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EXECUTIVE SUMMARY

In April 2016, Group2 Architecture Interior Design Ltd. (Group2) and Perkins+Will (P+W) were engaged to develop the University Library Transformation Project (ULTP) Branch Libraries Master Plan. This Master Plan builds upon the Murray Library Master Plan completed in 2013 by the same team. The ULTP Branch Libraries Master Plan presents a strategy for architectural and programmatic interventions that will ensure the seven branch libraries have the capacity and flexibility to meet the evolving needs of students, staff and faculty at the University of Saskatchewan.

With a cohesive master plan the University Library will be able to deliver the services that users require within a framework that is both efficient as a system and responsive to the unique needs of the users at each of the branch libraries.

The master plan describes the current state of each branch library, including types of services and spaces. An understanding of the users’ needs for each library, at present and into the future, was developed through multiple consultation sessions with students, staff and faculty as well as an expansive online survey. The information gathered through the consultation process and discussions with the stakeholder group served as the basis for the development of the ULTP Branch Libraries Master Plan. The master plan addresses the University Library as a unified entity while expressing the individual characteristics that are important to serve users at each of the locations.

Building upon the initial concepts developed for the Murray Library Master Plan, the ULTP Branch Libraries Master Plan provides the framework for the continued evolution of the University Library. The future transformations planned for each branch library will both redefine library services and provide new social and learning environments throughout the University of Saskatchewan.
1.0 Introduction
1.0 INTRODUCTION

In April 2016, Group2 Architecture Interior Design Ltd. (Group2) and Perkins+Will (P+W) were engaged to develop the University Library Transformation Project (ULTP) Branch Libraries Master Plan. This Master Plan builds upon the Murray Library Master Plan completed in 2013 by the same team.

The ULTP Branch Libraries Master Plan presents direction for architectural and programmatic interventions that will ensure the seven branch libraries have the capacity and flexibility to meet the evolving needs of students, staff and faculty.
1.1 SCOPE & SCHEDULE

1.1.1 SCOPE

The ULTP Branch Libraries Master Plan considers configuration and adjacency strategies for the seven branch libraries, including a revisit of the original Murray Library Master Plan study completed in 2013. The additional six branch library facilities that make up the University Library include:

- Education and Music Library
- Engineering Library
- Law Library
- Leslie & Irene Dube Health Sciences Library
- Science Library
- Veterinary Medicine Library

In order to facilitate phased renovations to seven branch libraries, a swing space within the General Purpose Building has been designated for on-site storage of the collections.

As defined in the original contract, the scope of work for the project includes the following:

- Review of existing documents for the six branch libraries
- Document and develop base documents for the existing conditions of the six branch libraries
- Confirmation and augmentation of the established “Guiding Principles” from the Murray Library Master Plan
- Incorporation of the ‘Vision for University Library Spaces’ draft document [see appendix]
- Incorporation of the ‘The Library and its Branches - Future Thinking’ document [see appendix]
- Development of Space Types & Qualities
The ULTP Branch Libraries Master Plan is intended to be a master planning study that is primarily a design analysis and is expected to be concluded by December 22, 2016.

Various groups were consulted throughout the master planning study. These meetings and feedback sessions included:

- Branch Tours, April 26 & 27th
- Visioning Workshop with Stakeholder Group, May 19 & 20th
- Law College Faculty Consultation, May 26th
- Library Employee Consultations, June 22 & 23rd
- Stakeholder Review Session, July 14th
- Nursing Faculty Consultation, June 8th
- Education Faculty Consultation, Aug 26th
- Bachelor of Science Program Heads, Sept 29th
- Stakeholder Review Session, October 13th
- Pop-Up Consultations

- Geology Building, Sept 15th
- Arts Building, Sept 15th
- Upper Place Riel, Sept 20th
- Physical Activity Complex, Sept 20th
- Health Science E-Wing Atrium, Sept 21st
- Agriculture Building Atrium, Sept 21st
- Focused Student Consultations
  - University Students’ Council (USSU), Sept 22nd
  - Graduate Students’ Association (GSA), Sept 27th
  - International Student & Study Abroad Centre (ISSAC), Sept 29th
  - Gordon Oakes Red Bear Student Centre, Oct 3rd
  - Education Students’ Society (ESS), Oct 4th
  - Health Sciences Students’ Association (HSSA), Oct 13th
  - Arts & Science Students’ Union (ASSU), Oct 17
- Town Hall (Community Engagement Session), Sept 29th

**2016**

**April**
- Start-up Meeting
- Gather Data
- Tour Branches

**May**
- Stakeholder Meeting (multi-day)
- Faculty Consultation
- Technical Investigation

**June**
- Analyze Data
- Compare Technical Capabilities to Vision
- 30 Day Review

**July**
- Technical Requirements
- 60 Day Review

**August**
- Develop Draft Report

**September**
- Student & Faculty Consultations
- Pop-up Consultations

**October**
- Review Report
- Check-in with Stakeholders

**November**
- Update Drawings and Report

**December**
- Finalize Report
- Presentation to Committees
1.2 LIBRARY SPACE TYPOLOGIES

THE LIBRARY SPACE TYPOLOGY CHART

The following diagram identifies various user focused space types present in the existing libraries and proposed as part of the master plan.

Me Space: Generally refers to quiet space and individual study space. Furniture in this type of space is meant for individual users.

We Space: Generally refers to spaces that are intended for group study. These spaces can be study rooms or group study areas in a larger open space. These spaces tend to be slightly noisier as they accommodate group discussion and learning. Furniture in this type of space generally allows for congregation of small groups.

Us Space: Refers to spaces that are open and accommodate large groups of people. These spaces can be noisy and lively.
KEY CONCEPTS

1. Knowledge Creation
   - Innovation
   - Creativity
   - Collaboration
   - Diversification

2. Mobility + Social Media
   - Onsite
   - Onsite Mobile
   - Offsite
   - Multisite

3. Library Vibrancy
   - Energetic
   - Collaborative
   - Learning

4. Effective Study Process
   - Onsite
   - Offsite
   - Concentrated Work
   - Collaborative Work

5. Focus on “We” not “Me”
   - Congregate / Community
   - Connect with peers
   - Visual Connectivity

BEHAVIOURS

ENIRONMENTAL ATTRIBUTE

SPACE TYPOLOGIES

- Classrooms
- Collaborative Workrooms
- Group Study
- Open Collaboration Areas
- HD Videoconferencing

- Café Hub
- Meeting Hub
- Student Life Centre

- Benching
- Intelligent Furniture
- eInstruction
- Quiet Rooms
- Private Study Areas
2.0 Existing Branch Library Spaces
2.0 EXISTING BRANCH LIBRARY SPACES

Data collected from each of the seven branch libraries includes a review of the existing floor plans, site visits to each library to document the current library conditions as well as specific spatial allocations and qualities.

This section outlines the following existing common elements for each of the seven libraries:

- Site plan - noting the location of the library on campus
- Key plan - locating the library within its specific building or College
- Natural light study - demonstrating the penetration of natural light within each branch
- Circulation study - denoting the existing circulation pattern within the branch
- Ceiling and services study - denoting areas of low and high ceiling height due to the location of mechanical and electrical services
- Adjacent spaces study - describing spaces that are adjacent to each branch that may impact the program within the library
- Program overview and area allocation - notes the existing library program distribution
2.1.1 EDUCATION & MUSIC LIBRARY
Year Built: 1970

The Education and Music Library is currently a 2527m² space located on the second level, Room 2003 of the Education Building. The branch is a fully accessible location in a building with strong connection to the broader community through children’s programming, public music performances, and a daycare. There is significant opportunity to build on the community connections and to expand the library to meet the needs of the greater arts community.**

**Taken from “The University Library and its Branches - Future Thinking” document (See appendix)

NATURAL LIGHT: exterior glazing provides light penetration along 3 sides of branch perimeter.

CIRCULATION: open plan creates for straightforward path of travel.

