Repurposing library space

How the Teaching and Development Grant (TDG) & Strategic Partnerships made this a reality

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Outline

• Background and Context
• DUT Library; status within DUT
• Library as a place & related strategy
• TDG funding & HE priorities
• TDG proposal & implementation
• Strategic partners
• Lessons learnt
• Conclusion
Background & Context

• 100 year history - technical college for vocational training; 2003 – merger of two Technikons formed DUT
• 6 Faculties – Accounting & Informatics, Applied Sciences, Arts & Design, Engineering, Health, and Management
• 26000 students, 5000 staff
  97 % U/G – first degrees and diplomas
• Primarily first generation university students
• 16 % students – English as first language
• Major infrastructural growth – funded by DoHET
• Funding – mainly to sustain operations
• Strategic focus – sustainability - CCPE
DUT Library

- 6 libraries – 2 main libraries in Durban
  BM Patel Library & Alan Pittendrigh Library
- 200000 print – equal number in electronic
- 80 library staff + 80 students
- 15 hours per day
- 30 professional staff
- Central IT and Technical Services
- Success/Acknowledgements
  - Doing the right things
  - Ability to respond to University changes
  - Expertise - University wide representation
  - Use of technology - innovation
  - Integrated Information Literacy programme
  - Collaboration and sharing
Library as a place

• The changing landscape of higher education
  ▪ increased demand for HE access – National funding
  ▪ increases in student enrolment
  ▪ reduced institutional funding

• Digital learning environments
  ▪ size of physical collection no longer relevant
  ▪ access to electronic content, anywhere, anytime the new benchmark

• Library indicators
  ▪ increase in no. of electronic books, and free resources
  ▪ decrease in circulation of print resources

• Altered the traditional shape of libraries; impact on library space and services
what we support and how we support
Strategic response

In response key challenges & the University’s strategic goals:

Library Strategic Plan 2012 – 2014:

*To create a conducive learning environment*

• Repurposing the library physical learning environment
  
  ▪ flexible, customizable, safe and secure, supported different learning approaches/modes
  ▪ space planning for the print collections – stack creation
  ▪ By design - reduce noise levels in the library

• High expectations – capital funding since CAPEX for 2011
• Unfortunately, no CAPEX for 2012 - 2015
Teaching & Development Grant

- Library supported for 2 student (academic) library led projects
  - Enhancing academic integrity (2007 - 2009)
  - Creating a culture of reading (2010 - 2011)
- Highly ambitious stance by Library
- TDG – traditionally for Faculty use to enhance teaching and learning; Faculty/departmental proposals for funding – allocation based on proposal
- Funds destined - new academic support services such as the Writing Centre, eLearning Projects & tutors – highly competitive grant
Library TDG proposal 2012

TDG focus areas 2012

- BROADER
  - Students and Learning
  - Enhanced Student Learning
  - University Teachers and Teaching

- UNIVERSITY
  - Teaching and Learning Tools, Resources & Environments

- CONTEXT

- strategies to improve the student experience, in particular to support e-learning and to accommodate the diverse learning styles of our students;
- to enhance our IL programme by providing opportunities for Subject Librarians to develop new skills in teaching and learning that support the e-learning goals of the University
- promote graduate success in DUT by creating a revitalized learning hub in the library

*Increase graduate rates
*underprepared students greater chance of success
*promoting a scholarship of t & l
*enhancing the status and importance of teaching at universities
Allocation and use of funds

• Capacity development for Subject librarians
• Development of learning materials
• Space planning and re-purposing
• 50% committed to space re-purposing
  Cautious – furniture & equipment
• Decisions – pilot project

BM Patel Library
  ▪ re-purposed space in the 80s
  ▪ Ineffective use of space – collection over 3 floors
  ▪ Largely inaccessible by disabled users
  ▪ Considered unfriendly by students
Planning

• Setting up of Space Committee, cross functional committee embarks on library space studies- Library as a learning space; as a place to create knowledge
• Investigation suitable planner/architect to assist
• Library surveys 2010-12 – data on student attitudes towards existing library space
• Observation of students use of library space

* Partnerships with faculty to enhance library space
Analysis & Implementation

• Commonly agreed design principles
  ▪ Green, sustainable buildings
  ▪ Well designed, open spaces, natural light
  ▪ Flexible, inspiring, involved the users, and supported other learning places and activities

