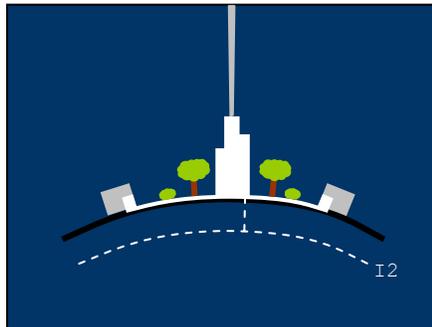


## The 21<sup>st</sup> Century Agora:

### A Vision for the University Library As Viewed from Across the Front Counter (version 6-8-05)

by Paul Bodine



I have recently been invited to sit on the Board of Governors of the Northwestern University Library. Before I become indoctrinated in this new world, I thought it valuable to record this outsider's uninformed thoughts and ideas, which will soon give way to a more knowledgeable understanding of the Library at the hands of its fine staff.

Below you will find a compendium of observations regarding the role the library can play and the value it can deliver in the 21<sup>st</sup> century. Surprisingly, this brief study has surfaced several unmet needs that equally apply to the traditional library.

[A Note on Visions: Architecture is about visions. Visions not only help us to coin the attributes of the unfolding future, they also help us to communicate the comprehensive organizational structure that is at the core of the phrase, "being on the same page." Visions provide context to organizational missions, and the prioritization processes used to focus and fund activities.]

#### **I. ARRIVAL OF THE INTERNET**

Students are now in the driver's seat, with ready access to information and experts. The arrival of the Internet has irreversibly changed the role of the university library and librarian as regards information, storage, cataloguing, access, and student services while at the same time deepening the role the library plays symbolically and physically as the center of intellectual life.

#### **II. STUDENTS TODAY**

Students today are growing up in a very different environment. Internet, MTV, cable, video games, IMs, MP3s and iPods, students are thinking and living in hyperlinked live action video, and enjoying the tools to build and deploy projects quickly and cost-effectively. (See [www.gamefilm.tv](http://www.gamefilm.tv) created by three Northwestern students.) Peer pressure is driving the rapid adoption of advanced technologies.



They are also dealing with many concurrent factors—a highly competitive job market, stalled economy, adversarial politics, potential military draft—as well as an exponential increase in inbound information. Students are competitive, very practical and value balance in their life, questioning the reasoning behind each assignment.

Students often feel they are being held hostage by subjective, irrational, uncontestable and perhaps unnecessary classroom instructors. While educators had traditionally been the sources of essential information, Internet-savvy students of today may view them as inefficient, risk-infused impediments to achieving their goals. Here is an example. A 16-year old student has designed and built his own web-based video game—yes built; it is available online. If this student had pursued this work through normal schooling, he would had to have waited until he was 24 before he had completed enough coursework to possess the knowledge to undertake this project. And, completing a formal education isn't a necessary condition for success—neither Bill Gates nor Frank Lloyd Wright completed their education, and I can't say that they would have benefited from it.

Students today wonder how much of an obstacle their instructors will be to their lives and future career. How well will the student be able to understand what their instructor is saying, and what will it take to achieve a desired grade? Will asking a clarifying question communicate a weakness in the student or reveal an essential insight to competing students? How readily accessible is research data; how high is the risk of not finding the information necessary to complete a project in a timely fashion? For an elective course or one with a choice of professors, how interesting/applicable will the course material be? How many hours will they need to devote to completing assignments in one course vs. other courses they could otherwise take? How engaging will the professor be? Their energies devoted to these thoughts can be more valuably deployed elsewhere.

In this anxious context, students need information and support in a great variety of areas outside the classroom.

In the library of the 21<sup>st</sup> century, librarians will act as more of a motivator, coach, tool and design instructor, and research facilitator.

I'd like to suggest that library teams first focus on new undergraduate students. They have a volume of assignments, and are working in a new setting using often unfamiliar tools. Satisfying the needs of this group will not only satisfy the majority of the needs of the greater user population, but will also help to keep our library staff's skills sharp.