CEILINGS & SERVICES: exposed waffle slab with services accommodated in dropped ceilings (blue).

ADJACENT SPACES: explore the use of the student lounge on the ground floor.
EXISTING PROGRAM OVERVIEW

The Education & Music Library is comprised of both active and quiet areas for both collective learning and self-teaching. Students often congregate to eat, rest or to de-stress in the journals lounge area. The collections currently occupy approximately half of the library floor area and is located within the core of the floor plate. The perimeter of the library is comprised of group study rooms, open group study space, individual quiet study zones and listening carrels.

Librarian offices are located adjacent to a flexible classroom space, away from the main entrance, circulation desk and administrative staff offices.

Unique to the Education & Music Library is a collection of rare aboriginal texts and educational material as well as designated aboriginal space that defines an active zone in the library, often used for conferences and classes.
2.1.2 ENGINEERING LIBRARY

Year Built: 1926; Additions: 1962, 1981

The Engineering Library occupies 671m² on the main floor of the Engineering Building. The branch serves as a central location for both students and faculty. The Engineering Library is known as the ‘noisy’ library where students often work collaboratively. Space is well-utilized and it is often difficult to find a chair to sit in by mid-morning.

The central area of the branch is open to above, overlooked by faculty offices and corridors two and three storeys above. As a result of the configuration of the branch within the building, there is limited access to natural light, the only source filtering in from a skylight above. Collections and administration are located in the single storey spaces along the perimeter.

SITE PLAN

CIRCULATION: open plan creates a straightforward path of travel

NATURAL LIGHT: no exterior glazing except a small skylight above, minimal borrowed light from surrounding corridors.

CEILINGS & SERVICES: ceiling heights are generous in the center, lower along the perimeter (blue).
EXISTING PROGRAM OVERVIEW

The open floor plan is predominantly occupied by collection stacks, study carrels, computer stations and group study tables leaving little room for administration space. No staff room or bookable group study rooms are offered.

Current trends libraries for the faculty of Engineering favors electronic books over hard copy books. By reducing and/or relocating the print collection, there is an opportunity to provide additional collaborative learning spaces, study spaces and space for knowledge creation.
EXISTING FIRST FLOOR PLAN

0 5 10

CIRCULATION DESK
ENTRANCE
LEARNING COMMONS
GROUP WORK

Existing Library Branch Spaces | 2.0
2.1.3 HEALTH SCIENCES LIBRARY

Year Built: 2013

The Leslie and Irene Dube Health Sciences Library occupies 2984 m² on the basement, main floor and second floor of the recently opened Academic Health Sciences Building E-Wing. The contemporary space features ample daylighting with extensive exterior views. As the newest library on campus, the design and configuration is favored by many users and other branch libraries.

In addition to serving the U of S students, faculty and alumni, the Health Sciences Library is also frequented by the public including patients from the Royal University Hospital.

SITE PLAN

KEY PLAN

NATURAL LIGHT: exterior glazing along the east and south provide ample natural light. Light penetration of west side is limited.

CIRCULATION: floors are connected from basement, main & upper level. Circulation patterns vary between floors.

CEILINGS & SERVICES: floor-to-floor heights most generous at south atrium. Services accommodated in dropped ceilings (blue).

ADJACENT SPACES: although not part of the library, the atrium space outside the library could be used for a gathering space or unwind area.
### Health Sciences Library

#### Existing Program Overview

The Health Sciences Library has numerous group/collaborative study spaces as well as individual study spaces distributed on both the main and upper levels. Some of the print collections are in compact shelving.

The main floor features administration areas, the circulation desk, an IT service desk, computers stations, printers, scanner/photocopier and group study rooms. A two storey south-facing atrium offers generous lounge space with soft seating. General Collections, offices, group study rooms, and individual study carrels are located on both the upper and lower levels.

“Though recently constructed, there remains unmet needs within the space, particularly in the areas of computer technology and services to students with disabilities.”

*Taken from “The University Library and its Branches - Future Thinking” document. [See appendix].

#### Useable Areas (M²)

<table>
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<th>Category</th>
<th>Existing 0</th>
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<th>Existing 2</th>
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<td>Reception and Gathering Space</td>
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<tr>
<td>Information / Circulation / Service</td>
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<tr>
<td>Display / Exhibition</td>
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<tr>
<td>Other Community Functions: Café/Copy Centre</td>
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<td><strong>General Learning</strong></td>
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<tr>
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<td>Newspapers / Periodicals</td>
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<td>Maps and Research Data</td>
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<td>General Administration</td>
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<td>General Shipping and Receiving</td>
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<td>Facilities / Maintenance Services</td>
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**Thursday May 19, 2016**

16042 U of S Branch Libraries Master Plan

Leslie & Irene Dubé Health Sciences Library

Existing

Proposed
Existing Library Branch Spaces | 2.0

LEARNING COMMONS

BOOKABLE STUDY ROOMS

COMPACT STORAGE

LEARNING COMMONS

SCANNING PRINTING & COPYING
2.1.4 LAW LIBRARY

Year Built: 1967

The Law Library is a 1526m² building connected to the North end of the College of Law and the East end of the Edwards School of Business. Known and appreciated as a ‘quiet’ library on campus, the Law Library has become a popular spot for students for individual study.

The library occupies a three storey area in the Law Building. The upper level provides collections and a perimeter circulation space overlooking the study area below. The Ground Level provides space for collections, reception and administration as well as quiet study space. The library also features a split-level three storey stairwell space connecting all three levels. The design of library is not fully accessible on all floors, nor is it easy to navigate.

SITE PLAN

NATURAL LIGHT: clerestory windows & exterior glazing provides light penetration along 3 sides of branch perimeter. No access to light in the basement.

CIRCULATION: main & upper level are connected via stairwell and ‘bridges’ through stacks area. Upper level circulation cut off at SE corner. Basement circulation separated from levels above.

CEILINGS & SERVICES: floor-to-floor heights most generous at open area of main level. Services accommodated in dropped ceilings (blue).

ADJACENT SPACES: adjacent spaces on the top floor include faculty offices and graduate study space.
**EXISTING PROGRAM OVERVIEW**

The upper level of the law library has additional study carrels and collection stacks. Adjacent rooms contain graduate student and professors offices, and the Canadian bar review office. This adjacent office space requires after-hours access through the library, however these rooms are not considered part of the Library.

The ground level features the circulation desk, staff and administration areas, study room, and individual computer study stations as well as individual study carrels located in the open area.

The basement houses the majority of the law circulating collection as well as additional study carrels and storage.

The College of Law is very engaged in the library and has a strong interest in the design, services offered and collections spaces.
Existing Library Branch Spaces | 2.0

- Study Carrels
- Compact Storage
- Administration
- OFFICES
- ME SPACE
- Study Carrels
2.1.5 SCIENCE LIBRARY
Year Built: 2001

The Science Library is a 1764m² three storey space with a basement including the opportunity to add an additional floor, as provided for in the initial design. The main floor learning commons is situated in an atrium with views from the second and third levels. This library is also known as a ‘quiet’ library, with appreciation for individual study areas.
NATURAL LIGHT: exterior glazing along SE provides ample light to main level. Upper levels are glazed to receive borrowed light. Basement has no access to natural light.

CIRCULATION: levels connected vertically via common stairwell. Circulation patterns vary between floors.

CEILINGS & SERVICES: floor-to-floor heights most generous at open area of main level. Services accommodated in dropped ceilings (blue).

ADIJACENT SPACES: the area next to the library on the first floor is not part of the library space, but could potentially be used as future shared maker space.
EXISTING PROGRAM OVERVIEW

The main floor of the Science Library houses the library offices, workroom, staff administration and circulation desk, student commons, current journals, maps and atlases, computer work stations, and an exhibition display space.

The two upper levels of the Science Library are primarily collection stacks in the core with study carrels around the perimeter with views into the Science Library atrium or the Geology Building's museum space.

The basement is largely collection stacks with three learning computers and two tables for study.