* Don’t design on operational / service needs
  indicative - “character of the learning that takes place”

• Limitations:

* Architect - current design and layout – huge infrastructural outlay needed
* due to limited funds – ‘complementary changes’ to blend with existing infrastructure and equipment
Space ........ **thinking out of our box**

- **Creatively** use library space, inside and outside
- **Purposeful** — technology driven, modern, student centered
- **Flexible** – re-usable, modular approach - future
- **Conducive** for learning - learning styles; social learning spaces
- **Consolidation** of physical & human resources; space available for new services; staff used more productively
- **Positioning** of critical services - accessibility
- **Integration** of support services – enhance the student experience
Project successes

- Friendly learning environment
- Learning styles – quiet, group, merged technology into spaces, casual/social learning spaces
- Use of library spaces effectively
  - Moved staff out of ‘high priority areas’
  - Critical services to lower floor – Subject Librarians
  - Stack collection, consolidated collection onto a single floor
  - Dedicated technology floor, Ezones, IT support centre
  - Quiet Zone/Study – entire floor
  - Postgraduate Support and facilities floor
  - Noise management by design – higher floors serious study
  - Integrated spaces and facilities for teaching and learning, and support partners
Strategic Partners (1)

• Deliberate relationships
  ▪ Faculty Deans who understand library business
  ▪ ITSS – prioritize library projects
  ▪ CELT – teaching development needs

• Accidental relationships
  ▪ Networking
  ▪ New University projects
  ▪ ‘Right time, right place’
## Strategic Partners (2)

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<td>- SRC &amp; Student Services — 100 laptops for student loan</td>
<td>- Writing Centre, a library led initiative, now integrated into Library space</td>
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<td>- Library initiative with ITSS — student IT support centres</td>
<td>- Confucious Institute - new Media Learning Centre for Mandarin and Chinese Cultural Heritage course</td>
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<td>- Partnership with Apple SA - 15 IPADS &amp; Apple TV to promote the use of technology in T &amp; L among academics, and encourage the use of technology among students</td>
<td>- Partnership with ITSS and Lenovo to create a Lenovo Technology Centre in the Library – ‘<em>learn while you learn play</em>’</td>
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<td>- Partnership with Faculty to support re-purposing project – equipment, and furniture sponsored by Faculty Deans</td>
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Lessons learnt

• Know, and celebrate your champions – critical role in support of library strategy, and projects
• Its not how loud the noise you make – find opportunities to position the library – shift from support to partner in academic success
• Willing partners ($ or products)
• Live the vision - linking to the University strategy/ knowledge about Faculty & other departments strategy is critical
• Create a sense of ownership - staff participation is crucial
• Strong project management skills; Reporting – clearly, on time ( +++), acknowledging funders
Have we achieved our goals?

• Space evaluation – student surveys, when completed
• Observation – intended outcomes achieved?
• Relocation of services – feedback - initially a challenge
• Recent CHE Quality Enhancement Project, opportunity for the University to reflect on all the learning environments – ‘library has responded effectively to enhancing the student learning environment’
• Integrated services – high usage statistics for IT student support (+), Writing Centre, IPAD training and IPAD Lab (+), Lenovo Technology centre(+)
Conclusion

Successfully........

• Have converted traditionally ineffective spaces into engaging and appealing spaces to the modern library user
• Ability to understand, embrace the University’s student centeredness ethos
• Utilize TDG within a T & L framework
• Form strategic partnerships to further T & L
• Respond efficiently to changes within a constrained financial situation
Thank You
DUT Strategic Plan

• Building sustainable student communities of living and learning
• Building research and innovation for development
• Building a learning organisation
• Building a sustainable university

Library Strategic Goals

• Strengthen and support innovative teaching, learning and research
• Develop a sustainable library in the university
• Develop the library as a learning organisation
• Strengthen collaboration and partnerships locally, nationally and globally
**Vision**
To be an enduring yet flexible learning institution providing self-paced and self-selected transmission of knowledge.

**Mission**
A student centred library that enhances learning, teaching and research through the provision of information services, access policies and instruction programmes in line with the objectives of the institution.

**Values**
Enhancing learning and pursuit of knowledge
Sharing our expertise
Mentoring excellence in all that we do
Committed to equity of opportunity