### **III. THE LIBRARY'S PLACE IN THE WORLD**

A. **Humanist Garden:** As in the 1800s when people dressed on Sundays, packed a picnic lunch and headed to the local cemetery parks for a day of contemplation, going to the library is often an immersion in a stimulating, nurturing garden of the intellect, a “spa for the mind.” There is a certain reverie surrounding any activity performed in the library. A book written in this environment may be a better book, even if written using the same words.



B. **Stewards of Information:** As the web fills with the unreviewed outpourings of countless contributors, the population will look to an authoritative body to validate and qualify information in the same way it looks to the court system to validate and qualify the outpourings of human behavior. Without trusted stewards of the original work and pro-active debunkers of incredible proposition, the foundations of progress will weaken and civilization come to a screaming halt. The Library is well positioned to fulfill this role.

C. **Expanded Source of Expertise:** The library will need to greatly expand its efforts to ensure the expert services needed by its users while working on projects within the library are immediately and intuitively available, whether serviced directly by Library staff or others. These may include:

- Interpersonal Skills Training
- Counseling
- Values and Ethics
- Propriety
- Symbolism
- Storytelling
- Poetry
- Grammar
- Line, Shadow and Color
- Tool Usage
- Graphic Design and Video Production
- Scholarly Review
- Presentation Skills
- Patent Law, Venture Capital and Management Consulting to New Businesses Being Launched Online from Within the Library

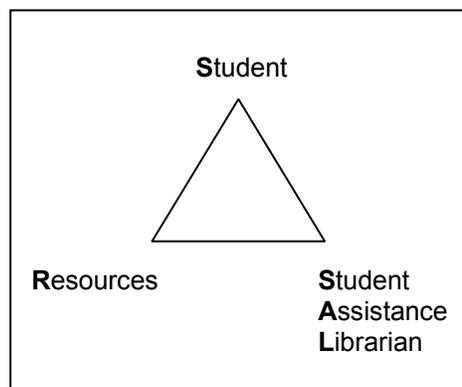
D. **Student Assistance Librarian (“SAL”) as the Great Enablers of Intellectual Pursuit:** Today’s students need help understanding where to go, what to use, how to verify its accuracy, how to analyze the information, and how to write and present it. A group of librarians may see their role shift away from publication management activities toward a highly pro-active consulting role. These newly-minted SALs will be a new breed of librarian, equipped with a new PhD and a head of steam, ready to provide complete, competent answers to the myriad of questions that will come their way. Their mission could be described as, “Working from in front of the counter to help students learn their course material, master research and communication tools and techniques, and create and present quality projects on a timely basis.”

If the measure of a school can be equated to the rigor of its students, then the SALs will play a formative role instilling a love for intellectual research and pursuits, and motivating each student to go that extra mile. Large university libraries may field staffs



of 25 SALs with meticulous training in counseling, IT, research, writing, video production, presentation and people skills.

The SAL will form the third leg of the student/resources/Student Assistance Librarian triad, acting as a catalyst that enables each student to achieve their highest possible degree of success. With the motto: “Never a question we can’t answer!” and wearing a “Challenge me!” button, this new breed of librarian will collaborate actively with their peers inside the university and across the world using a global real-time online SAL forum, which itself is staffed by SAL specialists 24 hours per day.



- E. **Enablers of Speed:** Commercialization of new ideas today happens in a matter of months rather than decades, has less access to capital and requires much more intellectual support. Enabling our students to more quickly complete their work not only prepares them to be competitive in the workplace, but also frees more of their time for pursuing individual interests, entertainment and exercise—the cornerstones of a healthy, well-balanced humanist life.

#### IV. PLACE WITHIN THE UNIVERSITY

- F. **Center of Intellectual Life:** As the university is the center of intellectual life for a nation, so too is the library for the university.