The Science Library is a food free library.
Existing Library Branch Spaces | 2.0

LEARNING COMMONS

ENTRANCE

Collections

LEARNING COMMONS

Entrance

LEARNING COMMONS
2.1.6 VETERINARY MEDICINE LIBRARY
Year Built: 1969; Renovation: 2015

The Veterinary Medicine Library is a recently renovated 238m2 library nestled on the third floor of the Veterinary Medicine Building. Small by comparison to other libraries on campus, the Veterinary Medicine Library is a quiet library used primarily by Veterinary faculty and students. The library has ample borrowed light from the adjacent two storey atrium.

CIRCULATION: branch circulation is straightforward.

NATURAL LIGHT: exterior glazing provides natural light along the east wall. Atrium to the west provides ample borrowed light.

CEILINGS & SERVICES: floor-to-floor heights most generous at open area of main level.

ADJACENT SPACES: the atrium area next to the library is not technically part of the library space but has a relationship to the library as the two spaces are connected with a doorway, and the dividing wall is fully glazed. The Atrium provides a space for students to unwind.
**EXISTING PROGRAM OVERVIEW**

The Veterinary Medicine Library is comprised of a reading area, a quiet study room, general collection stacks, a common area with study carrels and computer stations, the circulation desk and administration space. Online electronic resources are used though hard copy books are still sought after in this library.

“As a result of a 2012 survey and recent discussions, the library has begun transitioning to student-centered space.”

The library space is connected to an upper level with group study rooms. These rooms, not considered part of the library, provide 24-hour study space to Veterinary Medicine students.

*Taken from ‘The University Library and its Branches - Future Thinking’ document. (See appendix).*

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### VETERINARY MEDICINE LIBRARY

<table>
<thead>
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<td>- Display / Exhibition</td>
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<td>- Other Community Functions: Café/Copy Centre</td>
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<td>- Dean's Office</td>
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</tr>
<tr>
<td>- Staff Support: Staff Meeting Space, Staff Lounges</td>
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<tr>
<td>Building Support</td>
<td>9</td>
<td>9</td>
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<tr>
<td>- General Shipping and Receiving</td>
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<tr>
<td>- Facilities / Maintenance Services</td>
<td></td>
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<tr>
<td>- General Storage</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>238</strong></td>
<td></td>
</tr>
</tbody>
</table>

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**USEABLE AREAS (M²)**

- **Existing:** 3
- **Proposed:** 9
EXISTING THIRD FLOOR PLAN

- 0
- 5
- 10m

- HERBARIUM
- LEARNING COMMONS
- ME SPACE
- COLLECTIONS
2.1.7 MURRAY LIBRARY
Year Built: 1956, 1974
Renovation: Transformation Phase 1 - 2007
Transformation Phase 2 - 2009
1st Floor Collaborative Learning Lab - 2011

The Murray Library is a 15,910m2 library "located at the intersection of Wiggins Road and Campus Drive. The Murray Library currently occupies two buildings: to the south, a six-storey tower constructed in 1970, and to the north, a portion of a four-storey block constructed in the 1950's. With the north building located along the Bowl and the south building immediately adjacent to both Place Riel and the main bus loop, the library enjoys an extremely prominent position."

* Taken from the "Master Plan Phase 3 Renovations for the University of Saskatchewan Murray Library."

SITE PLAN
NATURAL LIGHT: More glazing in the North building provides good light along the perimeter. Light penetration of the 2nd to 6th floors of the South building is limited.

CIRCULATION: Buildings are connected up to first floor level, disconnected beyond. Circulation patterns vary between floors.

CEILINGS & SERVICES: Floor-to-floor heights most generous at lower levels. Services accommodated in dropped ceilings (blue).
EXISTING PROGRAM OVERVIEW

“Currently, the library’s largest program element is the collection itself, occupying just under half of the total building area. General collections account for four fifths of stored materials, but the library also houses archival materials, government documents, reference volumes, maps and microforms, and a selection of periodicals and newspapers.

A further quarter of the program area is occupied by various public learning spaces, ranging from the cafe and learning commons on the lower floors to individual study carrels and bookable grad student offices on the upper levels. These spaces are currently in very high demand, particularly where they enjoy access to natural light.

Specialized learning and student support functions (the University Learning Centre, Disabled Student Services, the Gwenna Moss Centre, and Client Services), Archives and Special Collections, and library administration account for the majority of the remaining program area. The balance is made up in entrance and building support functions.

Distribution of the general collection is particularly notable, with stacks located in both the north and south buildings despite a lack of connection between them.”

*Taken from the “Master Plan Phase 3 Renovations for the University of Saskatchewan Murray Library.”

<table>
<thead>
<tr>
<th>MURRAY LIBRARY</th>
<th>USEABLE AREAS (M2) Existing</th>
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<tbody>
<tr>
<td>Entrance Functions</td>
<td>Reception and Gathering Space 231</td>
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<tr>
<td>Information / Circulation / Service 76</td>
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<tr>
<td>Display / Exhibition 96</td>
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<tr>
<td>Other Community Functions: Café/Copy Centre 99</td>
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<tr>
<td>General Learning</td>
<td>Us space: high intensity 3,537</td>
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<tr>
<td>We space: small groups 907</td>
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<tr>
<td>Me space: high focus 1,878</td>
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<td>Specialized Learning and Support</td>
<td>Teaching and Learning Support 954</td>
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<td>Research Commons 737</td>
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<td>Faculty Commons 217</td>
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<td>General Collections</td>
<td>Stacks 7,488</td>
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<tr>
<td>Newspapers / Periodicals 227</td>
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<td>Reference Collection 123</td>
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<tr>
<td>Specialized Collections</td>
<td>Music / Multimedia 1,456</td>
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<td>Maps and Research Data 442</td>
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<td>Archives and Special Collections 1,014</td>
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<td>Library Administration</td>
<td>Client Services 2,192</td>
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<td>General Administration 550</td>
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<td>Facilities / Maintenance Services 23</td>
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<td>TOTALS</td>
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3.0 Consultation Process
3.0 CONSULTATION PROCESS

This section of the report outlines the process of collecting and reviewing data from U of S students, staff and faculty. To begin the process Group2 and P+W met the Stakeholder Group for a visioning session. Two review sessions were held with the Stakeholder Group during the Master Plan process to review the consultation findings and developing concept floor plans.

Consultation sessions were held with the following groups:
- library employees
- student groups
- faculty groups

In addition to the multiple student, staff and faculty consultations, six different pop-up consultations were held on three different days. The pop-up consultations were designed to engage students, staff, and faculty from varying backgrounds and colleges in an informal, casual setting.

A Town Hall consultation was held on the main floor of the Murray Library. This consultation was created as an alternate type of community engagement session to provide users with another platform for input and feedback.

From September 19th to October 10th, an on-line survey was distributed to a randomized sample of University of Saskatchewan students, faculty, and staff.
3.1 PROCESS OVERVIEW

The ULTP Branch Libraries Master Plan process includes the following elements:

Existing Conditions and Functions Inventory
At the outset of the project, the project team met representatives from each branch library to document and gather input regarding current usage and issues within the existing library spaces. The team toured and photographed the building and prepared a functional inventory of existing space.

Space Categories
The current utilization of space is then defined according to high-level space categories. These categories are formulated to capture typical staff and user spaces differentiated within the libraries (e.g. “admin space”, “me”, “we”, and “us” seating space, etc).

Trends Review and Future Visioning
A visioning workshop with Library stakeholders reviewed academic library trends and best practices and provides a basis to brainstorm ideas which might be applicable within the U of S context. These ideas are also shared with the various user, faculty and student groups during consultations in order to generate further discussion.

Guiding Principles Development
These ideas are grouped into different categories based on impact. During the Stakeholder Visioning workshop, ideas were developed into a set of prioritized principles to guide overall allocation of space.

