong sense of place
- Accessible & inviting spaces
- Compelling qualities of heritage buildings
Principles

TEACHING/LEARNING & STUDY SPACES

Provide increased number of technology rich individual and collaborative teaching, learning and study spaces throughout the library system to better support scholarship and research.

SERVICES

Deploy strategically, the tools, technology and resources required to most effectively address the superb delivery of library services for 21st century teaching, learning and research.
Principles

COLLECTIONS

Develop a sustainable collection model that supports the move to the stewardship of e-collections in the library system with a complementary and coherent tangible collections strategy that improves preservation, access and display.

TECHNOLOGY

Infuse and seamlessly integrate technology into the management and delivery of library services to create a state-of-the-art library system.
**Principles**

**FACILITIES OPERATIONS**

Develop a comprehensive and sustainable strategy for the facilities' operations of the library system which aligns with the university's academic mission.

**LIBRARY AS PLACE**

Restore, transform and enhance the potential of underdeveloped library spaces into memorable places for social and intellectual encounter and discovery.
Principles

ACCESSIBILITY

Provide safe, secure, and universally accessible study environments in all campus libraries.

Principles

DIVERSITY & COMMUNITY

Welcome and recognize through the use, flexibility, partnerships and programming potential in library spaces the significance of cultural diversity and community outreach on the Queen's campus.
The Transforming Library

CONCEPTS/SCENARIOS

The following are a range of options which begin to explore the possible reconfiguration of the library system as Queen’s evolves over the next 20 years. These should be considered for their positive impacts towards:

- Enhanced student experience
- Access to resources
- Provision of teaching & learning space
- Support for innovation and research
- Stewardship of collections
- Community engagement – local/regional/global
- Operational and fiscal benefits
- Sustainability
- Effective use of existing buildings and infrastructure