The agora of Plato and Socrates served as the center of intellectual life in ancient Greece. It brought together thinkers from every experience who engaged traveling merchants bringing knowledge from distant lands in collaborative, open discussion that powered forward the knowledge of their age.

With the advent of literacy, open didactical debate gave ground to silent scholarship and the center of intellectual life moved to the library building. Rather than share insights, great professors would pass each other mutely on campus pathways without speaking; students with problems with which they could easily assist drifted past silently, opportunity lost. What we gained through this period in scholastic depth we lost in the cross-pollination of disparate disciplines.

Now, ubiquitous electronic sharing of information is resurrecting the opportunity to re-engage in lively discussion and debate. Libraries that invite alumni and learned visitors to use its resources and participate in its activities, and give space over to cross-departmental collaborative work, will reinvigorate the Library’s position as the center of intellectual life, turning into the next-generation agora.



- G. **Sponsor of Cross-Discipline Interaction:** The scientific method of Bacon and others is quickly becoming an impediment to progress. Its rigid bias toward restricting scientific activities to physical observation, hypothesis-testing and deductive data collection discourages researchers from engaging in the great leaps of conjecture that can result in transformational change and makes it difficult for them to attract necessary grant funding. They avoid these areas of research as a result, and we all lose.

However, the low hanging fruit of progress today can be found in the intersection of ideas from disparate disciplines. It leverages the pattern-matching nature of the human mind. When a researcher from one system studies the inner workings of another system, they quickly pick out elements that are similar and dissimilar to those found in their own system. Then, viewing their own work from an understanding of how this new system addresses common issues, the researcher avails themselves of solutions that they may not have stumbled upon for decades using the scientific method—the more intersections, the more breakthroughs. This “The Systems Intersection Method” of discovery and problem-solving is an essential learning in my Business Architecting course.

The Library can be a major contributor to progress by sponsoring and facilitating interdisciplinary discussions and projects.

- H. **Hub of Collaboration:** The library can also become the symbolic hub of collaboration for the university providing collaborative tools, encouraging the creation of cross-departmental projects whose teams are based in A/V-enabled library meeting rooms. Each department’s and each far-flung campus’s library or resource space can be viewed as a satellite hub of the central library, and a symbolic center of collaboration within that department.
- I. **A Place to Meet:** The library is a place where students go to hide from phones, loud stereos, roommates, their friends, that weird guy that keeps calling, laundry, etc. It is also a place where students see their friends and make new ones; “I’m new in town and I love to study in the Chaucer pod. I want to meet new people, and feel that anyone who studies in the Chaucer pod is someone I’m going to like.”
- J. **Place That Keeps me at the Bleeding Edge:** Another quote will help illustrate this: “I like to spend at least one afternoon a month in the Bleeding Edge Pod. In a few short hours I can learn about the newest computer applications and online tools, and the hottest sites. As long as I actively contribute to the group, I find that everyone is very willing to answer my dumb questions. I never have to worry about what is coming up next—we have scouts at every corner of the Internet. I also like the way the Pod is designed. Instead of the normal books or historical artifacts in its surrounding display cases, there is a collection of some of the earliest personal computers, which are on loan from alumni collectors.”
- K. **Participant in Forming New Disciplines:** In this environment of convergence and collaboration, universities are regularly adding new areas of discipline to their campuses. Though attractive to the university, these new schools and disciplines place specialized



demands on the library and its supporting resources. The library must be a partner in the new discipline approval process to ensure the necessary funds are earmarked in the budget for these resources.

## V. THE CONTENT

As Napster-like peer-to-peer capabilities reach academia and the copyright protection of digital works becomes difficult to enforce, we will see our focus shift away from holding content toward content vetting, digitizing, searching and student support services.

L. **The New Authoritative “Text”:** We may well be at an incredible inflection point in history. The books we find on our shelves may be the last wave of libraries as public repositories of the printed book. Today, the authoritative text is the final pre-press electronic copy approved by the author that is yet unencumbered by the commercial editor’s red pen or imperfections of the paper page. This text is ready to be made available online.