Scenario Explorations
Here the stakeholders explore the spatial scenarios of the program to develop functional program adjacencies and locations. This forms the starting point of the Master Plan development.

Consultations
Multiple consultations are held with students, staff and faculty to collect data on current and future library needs and wants. These consultations also provide a platform for students, staff, and faculty to respond to the evolving library plans. The feedback then feeds into the final branch library floor plan for each branch.
3.2 STAKEHOLDER GROUP

The Stakeholder Group is meant to be a consistent core group of university representatives, whose role is to provide feedback throughout the master plan process.

3.2.1 PARTICIPANTS

The design team, established at the beginning of the project, includes representatives from the Library, user groups and both the Prime and Sub-Consultant Teams. Team members include:

- Rachel Sarjeant-Jenkins, Associate Dean, University Library and Head, Law Library
- Rea Carlson, Facilities Management Division
- Susan Murphy, Head, Health Sciences Library, Veterinary Medicine Library
- Marylynn Gagne, Head, Education & Music Library
- Dale Amerud, Director of Financial & Physical Resources, University Library
- Ken Ladd, Intern Associate Dean, University Library and Head, Collections Services
- Tim Hutchinson, Head, University Archives & Special Collections
- Beth Bilsen, Intern Dean, College of Law
- Fran Walley, Associate Dean Academic, College of Agriculture and Bioresources
- Nancy Turner, Director, Gwenna Moss Centre for Teaching Effectiveness
- Chad Caller, Information and Communications Technology
- Cameron Alexson, Information and Communications Technology
- Lois Berry, Interim Assistant Vice-Provost Health, Health Sciences Council
- Darlene Fichter, Head, Murray Library
- JoAnn Murphy, Head, Murray Library and Student Learning Services
- Candice Dahl, Head, Student Learning Services
- Lori Delorme, Student Services Coordinator, Aboriginal Students’ Centre
- Kehan Fu, President, University of Saskatchewan Students’ Union
- Ali Kiani, Vice President Academic, Graduate Students’ Association
- Carlin McGrath, Health Sciences Student Association
- Hallie MacLauchlan, Health Sciences Student Association
- Serena Reimer, Education Students’ Society
- Tom Richards, Law Students’ Association
- Jay Wilson, College of Education
- Jack Gray, Vice-Dean Research, Scholarly and Artistic Work, College of Arts & Science
- Gordon Desbrisay, Vice-Dean Academic, College of Arts & Science
3.2.2 VISIONING SESSIONS

Thursday, May 19, 1:00pm-4:30pm
Friday, May 20, 8:30am-12:00 pm

The two-half day Stakeholder Visioning Sessions aimed to begin to articulate a common vision for the branch libraries. The session kicked off with brief presentation on emerging trends in library design and overview of existing branch library spaces. Participants were then divided into five groups to work through various exercises involving:

- Future thinking brainstorming session
- Redistribution of the high level programming for each branch
- Review and feedback on the draft guiding principles
- Spatial exploration of the program to flush out ideal program adjacencies and locations
FUTURE THINKING GUIDED BRAINSTORMING EXERCISE

In the first workshop exercise participants were guided through a series of questions to articulate priorities and key principles.

- How will patrons effectively use the library over the next 10 years?
- What is it about the university that should be represented within each of the 7 branch libraries?
- What excites you about the future of university libraries?
- What have you seen at other libraries that was relevant or successful?
- What are the top 5 library activities/functions that should be supported within each of the branch libraries?

The stakeholder responses from this exercise formed the basis for the confirmation and augmentation of the principles outlined in the ‘Vision for University Library Spaces’ document (see appendix) and those established for the ‘Guiding Principles’ from the Murray Library Master Plan.

PROGRAM PIE CHART RE-DISTRIBUTION

For this exercise participants were given pie chart diagrams showing each of the branch libraries’ existing program distributions. Participants were asked to re-distribute and add new programming. This acted as a warm-up to the scenarios exercise, an aid to visualizing ideal program distribution for each of the branch libraries, and to provide a high level understanding that the reshuffling and adding of desired program elements means that other types of spaces may have to be reduced.

SCENARIOS EXERCISE

In this workshop exercise, participants conducted a spatial exploration of the program. Participants, again divided into 5 groups, were provided scaled program blocks and floor plans and were asked to develop functional distributions that reflected ideal program adjacencies and locations.

The session concluded with a presentation of each floor plan and a discussion of key similarities and differences.

This initial feedback formed the starting point for the master plan development, intended to be further enriched by consultation of various user groups throughout the master plan process.

The following page shows the first iteration of plans that were created in this exercise.
PLANS DEVELOPED BY THE STAKEHOLDERS DURING THE SCENARIOS EXERCISE

Health Sciences Library

Science Library

Law Library

Engineering Library

Education & Music Library

Veterinary Medicine Library
3.2.3 STAKEHOLDER REVIEW SESSION #1
Thursday, July 14, 8:30am-12:00 pm

In this session, the project team met with stakeholders to share their progress on the master plan and to report back on consultation feedback heard thus far. The session also included an overview of the Murray Library Master Plan to re-familiarize attendees with the ideas previously developed as part of the Master Planning process in 2013.

Participants were then divided into groups to review the further developed Guiding Principles and to provide feedback on the "first go" of floor plans for each of the Branch Libraries. Each of the floor plans were ranked according to their success in meeting desired qualities for the spaces as outlined by the Guiding Principles.
3.2.4 STAKEHOLDER REVIEW SESSION #2
Thursday, October 13, 8:30am-12:00 pm

Final Stakeholder Review Session
This Stakeholder Session started with a presentation by Group2. This presentation reviewed:
• Project Status
• Project Timeline
• Consultations Summaries
• Types of Library Spaces

The presentation was followed by two Stakeholder Exercises:
• Plan Review Exercise
• Education & Music Library Gaming Exercise

PLAN REVIEW EXERCISE
In this exercise, the Stakeholders divided into 5 small groups and reviewed six of the seven library plans. The six plans that were commented on were the:
• Veterinary Medicine Library
• Engineering Library
• Science Library
• Law Library
• Murray Library
• Leslie & Irene Dube Health Sciences Library

The comments from the Stakeholders were documented and used to make revisions to the floor plans.

EDUCATION & MUSIC LIBRARY GAMING EXERCISE
In this exercise, the five small Stakeholder groups focused solely on the Education & Music Library. Thus was undertaken as the College of Education and the Library began to discuss the potential of a mutually beneficial exchange of floor area. Envisioned benefits are that the Education & Music Library is allocated the ground floor student lounge located below the first floor library, and the College of Education is then allocated to a portion of the current library floor area on the first floor accommodating additional classroom and break out room spaces.

Each Stakeholder group was given program pieces for the library and then asked to arrange the pieces on the two library floors. The Stakeholder plans were then documented and used as a starting point for the Education & Music library master plan design.
3.3 PRELIMINARY INFORMATION SESSIONS

The following preliminary information sessions were held with Library Representatives:

- Teaching, Learning and Academic Resources Committee of Council - November 26 2015
- University Student Council - December 3 2015
- College of Education - January 15 2016
- College of Law - January 18 2016
- College of Engineering - March 2 2016
- College of Agriculture and Bioresources - March 4 2016
- Edwards School of Business - March 8 2016
- College of Engineering Undergrad students' Executive - March 8 2016
- College of Engineering Graduate Students' Executive - March 18 2016
- Graduate Students' Town Hall, College of Engineering - March 24 2016
- Science Divisional Faculty Council, College of Arts and Science - March 29 2016
- Humanities and Fine Arts Divisional faculty Council, College of Arts and Science - March 30 2016
- Graduate Students' Association - April 7 2016
3.4 LIBRARY EMPLOYEE CONSULTATIONS

Wednesday, June 22, 9:00am-10:30am
Wednesday, June 22, 10:30am-12:00pm
Thursday, June 23, 8:30am-12:00 pm

Over the three sessions, the project team met with both librarians and library employees. One session was held with the librarian faculty and two sessions were open to all library employees. The sessions were well attended with discussions centered on themes such as: accessibility, diversity, research, teaching & learning, display and the importance of providing a welcoming, comfortable atmosphere.

