**Week 1 Summary**

March 24-28
MASS Design Group with *brightspot*

The first week of immersion consisted of introductions, primary data collection for future workshops, and interviews with college leadership. The intent was to build a foundation for the visioning and programming exercises in weeks two and three.

Extensive tours of the library and learning commons with Ivan Gaetz and Traci Freeman provided a valuable first-hand view of the obstacles preventing them from delivering maximum value to the Colorado College community. Through the interview process, MASS and *brightspot* were able to gather key perspectives from major stakeholders while introducing and outlining our steps for moving forward.

CC Leadership Interviews 03/26/2014
Jill Tiefenthaler, President
Thayer Tutt, Trustee and parent

CC Leadership Interviews 03/27/2014
Brian Young, CTO
Traci Freeman, Director of Colket Center
Sandi Wong, Dean of the College and Faculty
Robert Moore, VP Finance
Ivan Gaetz, Library Director
Mike Edmonds, Dean of Students
Chris Coulter, Director of Facilities Services

The meeting with President Tiefenthaler gave us a more full understanding of the project’s scope -- focusing on the students to create a “one-stop-shop” that acts as “the curricular hub of the school.” The innovation of the project lies in creating a library for the block plan.

Dean Wong reiterated the notion of the “intellectual hub,” impressing on us the need to “understand the soul” of CC. Speaking about the college: “We run with an idea, we’re undaunted. The student body is out of the box and creative.”

Our meetings with Ivan Gaetz and Traci Freeman emphasized both the need for a spatial reimagining of the library and Colket Center, and the potential for new collaboration between their respective services. As Traci said, “The work of learning needs to be visible.”

All of the meetings and initial data collection was valuable in developing the background information necessary to lead productive workshops in the weeks to come. An abridged synopsis follows, broken into four
categories: current state, what’s changing, where we’re going, how to get there.

**Current state**

*CC has a distinct culture*
- Students ask questions and think outside the box
- Faculty are present and relationships between faculty and students are informal and collegial
- It’s competitive but not cutthroat, allowing students to collaborate
- CC carries the liberal arts closer to a true conclusion
- Has always had a lot more experiential, hands-on learning (which is the way learning has been going)

*Silos*
- Collaboration is valued but not often practiced across academic programs and centers
- Faculty members do not often use Tutt Library, especially for work (they remain in their academic buildings)
- Due to the schedule of the block plan there is a challenge to create overlap between departments / disciplines
- People can sometimes be territorial about space
- The Learning Commons doesn’t interact with the library staff very frequently (though co-located), despite the recognition that there could be some good synergies

*Tutt Library is not designed to support the Block*
- The Library is under-utilized from 8am-3pm while students are in class and lab during the block, and mostly empty between blocks
- Certain books are used only in certain blocks but are on shelves the entire year

*The Learning Commons structure and layout is a hindrance to the success of the programs*
- It is hard to track who is coming in to the Colket Center (no good way to make people sign in) and it is buried in the back of the building
- Walls are a barrier
- There is not enough space to meet student demand
- The current space is too fragmented and hidden – it sends the wrong message to students seeking help

*Tutt Library is not meeting student demand*
- Right now there’s no reason to stay
- Students need more of an active center
- High student demand to be in the building during peak times and there aren’t enough individual/quiet spaces or group spaces
- Lacking enough power outlets
• Technology infrastructure needs to be updated
  o Students have average of 4.2 devices, and bring a number to the library at once
  o Wi-Fi is four generations behind
  o Apple products are not fully supported
• The physical collection and the library’s web presence have not been fully integrated

Differing opinions on collection strategy
• The trend is to go digital but e-books are not yet widely available.
• The library tries to pick electronic resources first because of ease of access and it makes it possible for multiple users at the same time
• Range in faculty attitudes to books from “they don’t need to be on-site” to “uncomfortable if I can’t sit among 90% of them”
• Growing the collection is important (not just numbers but quality)
  o Have to stay current in certain fields
  o Have a regular weeding policy
• Potential candidates for storage would be government docs, and the bound periodicals on 2nd floor
• Warehouse space across the stream has potential for off-site storage
• Because of the fast-paced nature of the block, off-site storage would have to have rapid turnarounds (e.g. 1-2 hours vs 1-2 days)

What’s changing

Technology is pushing mobility, access to information, and how people learn
• Student devices are increasing and diversifying
• Moving to cloud-based from client-based service
• Services and programs will be able to do a lot more with web-based resources
• Faculty are starting to ask the question “how do we transform ourselves to be better for these students who have grown up fundamentally different”
• Moving farther from oracle method to faculty-student partnerships and relationships

Strategic plan calls for re-imagination of ‘half block’
• Creating more opportunities for career preparedness and entering the real world

The student body is diversifying both culturally and socio-economically
• Pedagogy will need to adjust to reflect the changes in the student body
• New services may arise or grow from new students and new needs
• Student population is not anticipated to grow significantly
Colket Center will grow in its offerings

- QRC has already doubled the number of students reached and will continue to grow
- Oral Communications Center is only funded through this spring but is seen as a key place for potential growth

Where we’re going

The Library/Center will be the intellectual hub and heart of campus designed specifically for the Block plan and the unique qualities of CC

- “It speaks to all that happens at CC” and the “physical spaces is as dynamic as what we do”
- The library should be distinctive, unique and inspiring
- The library should be a place that students love; where you want to and would be able to spend all day
  - “Our spaces are our students’ homes”
- There is a rhythm in the block plan that can be translated to education: learning and discovery, precision, generalization.
- Libraries are about discovery (research)
- Create a “one-stop-shop” with everything that supports the block plan
  - Services could include a field opportunities admin, international, field and a/v equipment lending, alumni office rep and more
  - Concern with a “food court” model of services. Desire for this place to have consistency and rationale for the services provided there

How to get there

Use an engaging process

- Stretch people in their thinking of what they want and need
- Talk to students and faculty to understand their needs and vision
- Don’t want to wind up with something normative that fails to imagine a way to amplify the learning of the block plan

Create opportunities for cross-disciplinary discussions and relationships among students, faculty, and staff

- Event space for visiting lectures, panels, and discussions
- Café and connection to the outdoors
- Provide different “textures” of spaces to support a range of activities
- House visiting scholars
- Design for planned and unplanned encounters
- Tie into the teaching experience; bring faculty and their courses and research into the library
• Use spaces in the morning to support block-based staff projects

The work of learning should be visible
• Bring tutoring into the open
  o “Get the other kids to see the smartest kids coming to tutoring”
  o Provide a space where people know they will be able to get help when needed
• Services should be flexible and not tied to a physical space
• Create a “one stop shop” for help, a “center for everything”
• Integrate the Learning Commons services and library services
  o Co-locate the writing center and research librarians
• Showcase student work (including artwork)
• Bring in additional services and partners (existing, and those to be created by the Mellon Grant) that support learning and the CC experience

Have an innovative showcase that people can explore
• Build a space that has that flexibility for new technology to rotate through
• IT has a new Innovations Group to explore new technologies (e.g., digital caves, cascading video walls, etc.)
• There should be a feeling of ownership for students, a place with nice stuff, but not viewed as “I can’t touch that”

Create a “Center” and revitalize the Library
• Create two distinct entrances for fundraising and naming purposes, but make the interior a seamless space where activities and interactions are “occurring in every corner”