And, this authoritative text will continue to be adjusted and updated to correct mistakes and reflect newly obtained information, making it that much more authoritative by being continually relevant. Each version will be cataloged and stored alongside the original and current text.

Interestingly, as scholarly output becomes increasingly built upon rich media platforms, the term “text” starts to become a misnomer.

M. **New Rich Media:** Students and scholars today have access to free tools that allow them to think and create in real-life multi-media, full motion, three-dimensional hyperlinked environments. They think more in images with captions than text, video gaming than static websites, storytelling than statistical lists, hyperlinks than bibliographies. In order to encourage and enable the use of this very rich media, our libraries must be appropriately equipped and our Student Assistance Librarians well trained in their use.

N. **Online Content Access Tools:** The libraries will become prime customers for superior Internet-accessible tools for finding and reading/playing digital content.

O. **Consolidated Collections of Excellence:** Each library will likely assemble and maintain a few highly focused collections, which they will make easily accessible via Internet-based tools and lending. Only a single copy/lending group of a work need be held at any one of the participating libraries to which users belong. The rest of the physical collections will likely be donated to other libraries in exchange for borrowing privileges.

P. **Reduced On-Site Collections:** Our on-site collections may be reduced to currently-used textbooks, volumes of importance, books by the University’s authors, popular magazines and bestsellers, whether kept at the central Library or in the satellite hubs. Others will likely be accessed electronically, ordered in from a remote repository or borrowed from other libraries.



Q. **Generating New Scholarly Content:** Owning the intellectual rights to the most important writings of the future, and making them universally available to scholars online, is a worthy pursuit of a university library.

- Let's challenge the university press to contract the best work available, especially in the areas of our Collections of Excellence.
- Every means possible should be made available to students to record, catalog and make digitally searchable conversation, interaction and thought. Though not vetted, this content will contain a wealth of valuable ideas.

R. **Digitization:** Every effort must be made to digitize our entire existing body of work and make it accessible via searchable text.

Digital search allows a researcher to review more content faster, content that may be physically located anywhere on the planet. As more and more content becomes available online, intellectual works that would take years and involve extensive, expensive travel can often be completed in a matter of weeks. Researchers working solely from the printed book are already finding themselves at a disadvantage.

In the future, as the original books and films deteriorate over time, the digital versions may become the only useable record of these works. As such, we must also make every effort to retain redundant electronic copies in secure remote data storage facilities.

Libraries that are first to provide digital works online will reduce the incentive for other libraries to go to the same cost and effort. As a result, it will build the size and uniqueness of the Library's digital collection and increase its relative value.

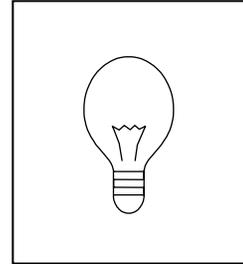
S. **Digital First:** In this fast action, colorful world of real-time video, a book-centric point-of-view is fast becoming a limiting handicap for anyone operating in the intellectual arena. Digital forms of content must be demanded from publishers, and original authorship in digital form should be strongly encouraged. A line item for attributing digitized content in order to make it searchable must be included in all project budgets for the digitization of physical works; great volumes of unattributed digital content are unlikely to receive future budgeting for attribution.

T. **Permanency of Online Content:** As our electronic works become more and more hyperlinked in the future, the permanent siting of linked-to content becomes imperative—a link to content that has been moved becomes a dead link. Owners of electronic repositories must think in terms of perpetuity, since these hyperlinks will be forever embedded in their works.

## VI. THE PHYSICAL LIBRARY FACILITY



U. **The Library Building on Campus:** Like a grand laboratory complex from a British spy movie or the Emerald City from the Wizard of Oz, the library building has the opportunity to become the physical symbol of the university's commitment to intellectual pursuits, its idea-generating capacity. Every effort should be made to connect it to the other buildings on campus along open walkways, beautifully landscaped inside and out with native trees and flowers, fountains, benches for the day, and sculpted with light at night, providing all of the delights of the humanist garden.