ACCESSIBILITY
- Of collections, both print & electronic
- Consideration for ‘serendipitous’ factor of less accessed collections
- Consideration of service, staffing & retrieval time considerations for off-site collections
- Access to Library space, safe study space for extended hours off-season hours

DIVERSITY
- Better balance of individual vs. social space, quiet & solitary vs. active space
- Spaces for unwinding or resting
- Consideration for demographic shifts in student body
  - international students
  - multi faith students
  - students with children

RESEARCH, TEACHING & LEARNING
- Importance of the University Library as a Research Library
- Support of Interdisciplinary work
- More teaching space/instructional space (ie. computer lab)
- ‘Book a librarian’ services

DISPLAY
- Of digital collections
- Of special collections across multiple locations
- Browseability of rare or regionally significant materials

WELCOMING, COMFORTING ATMOSPHERE
- Natural light, outdoor spaces
- Ventilation and temperature control
- Comfortable & casual furniture
- Visible, welcoming entrances, identifiable signage
- Visual branding & wayfinding across all branches
- Material quality of space
3.5 FACULTY CONSULTATIONS

All colleges and schools, through their Deans or executive directors were offered the opportunity to have a focused consultation session. This section provides a summary for each of the faculty consultations undertaken.

3.5.1 LAW FACULTY CONSULTATION
Wednesday, May 26, 9:00am-10:30am

The design team met with law faculty to discuss current use of and future potential for library space.

Key themes raised included accessibility, flexibility and diversity of spaces, and the importance of research and access to research materials.

Other considerations included:
- Acoustic concerns as the Law Library is currently known and appreciated as the ‘quiet’ library
- Adjacent spaces and how they can feed into the bigger picture of the library
- How to introduce a visual or functional connection between the basement and the upper floors.

ACCESSIBILITY
- Importance of making all areas of the library accessible.
- Consider re-opening upper level balcony.

FLEXIBILITY
- Provide a variety of spaces including space for individual study, concentrated work, small groups, and large groups.
- Potential to un-fix study carrels to provide additional uses for the core library main floor space (i.e. host lectures, large gatherings, large group indigenous teaching/learning).

RESEARCH
- Emphasis that legal research is a vital component to the education of law students
- Timely access to these research materials is of high importance.
- Appreciation for the serendipity of finding books beside books. If virtual browsing is to be relied upon it will need to include more contents of related materials.
- Future provision of an audio visual room could support demonstrating interviews, reproducing trials.
3.5.2 NURSING FACULTY CONSULTATION

Wednesday, June 8

On June 8th, one of the associate deans of the University Library attending the faculty council meeting for College of Nursing to discuss the master planning process and to gather ideas for a re-imagined library system. Overall, there was a sense of excitement among the participants about what is being contemplated for the library spaces.

Key discussion areas included:

- The concept of areas for de-stress: One faculty member noted that they know of someone that has published in this area and worked with libraries. They used walking the labyrinth as the de-stressor. In one library they projected onto the floor the image of the labyrinth and there are portable labyrinths that students could walk. An example is an article in College & Research Library News (http://crln.acrl.org/content/76/6/318.full).
- Extended hours access: Question was raised if 24/7 access was being considered for the health sciences library. Currently 24/7 is only available at the Murray Library during final exam periods; student safety must always be considered.
- Space types: Will all 7 branch libraries have the same spaces and services or will they vary? Noted that the master plan consultation is intended to identify what makes sense for spaces for each library. One feature may be at one, while other features common at all.
- Distance and distributed students: the College is interested in partnering with the University Library for the delivery of services at the other locations.
- Sustainability: suggested that the library possibly consider a model similar to SSRL where services are provided on a cost recovery basis.
The project team met with education faculty to gather ideas for a re-imagined Education & Music Library. Conversation focused on how the library has the potential to become the hub for student experience. Suggestions included modifications to the existing library access points to create a more welcoming and open entry, and how the better use of underutilized auxiliary spaces within the building could tie into the bigger picture of the library. Other potentials included further support spaces for early childhood education, research collaboration, and learning.

**OPEN & INVITING**
- Create more than one way into the Library, with improved visual connection to activity within
- Create a commons space off of or connected to the library, an active place where students can gather and hold events
- Improve access to Classroom 2060: currently adjacent to library, but only accessible through back stairwell

**AUXILIARY SPACES**
- Student lounge - currently underutilized, could support some functions for teaching and learning
- Cafeteria space - could provide opportunity for informal performance space
- Maker space - already exists in building, likely does not need to be replicated within library space
- ITEP: Consider how the spaces as part of the new 3rd floor renovation may not need to be replicated in library, however, some resources should be made available in both locations

**EARLY CHILDHOOD EDUCATION**
- Classroom library model to support Teacher Candidate learning
- Opportunities to work with children from childcare centre
- Flexible, movable & reconfigurable

**RESEARCH COLLABORATION FOR FACULTY**
- Similar to glass rooms located on the ground floor of the Murray library
- Secure Project rooms for group projects, which can be booked online for an extended period of use

**LEARNING**
- Labs or individual space to support language teaching and learning
- 21st century learning model with focus on connectivity & inter-disciplinary. Could include break-out spaces, classroom connected to library through garage or sliding doors.
The Associate Deans for the University Library met with the Program Heads for Bachelor of Science programs on September 29, 2016. The discussion was wide-ranging, but fell into three key thematic areas: collections, technology, and services.

**COLLECTIONS**
- Invest in electronic journals, particularly back issues, in order to improve access and to de-fragment print and electronic

**TECHNOLOGY**
- Consider collaborative opportunities with existing units/services on campus (e.g. the digital humanities lab in the College of Arts & Science) to ensure maximum benefit and avoid duplication
- Concern about technology-heavy spaces and the importance of ensuring that they are meeting a need on campus, not just following a current trend
- Need to provide the 'right' spaces to meet the needs of people working with large data sets
- Collaboration suites with technology to support research collaborations nationally and internationally

**SERVICES**
- Current interlibrary loan services are very good and efficient, similar scanning and desktop delivery of articles from print journals on campus would be a significant and beneficial service enhancement
- Consistent available technical support for technology-enhanced spaces is critical
- Secure spaces with restricted access

In addition to the consultations identified in this section, the following student groups were contacted for input:
- Law Students’ Association
- Edwards Business Students’ Society
- Western Canadian Veterinary Students’ Association
- School of Public Health students’ Association
- Johnson Shoyama Graduate School Students’ Association
- Disability Services for Students

This section provides a summary for each of the student consultations that were held, as well as written feedback that was received from some student groups that were not able to arrange for a consultation.

**3.6.1 GRADUATE STUDENTS’ COUNCIL (GSA)**
Tuesday, September 27, 5:00pm-5:30pm
The project team met with the GSA to gather ideas and thoughts about what they would like to see in the branch libraries. There were approximately 40 people in attendance. Conversation focused on physical vs digital collections, graduate specific spaces, and the meaningful integration of high tech tools.

** PHYSICAL VS DIGITAL BOOKS & JOURNALS**
- Interest in providing more digital books and journals
- Provide on-campus storage of books as well as compact shelving

**GRADUATE SPECIFIC SPACES**
- More computer labs specifically for graduate students
- More bookable study rooms for graduate students
- Study spaces should be large enough for 12 people and be equipped with a large screen
- Graduate student offices should be accessible at all hours

**MEANINGFUL INTEGRATION OF HIGH TECH TOOLS**
- Provide technology that is useful, not just flashy
3.6.2 UNIVERSITY OF SASKATCHEWAN STUDENTS’ UNION (USSU)
Thursday, September 22, 6:00pm-7:00pm

The project team met with USSU to gather feedback on the existing seven branch libraries on campus as well as collect ideas for what the future of the libraries could look like. Conversation focused on accessibility, physical considerations, and library design for the future. Additional groups such as the Indigenous Students’ Council (ISC) and Disability Services for Students (DSS) were mentioned for potential inclusion in the consultation process.