V. **Leverage Areas of Beauty:** There are many beautiful areas within the library buildings that can be redeployed as spaces of interaction and reverie, moving back-of-house workspaces to areas freed up from stacks. Attractive bookshelves and locked cases housing our collections can be used to theme and define new study spaces e.g., the Canterbury Tales Pod.

W. **Energize the Environment:** The integration of attractively integrated large video screens throughout the public areas of the library will allow the library to broadcast new, relevant, targeted, stimulating, energizing, high-production-value content in real time. Static and dynamic content can be used to explain how to use library resources, provide case studies about research projects currently underway on campus, headline news, local entertainment schedules, excerpts from university theater productions, etc. Audio feeds can be accessed from computers via headphones. A rotation of student veejays can be employed to assemble and produce content that is compelling for students.

X. **Free Up Valuable Space:** Today, demand for library space is increasing, while the likelihood that any individual book on the shelf will be accessed by a student is dropping in favor of Internet-based content. (Will physical books be museum pieces one hundred years from now?)

Imagine a colossal shared museum / book restoration shop / repository attached to the sorting hub of an express delivery company that serves a hundred universities. Scholars will search electronically, find the work they are interested in and either read it online, print out relevant pages or order a copy of the physical work from the repository. Redundant copies of books will be eliminated and the floor space freed up in the library building will be redeployed to support collaborative student study and presentation.

Y. **Expand Number of Cross-Departmental Team Project Rooms:** The Library will need to provide tool-laden rooms for cross-departmental project teams work to achieve breakthroughs.

Z. **Provide Areas of Graduated Ambient Volume:** The new library will need to provide areas designated for varying volume levels—everything from study rooms requiring absolute silence to public forums for vociferous, impassioned cross-discipline debate. Anything less and we would be shortchanging our future.



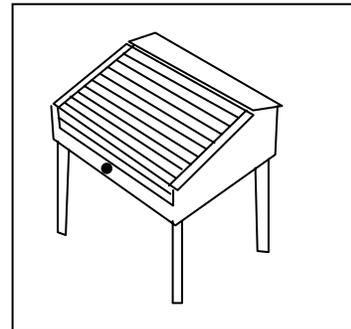
**AA. Provide Areas to Accommodate Groups of Different Sizes and Activities:**

theatrical, presentation, large team, small group, individual.

**BB. Provide for Human Exigencies:** Bathrooms, exit stairs, etc. are all part of providing for the needs of humans. Now that we are reconsidering the concept of the library itself, we can also take this opportunity to revisit some needs we don't provide for well:

“Winter finals are near and Winsome Pliwan has a 40-page paper to write. Procrastination has taken its toll and little time is left. Winnie has dedicated him/herself to getting up early, packing the laptop, Palm, iPod and favorite pen, going to the Library and staying there until the paper is done. Winnie arrives and installs herself/him in an upper floor carrel with little traffic, setting out each article with care, plugging in and booting up his/her laptop.

Ten minutes later hunger sets in. Does Winsome sneak food into the Library? Does he/she risk leaving his/her things in the carrel while foraging for sustenance? Does he/she pack up his/her things and carry them to the library's ground floor café? Should Winsome instead haul her/his things to the university cafeteria for a larger meal? Can Winsome hold all his/her things in one hand, while holding the tray in the other? Should she/he just head home, attempting to write his/her paper wearing headphones to drown out his/her roommate's stereo? Is there a better way?



The following user needs must be met onsite or nearby during all library hours, including those of Winsome above:

- Locking desks, lockers, storage areas near every study area
- Locking team rooms with whiteboards with LCD projectors and excellent audio that can be reserved for several days at a time
- High quality B&W and color printers and copiers
- Healthful sustenance
- A mini-store where one can buy markers, disks, toothpaste, etc.
- Internet access everywhere
- Desktop computers and/or laptops that can be checked out by users
- Computer software applications

**CC. Advanced Electronics:** Every student learns a little bit differently and, in order to enable and capture the greatest volume of total intellectual output, we must provide students with every available method of accessing information:



- Wi-fi clouds enveloping the library allowing everyone to log onto the university's network, and the Internet, from anywhere in the library complex.
- Remote access to the library's computer system via the Internet allowing students and scholars to utilize its resources when out of town.
- Large screen monitors throughout the library enabling easy reading of text online.
- Grid computing delivering exceptional computing power to each desktop.
- Internet-connected databases designed to be searchable by smart cell phones and PDAs.

## VII. VALIDATING THE VISION

This vision for the 21<sup>st</sup> century university library is useful only to the extent that it reasonably predicts the oncoming future. University libraries wishing to attend to their own vision should engage the services of their professional Business Architect to lead/facilitate their vision-crafting effort. Effective, time-efficient activities used to validate a Library vision include:

DD. **Research Other Future Visions of the Library:** Commit grant funding to develop a consolidated typological synopsis adjoining others' predictions for the future of the library.

EE. **Research Current and Future of Intellectual Resources and Content:** Challenge cross-departmental teams to delve into the future of information technologies:

- What they may be
- How they would be used and accessed
- How they might integrate into the future library
- What facilities and resources will be needed to support them
- Their cost/relative benefit/fundability compared to other projects competing for the same budgetary dollars
- A plan for their adoption.

(Will all existing knowledge be burned onto ROM chips implanted in adolescence and upgraded every several years? Will we have Internet connections similarly installed—i.e., telepathy and clairvoyance?)

FF. **Research the User Environment and Needs:** Probe deeply into the ways that users and other stakeholders feel the Library, its facilities and staff can best serve them in the future, then develop a needs prioritization schema based on these needs and user/stakeholder groups.

**Iterative Micro-Assist Research Implementation Method:** One method of doing this is to assign a top-notch, highly empathetic PhD researcher, who is already a super-user of current technologies, to interview/assist a random student working on a paper/presentation and consolidate the findings into a set of aids:



1. Have them connect into the student's inner monologue by constantly inquiring into what the student is looking for, how they are going about searching for it, where they are looking and what tools would make their job easier.
2. Enable deeper probing by giving mini-assignments like, "Research this next segment using only your Internet-enabled cell phone or PDA."
3. Repeat this exercise with a variety of students and other stakeholders to assemble a comprehensive typological synopsis.
4. Analyze the results and develop not only quick fixes to the immediate problem/symptom, but also dig deeper into the root causes and contributing factors that are keeping this student from reaching their full academic potential and develop more profound tools that address the bigger picture. The findings will almost always call for additional, smaller, focused research cycles—usually 3-4.

(You might be very surprised by what you find, especially by the number of other groups on- and off-campus Library professionals must team up with to deliver on this promise: e.g., providing guides to local dating services, professors co-sponsoring recreational activities where they can formally introduce their students to each other, providing more personal and accessible personal counseling, money management training, etc. (Notice we said "team up with" as in shared responsibility.)

5. Rather than respond to students directly, feed these data to web developers working on an optimized student research aid website. As students use it, sight unseen, their feedback can be used to constantly improve the site's intuitiveness until any student can find, understand and use it unassisted. This will ensure the greatest real impact.

## VIII. CREATE A UNIVERSITY LIBRARY MASTER PLAN

The Business Architect takes these findings and creates a comprehensive master plan for the Library. This plan should include its mission, a map of its competitive position within its marketplace, strategy, drivers, relationships, alliances, processes, supporting structures and technologies, staffing, messaging, communication strategy, success metrics, budget and revenue sources. While some activities like the Iterative Micro-Assist Research Implementation Method build capabilities as they go, most changes will require project-based budgeting.