Key themes identified were:

ACCESSIBILITY
- Designed to be physically accessible
- Provide adequate staff to support student needs
- Welcoming to all students

PHYSICAL CONSIDERATIONS
- Large and small study rooms
- Screens in study rooms
- Provision of electrical outlets
- Nap areas complete with secure storage
- Creative shift areas
- Child-friendly spaces

DESIGN FOR THE FUTURE
- Leading edge technology

ADDITIONAL GROUPS
- Indigenous Students’ Council (ISC)
- Disability Services for Students (DSS)

3.6.3 INTERNATIONAL STUDENT & STUDY ABROAD CENTRE (ISSAC)
Thursday, September 29, 11:30am-1:00pm

Representatives from Group2 held a consultation session on Thursday September 29, 2016. The session was held from 11:30am to 1:00pm in the ISSAC Training Room. The team engaged students, faculty and staff in conversations regarding library user wants and needs. The information gathered will be incorporated into the ULTP Branch Libraries Master Plan.

COMMON USER WANTS
- Longer operating hours
- More quiet study space
- Natural light
- More electrical receptacles, more computers
- More small group meeting spaces / study rooms
- Better environmental controls
- Security and cleanliness
- Sleeping pods / rest areas
- Clear wayfinding and library signage
- Writable wall surfaces

OVERALL THEMES
- Appreciative of the library staff
- Desire for more staff and/or help centres
- Desire for a safe environment; some students would like spaces monitored cameras
- Spaces are too crowded, especially around exam time
- Main floor Murray - like the atmosphere, but too busy, need more spaces like this
- Library is like a second home
- Desire for different styles of spaces from open floor spaces to study cubicles, quiet and social
- Comfortable spaces and flexible furniture options
- Like the online booking system for study rooms
- More individual seating so one person isn’t taking up an entire table that a larger group may need
- Washrooms in close proximity to study space
- Desire for more quiet space and privacy cubicles for undisturbed study
Representatives from Group2 Architecture held a Consultation session on Monday October 3, 2016. The session was held from 12:00pm to 1:00pm in the Gordon Oaks Red Bear Students’ Centre. The team engaged students, faculty and staff in conversations regarding library user wants and needs. The feedback received will be incorporated into the U of S Branch Library Master Plan.

**COMMON USER WANTS**
- Longer operating hours
- More quiet study space
- Natural light
- More electrical receptacles, more computers
- More small group meeting spaces / study rooms
- Better environmental controls
- Security and cleanliness
- Green space
- Sleeping pods / rest areas
- Clear wayfinding and library signage
- Writable wall surfaces
- More computers

**OVERALL THEMES**
- Desire for organic and circular spaces with comfortable seating
- ‘Decolonize the curriculum’ – provide education materials and space for alternative learning/teaching styles (for example, presentation spaces that can facilitate presentations from the elders on the history of indigenous people).
- More computers designated to Disability Services for Students (DSS)
- Concerns about printing costs, better signage for printing and how to use library services
- More tables and less couches
- Recognition of Treaty 6 Territory and homeland of the Métis
- Relaxing spaces to unwind in so that one can rest for a while and get back to work; desire not have to go home to get a rest between studies and classes. Possibly no food zones in these unwind spaces so cleanliness is maintained in these ‘comfy’ spaces
- Designated quiet areas and private study space; ensuring quiet zones are kept quiet
- Variety of study spaces that allow for diverse teaching styles
- Desire for easy access to books online
- Renewable Energy - suggestion to utilize solar energy sources
- Desire for spaces to be more inclusive
- Murray Library – circulation not efficient for movement between floors, low floor height is not desirable
- Desire for ‘cool study places’ and interactive spaces such as gaming rooms, etc. for student breaks.
3.6.5 EDUCATION STUDENTS' SOCIETY (ESS)
Tuesday, October 4, 2016

An Associate Dean for the University Library met with 19 representatives of the Education Students' Society on 4 October. The conversation looked at both library spaces and services.

SPACES
• Group study rooms for 6-8 people with white boards and a large monitor
• Lots of seating
• Some private carrels
• 6-person tables, often the ones for 4 people have 6 at them anyway
• Counter/sink/microwave
• Electrical outlets; would be great to have tables with outlets in them
• Meeting room that was a bit larger that could be suitable for professional development opportunities or workshops
• Current entrance to the library seems backwards - when you come to the top of the stairs and see the library you feel like you should be able to enter, and you can’t
• Lots of education students have families, would be good to have child-friendly space
• Have coffee/Starbucks

SERVICES
• Having some of the Student Learning Services programming held in the Education & Music library would be good - these could be hosted/led by education students as practice teaching
• Library staff in education are awesome, super good
• Make sure that First Nations, Métis, and Inuit print materials are fully accessible
• Would be great to be able to add money to printing account online using credit card or debit
• Provide opportunity (and space) to meet with school board representatives to discuss application process, CVs, lesson planning expectations
An Associate Deans from the University Library met with members of the Health Sciences Students’ Association counsel on Thursday 13 October 2016.

**STUDY SPACES**
- More smaller study rooms, for 3-4 students
- More individual study spaces
- More study spaces generally, - less lounge chairs with low tables as the tables are “basically useless besides for putting your feet on”
- Square tables because you can fit more of them in
- More individual study spaces
- More study spaces generally
- The larger group study rooms, when there are more bodies, get really hot – fans at least would be great
- Activity room to be able to get up and move, be physically active for a short burst to help focus

**HOURS**
- Longer hours all the time (not just during exams): start the fall/winter hours earlier
- More weekend hours: earlier Sunday for sure, later on Saturday would be great
- Try to encourage students to use all the libraries since the hours are different for each branch; perhaps have a sign up at the door of the library that lists the hours of the other branches, so if you get there when the branch is closed you know if there is another library that is still open
- Increase space for 24-hour study or provide alternate spaces within the Health Sciences building
- 24-hour study space would be very good, or at least extended safe study

**OTHER IDEAS**
- More electrical, everywhere
- Would love a bathroom and water fountain on the second floor (and the basement would be good too)
- Could items for the study rooms (such as white board markers) be checked out for longer than 2 hours? Often a group will book a study room so they are actually using it for longer than the 2 hours and then the markers become overdue
- A nap room would be cool
- Space for putting together pieces, like a makerspace, with a focus on anatomy
- Virtual reality game systems for walking around a cadaver or for dentistry students to explore inside a mouth
- Activity room to be able to get up and move, be physically active for a short burst to help focus

**COMMENTS RECEIVED FROM PARTICIPANTS VIA EMAIL:**
- Longer library hours of the Health Science Library with the consensus that 10 pm is too early
- A bathroom on the second floor of the Health Science Library
- Possibly limiting study room bookings from the Health Science Library to health science students – some students noticed an abundance of students from other backgrounds (e.g., commerce, engineering, etc) filling up rooms during finals
- More studying cubicles and increased studying space overall
- A napping area
- More animal therapy sessions
- Marked quiet zones and conversation zones. One classmate wrote, “It would be nice to know where it’s okay to have a quiet chat with someone and where it’s okay to shush them and point at the “quiet” sign”
- Adding a mindfulness room: a closed off space with seating and mats on the floor
- It would be handy in the Health Sciences library to permit vocational school students (e.g. med, dentistry, physiotherapy, etc.) to be able to book the study rooms more than twice per week. The comment is that the rooms are frequently booked solid, much of the time by undergraduate students who are just hanging out and eating their lunches, and it would be great if being a health science student in a professional college would give the added benefit of extra study room booking privileges.
3.6.7 ARTS & SCIENCE STUDENTS’ UNION (ASSU)
Monday, October 17, 2016

An Associate Dean from the University Library met with members of the Arts and Science Students’ Union council on Monday 17 October 2016.

STUDY SPACES
- Make it possible for a student to book study rooms more than twice/week, perhaps maximum of so many hours instead? That way someone could book once but for 4 or 5 hours or 3 times a week but only an hour each time.
- Quiet spaces in Murray are dingy, don’t want to study there because of the poor light
- More common areas where conversation is encouraged
- Make the study rooms in Science Library soundproof!
- More group study rooms, but also more clear distinction between areas, so people know where they should be for quiet study, group study, conversation
- Different sizes for group study rooms, some smaller for 3-4 people, feel bad when I’m on my own but have booked a full size study room
- Make all the study rooms ones where you can write on the walls
- When studying on the ground floor of Murray it can be freezing in the winter when they open the delivery door for extended periods of time – can anything be done?

ACCESSIBILITY
- Make sure that there is enough space between shelving to fit a wheelchair (noted particularly the 6th floor)
- Make sure the soap dispensers in the washrooms are accessible for a person in a wheelchair

OTHER
- Tabletop plug-ins
- Cleanliness! Sometimes garbages don’t seem to be emptied for days
- Hate the fluorescent lighting
- Very limited natural light because of the narrow windows in the Murray tower – perhaps use mirrors to bring the light further into the building?
- Need phone chargers everywhere
- Nap room or private soundproof cubicles
- Puppy room
- Safe playing area for students with children
- More plants, more greenery, makes it feel more homey
- Updated paint to make the spaces brighter, more appealing
- Can’t always play DVDs on the laptops we borrow
- A room designated specifically for events such as panels (instead of a group having to rent out Neatby-Timlin or the Roy Romanow room)
3.6.8 AGRICULTURAL STUDENTS’ ASSOCIATION (ASA)

A formal consultation was not held with the Agriculture Students’ Association, but the following written feedback was received:

- The main issue for AgBio students is that there is not a University Library in their building. Many AgBio students utilize the Engineering and/or Science library as a place to study, as they are close to the Agriculture Building. AgBio also has a few reading rooms that students utilize, unfortunately they are not always open nor is there enough space to fit all of the students who wish to study at one time.
- AgBio students are interested in a book drop being located in their building to alleviate the time required to walk back to the Science or Murray Library from which most books or journals are signed out.
- More group study rooms in the Science or Engineering Library are of particular interest, as they complete many group projects in various courses (with group sizes from 5-10 students).
- With the construction of the new research facility beside the Biology Building and the shutdown of the skywalk between AgBio and Biology, the ASA anticipates AgBio students shifting from predominately using the Science Library to predominately using the Engineering Library (to avoid going outside in the colder winter months) until the completion of the building.
- The topic of library hours was also brought up. Some students do not have the space or environment to study at home. It was suggested that one of the libraries near the Place Riel bus depot was open earlier in the morning (around 6-7am), which would allow students to have a better environment to study before classes at 8:30am. Murray Library Ground Floor would be a great place for this to occur.

3.6.9 PARENTS ON CAMPUS

A formal consultation was not held with the Parents on Campus group, but the following written feedback was received:

- Desire for short term childcare similar to what gyms have, where you can drop your child off for an hour (or 2) and go to a class, study, or just get something done.
- Strong support for child friendly space with comments such as:
  - Perhaps a room that has toys for children and tables where parents can work;
  - Space that is somehow enclosed with toys and couches for little kids to be able to play safely while parents can work. This space would ideally have several computers (with all cables safely stored) and tables at different heights for kids and parents to use.
  - A play area for children of all ages with working spaces nearby for the parents, complete with computer access.
  - I would really like to see an area of at least one library that is family-friendly. It seems the libraries are a very difficult place to study with children, and for some students, there is no other option.
  - Having a family-friendly space in the libraries could also help to improve the “not family-friendly” feel that the university seems to have now.
- I’m a staff member and I think I would use the “family area” very often if there was one in one of the libraries, even though I’m not a student anymore. Work still needs to be done after-hours, and I would probably spend most of my lunch-hours there if I was able to find community with other parents (even if my son wasn’t with me at the time).
- I wouldn’t feel comfortable bringing my son to any “study” area of any library currently (we basically make it to the Starbucks line, where we look at the children’s movies in passing and sometimes rent one, but don’t venture further than that), mostly because I wouldn’t want to bother anyone if he was a little noisy and because the culture on campus is typically not family-friendly. This limits the amount of time I’m able to spend on campus and the amount of work I’m able to do there after-hours or on days that I have to have my son with me (daycare closure, unexpected schedule changes, etc.).
- Definitely need to have change tables in bathrooms (mens and womens); family bathrooms with change tables would be ideal.
- More group study rooms similar to what are available to be booked on the ground floor of the Murray Library (and other libraries) now.
- Rooms that could be used to accommodate students that need to write exams/assignments in advance or in a private setting.
- Breastfeeding/pumping-friendly areas complete with a fridge, sink, privacy, and dim lighting. I would love to see the Parents on Campus group become more of a “centre” similar to the International Students Centre and I would love to see it be located in one of the libraries. This could be a “hub” for resources, information sessions, support, and community for parents on campus. I think it would be ideal to have it in a library, because it seems these are areas that parents on campus don’t feel they’re able to go if they do need to bring their children to campus, for whatever reasons.
- Please continue bringing in children’s books and movies from other libraries around the city. My son enjoys looking through the movies you have available whenever I have him on campus.
3.7 POP-UP CONSULTATIONS

Three days of pop-up consultations were conducted to gather feedback from a spontaneous user group. The consultations were set up in open locations on campus to engage passersby such as students, faculty, and any other visitor to the University. Precedent images and contemporary furniture were used to enhance the engagement and increase feedback quality.

3.7.1 DAY 1 WP THOMPSON BUILDING & ARTS FOYER
Thursday, September 15

Representatives from Group2 Architecture held 2 Pop-up Consultation sessions on Thursday September 15, 2016. Session 1 was held from 10am to 12pm in room 200 of the WP Thompson Building (Biology), at the bottom of the entrance to the overpass to Agriculture. Session 2 was from 2:30pm to 4:30pm in the Arts 130 Foyer, at the bottom of the ramp. The team engaged students, faculty and staff in conversations regarding library user wants and needs which will then influence the ULTP Branch Libraries Master Plan.

COMMON USER WANTS
- Longer hours
- More quiet study space
- Natural light
- More electrical receptacles
- More small group meeting spaces
- Better environmental controls
- Security and cleanliness
- Sleeping pods
- Roof terraces
- Standing desks
- Clear wayfinding and library signage

OVERALL THEMES
- Two distinct and opposite opinions on food service areas within study areas:
  1. 'I can read, I can eat, I can drink – it’s so convenient.'
  2. Desire for study zones free of food, slurps and chewing.
- Predictability of space - knowing if a space was going to be loud or quiet. Students like the idea of very different zones both very quiet spaces and social spaces, however, the theme was that they don’t like these zones to be blurred and that they appreciate knowing what type of zone they will going to.
- Ensuring wheelchair accessibility, especially regarding winter access from bus stop to libraries, research commons, etc.
- Desire to feel welcome in ALL libraries on campus - some students are reluctant to go to libraries that are outside of their department.
- Enhancing the way students of today’s generation learn - increased amount digital presentation spaces.
- Updated and enhanced technology
  - HDMI connections for computer screens in study rooms
  - Longer log in times, mac connections
  - Vending machine for technology (earbuds, USB drives, etc.)
  - Dual monitor computer stations
  - More computers
- Washrooms in close proximity to study space.
- Daycare space.
- Desire for more quiet space and privacy cubicles for undisturbed study.

Current spaces on campus that students like to study within (outside of the Library branches):
- ESB reading room
- STM library
- Spinks Building annex
3.7.2 DAY 2 UPPER PLACE RIEL & PHYSICAL ACTIVITY COMPLEX (PAC)
Tuesday, September 20

Representatives from Group2 Architecture held 2 Pop-up Consultation sessions on Tuesday September 20, 2016. Session 1 was held from 10am to 12pm in the Upper Place Riel North Concourse while session 2 was from 2:30pm to 4:30pm in the PAC 230. The team engaged students, faculty and staff in conversations regarding library user wants and needs which will then influence the U of S Branch Library Master Plan.