**GG. Set Worthy Goals:** In Chicago we often quote the architect Daniel Burnham, who said, "Make no little plans; they have no magic to stir men's blood." It will be important to assemble a progressive, comprehensive, complete, well-thought-out plan that will truly get the job done; anything less will be unlikely to be adopted, waste dear funds that can



be better deployed elsewhere and fail to engage the hearts and talents of the staff, university, alumni and community leaders and donors necessary to complete the work.

Technologies that are beyond the means of individual schools and departments can be more readily adopted by the Library, whose budget is amortized across the entire university population.

**HH. Establish the Right Success Metrics:** The adage, “You get what you measure,” is very true when employed by a competent leader. The right metrics embody the drivers of the mission and strategy, and keep a clear focus on the true priorities. Some metrics that can be used to evaluate the success of the Library in light of its future role may include:

1. Level of general awareness of Library’s existence, role, value and success
2. rating
3. # of breakthroughs and personal epiphanies experienced by users
4. # of patents filed and articles/books published by faculty, students and library-active alumni
5. % increase in quality of students’ projects
6. % reduction in students’ time to produce quality projects
7. % increase in # of cross-departmental projects
8. % increase in library usage and satisfaction by stakeholder group
9. # of persons who have seen/overheard cross-departmental presentations and discussions
10. % increase in hours of intellectual reverie experienced per student per week

| Stakeholder – Usage/Satisfaction Table |        |              |         |              |
|----------------------------------------|--------|--------------|---------|--------------|
| Stakeholder                            | Online |              | Offline |              |
|                                        | Usage  | Satisfaction | Usage   | Satisfaction |
| Undergrads                             |        |              |         |              |
| Grad Students                          |        |              |         |              |
| Faculty                                |        |              |         |              |
| Donors                                 |        |              |         |              |
| Alumni                                 |        |              |         |              |
| External Customers                     |        |              |         |              |
| Community                              |        |              |         |              |
| SALs                                   |        |              |         |              |
| Research Librarians                    |        |              |         |              |
| Etc.                                   |        |              |         |              |

**II. Block Out Long-Term Financial Models:** Any direction the Library may take will have important financial implications. It will be invaluable to get some feel for the net financial implications represented by its choices and use it as a tool for decision-making.

**JJ. Sponsor Interior and Architectural Design Competitions:** Challenge design students from local architectural programs to re-conceptualize the physical library by holding a competition. (Design schools are always looking for good project statements that call for re-conceptualizing a traditional use that benefits the public good.) A fundraiser can be held to provide prize money and exposure to the school and student winners. The results can be graded by Library personnel and provided to the Campus Architect for their use.

**KK. Create New Revenue Sources:** Libraries must develop new revenue sources to support their developing future needs. They may include:



- Selling subscriptions to its digital collections accessed via Internet-based tools.
- Providing fee-based lending of physical materials and access to the digital subscriptions maintained by the Library to new customer groups—libraries at other universities and schools, management consulting, media and research firms, corporations, alumni & friends, and individual subscribers in the US and abroad.
  - Note: Just a few years ago, database owners would either not allow university libraries to offer access to their content to those who were not faculty, staff or degree students, or charge a very high price. Today this is different. Very affordable access can now be secured for “alumni & friends” from many database owners. The trick is to set up a permission group for alumni & friends, then allow this group access to only those databases for which an alumni/friends agreement has been secured. Alumni & friends will be happy with even this limited access.
- Selling hard copies of the works in our digital collections to the public, sort of a literary version of [www.ofoto.com](http://www.ofoto.com). Libraries can partner with printers capable of printing single copies of books.
- Making the Student Assistance Librarian’s training course, the “Top Gun” of the library world, available to the public as a certification course.
- Setting up fee-based phone, email and IM access to our Student Assistance Librarians—e.g., \$3 per minute 900 telephone number, monthly subscription.
  - It will help to keep our team sharp, responsive and informed about the interests of the working community within which our students will be operating when they graduate.
  - Any alumnus who has become accustomed to this incredible resource while in school will likely seek it out in their working life.
- Renting spaces for fundraisers, banquets, corporate presentations, etc.
- Note: Cost-effectively adding new content to our collections will also increase our revenue opportunities.

**LL.Donorization:** On the one hand, implementing the larger, broader vision for the Library will take several years and appreciable capital. On the other hand, the work to be done can easily be segmented into a wide variety of affinity areas based on legacy/history, profession, interest and cost. Each will lend itself well to endowments, fundraisers, naming rights, challenge and matching grant opportunities from donors who have an affinity for that segment. Each can be easily benchmarked against libraries of other universities, allowing universities to compete for “best in the world” status on a wide variety of attributes.



## **IX. STIMULATING AWARENESS AND AN EMOTIONAL BOND WITH THE LIBRARY**

**MM. Engage Students and Alumni, Students with Alumni:** The more students and alumni are personally and emotionally engaged in the Library's activities, the greater the likelihood that they will become Library donors and endowers in the future. Every effort should be made to include them in the planning process. Many, regular workshops in a wide variety of interest areas should be held to give students a chance to work side-by-side with alumni who share similar interests, and alumni the chance to give back by mentoring students and scouting talent for their companies. Plaques should be erected to new breakthroughs, patents, products, services and businesses launched by teams working in the library.

**NN. Get the Story Out!:** Hire a powerful publicist to get the word out about the new Library. Dedicate important real estate on the library's website to telling the story using flash, videos, live webcams, etc. Host fundraisers in/for the Library and encourage other nonprofit groups to hold their events at the Library.

**OO. Theatrical Events:** Imagine semi-annual interactive theatrical productions held in the Library in which the audience is invited to participate and the character of the fool presents facts that invalidate convention. Imagine Mary Zimmerman's Proust. Hamlet.

Professional stage lighting, sound and live music will make it memorable and very special. A klieg light, ala the Lindbergh Beacon atop the Palmolive Building, will beam its message of intellectual enlightenment vertically into the air in different colors, one for each successive evening leading up the theatricale, like the flags signaling the start of a car race.

**PP. Host Cross-Departmental Intellectual Debates:** Imagine challenging cross-departmental teams to present contrasting positions on the more controversial issues of the day in fiery debates held in the Library.

**QQ. Author Nights:** Authors of renown read from their works, perform demonstrations of their software applications, tour the facilities, participate in discussions and debates, work on teams, and dine with donors and local dignitaries.

## **X. OUR DUTY**

In these exhilarating, accelerating times, it is important that we work creatively, proactively and comprehensively to provide for the developing needs of our students and other stakeholders. We must learn about their real needs and deliver real solutions. We must remove any reason for a student to have to prematurely pack up and leave the building prior to completing their project, and proactively provide them with all the services they need, to forestall frustration and despair.



Our efforts should not be limited to serving the regular users of our facilities, but rather commit ourselves to helping each member of the broader university population achieve their personal and professional goals.

We must quickly escape from a book-centric view of the world and immerse ourselves in the tools of the rich media environment in which our students live. We must reduce the size our onsite physical collections and redeploy our prime space to support a myriad of individual and group activities. We must drive the advancement of electronic search, cataloging and storage technologies. We must enable better work to be accomplished more quickly by our stakeholders.

“We must quickly escape from a book-centric view of the world and immerse ourselves in the tools of the rich media environment in which our students live.”

We must also appreciate how important our alumni and donors are to the life of the Library; helping to engage its students and meet its financial needs.

## **XI. YOUR FEEDBACK**

Thank you for your interest in this piece about the university library. I welcome your thoughts, ideas, suggestions and citations. If you have come across studies of this type, I would love to read them! You can reach me at: [pbodine1998@alum.kellogg.northwestern.edu](mailto:pbodine1998@alum.kellogg.northwestern.edu)

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