COMMON USER WANTS
- Longer hours
- More quiet study space
- Natural light
- More electrical receptacles
- More small group meeting spaces
- Better environmental controls
- Security and cleanliness
- Sleeping pods
- Roof terraces, green space
- Standing desks
- Clear wayfinding and library signage
- More computers and printers
- White boards, writing walls/glass

OVERALL THEMES
- Students need good environment to study in library - student living off campus is often not great and they rely on the campus study spaces. (No space at home, noisy roommates, etc.)
- Zoned spaces - Designated levels of quiet (zoned by colour, furniture type, etc.) so very obvious.
- Main floor Murray - like atmosphere, but too busy, need more spaces like this.
- Desire to access everything online
  - Library is too far, so don’t go to it.
  - Study at home.
- Wish library was closer (or had their own kinesiology library)
- Re-thinking the function of the library as ways of researching and presenting evolves (Presentation spaces, documentation space (dark room, photography, film)).
- Re-think furniture (ergonomics):
  - Stability balls
  - Standing desks
  - Bike desks
- Currently there is a lot of mismatched furniture heights (poor posture for studying).
- Would like it to be easier to find/access books.
- Additional wheelchair access (wider doors, more ramps).
- Efficiencies - self check out, faster / more efficient elevators desired.
- Like the serendipity of finding books beside books.
- Comfortable and therapeutic spaces (e.g. Bird’s nest lounge spaces, therapy dogs)
Representatives from Group2 Architecture held 2 Pop-up Consultation sessions on Wednesday, September 21, 2016. Session 1 was held from 10am to 12pm in the Health Sciences Atrium while session 2 was from 2:30pm to 4:30pm in the Agriculture Atrium. The team engaged students, faculty and staff in conversations regarding library user wants and needs which will then influence the U of S Branch Library Master Plan.

**COMMON USER WANTS**

- Longer hours
- More quiet study space
- Natural light
- More electrical receptacles
- More small group meeting spaces
- Better environmental controls
- Security and cleanliness
- Sleeping pods
- Roof terraces
- Standing desks
- Walls and white boards to write on
- Clear wayfinding and library signage

**OVERALL THEMES**

- Two distinct and opposite opinions on library books: 1. Some users have a strong desire for tangible books and would like access to more of them. 2. Some users only access materials via online services.
- Predictability of space - knowing if a space was going to be loud or quiet. Students like the idea of very different zones both very quiet spaces and social spaces, however, the theme was that they don’t like these zones to be blurred and that they appreciate knowing what type of zone they will going to.
- Desire for more quiet space and privacy cubicles for undisturbed study (soundproof rooms).
- Currently the libraries on campus have different features therefore students go to different libraries for different things. There is a desire for all functions of a library to be housed within one library or a better understanding of the unique features of each library.
- Departments can be ‘tribal’ about their library, particularly when it is crowded. Therefore there is a reluctance for some users to study in some libraries as well as a desire for some departments to have their own library.
- Discussion on making sure we are designing for future needs. Students are very excited and encouraged by visualization spaces, green space, recording studios, audio rooms; adaptability for the advancement in technology.
- Build and retain infrastructure for technology.
- Potential revenue generating spaces (lecture spaces, recording spaces, production spaces, etc.).
- Design with room to grow.
- Provide access to new technologies - space for teaching and learning creative skills (library as a space that provides tools, software, etc).
- Incentivize peer learning - hold events, encourage ‘fun’ learning.
- Desire for interactive online webinars, interest in interactive spaces (Technology that will encourage a connection with other students, other universities, etc.)
- Quiet spaces with privacy to study, but not isolated spaces that are dark and potentially unsafe.
- A number of comments on the helpful library staff.
- Comfortable and therapeutic spaces (ie. Sound therapy, meditation spaces).
3.8 TOWN HALL CONSULTATION  
Thursday, September 29, 2:00pm-4:00pm

Representatives from Group2 held the Town Hall Meeting on Thursday September 29, 2016. The meeting was held from 2:00pm to 4:00pm on the ground floor of the Murray Library. The team engaged students, faculty and staff in conversations regarding library user wants and needs. The information gathered will be incorporated into the U of S Branch Library Master Plan.

COMMON USER WANTS

• Longer operating hours and open on holidays  
• More quiet study space and cubicles  
• Natural light  
• More electrical receptacles  
• More small group meeting spaces and study rooms  
• Better environmental controls  
• Security and cleanliness  
• Sleeping pods, nap areas  
• Roof terraces, green space  
• Standing desks, adjustable heights on furniture, lap desks  
• Clear wayfinding and library signage  
• More computers and printers  
• Writable wall surfaces  
• More table space  

OVERALL THEMES

• Desire for a close proximity to convenience store, healthy food vending machines, late night snacks, low budget self-serve snacks and microwave  
• More space desired – both social and private spaces  
• Clearly marked zoned spaces - Designated levels of quiet (zoned by colour, furniture type, etc.)  
• Desire for updated environments with comfortable and ergonomic furniture  
• Designated graduate student space requested within library space  
• Desire for lockers, washrooms, water fountains and water bottle filling stations in close proximity to study space  
• More computers, multiple display screens and updated technology in furniture and presentation rooms  
• Reduce bookshelf space and increase study space  
• Desire for natural light in administration space  
• Desire for maker spaces
3.9 ONLINE SURVEY

A website focused on library planning was launched in May 2016. Along with information about the master planning process highlighting the consultation opportunities, the website also provided a web form and email to encourage written comments and suggestions about library spaces.

A survey was sent out to a randomized sample of University of Saskatchewan students, faculty, and staff. Approximately 30% of students and approximately 40% of faculty and staff received the survey.

Surveys were completed by:

- 1636 Undergraduate Students and 408 Graduate Students
- 131 Faculty and 391 Staff

Completion levels ensure a 99% confidence rate +/- 5% for both groups.

The following charts are the selected representations of influential results. All questions and data can be found in the Appendix.
Master Plan Process | 3.0

Core Library Spaces: Would you use the following core library spaces if available at one or more University of Saskatchewan libraries? (all respondents)

- Spaces for Study: 85.2%
- Research Commons: 65.9%
- Spaces for Print Collections: 54.9%
- Learning Support Spaces: 52.0%

Core Library Spaces: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)

- Spaces for Study: 68.9%
- Research Commons: 26.7%
- Spaces for Print Collections: 26.5%

Core Library Spaces: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)

- Spaces for Study: 79.1%
- Spaces for Print Collections: 77.0%
- Research Commons: 71.2%
- Learning Support Spaces: 69.8%
- Quiet Study Space – tables & chairs: 58.4%
- Quiet Study Space – individual carrels: 56.4%
- Group Study Rooms: 72.2%
- Common Study Area – tables & chairs: 48.8%
- Common Study Area – lounge seating: 58.6%
- Individual Computer Stations: 56.6%

Spaces for Study: Would you use the following spaces for study if available at one or more University of Saskatchewan libraries? (all respondents)

- Quiet Study Space – tables & chairs: 71.3%
- Quiet Study Space – individual carrels: 72.0%
- Group Study Rooms: 21.2%
- Common Study Area – tables & chairs: 58.6%
- Common Study Area – lounge seating: 58.6%
- Individual Computer Stations: 56.6%
Spaces for Study: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)

- Quiet Study Space – individual carrels: 98.2%
- Quiet Study Space – tables & chairs: 92.1%
- Group Study Rooms: 95.0%

Spaces for Study: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)

- Quiet Study Space – individual carrels: 97.2%
- Quiet Study Space – tables & chairs: 95.8%
- Group Study Rooms: 96.0%

Technology Enhanced Spaces: Would you use the following technology enhanced spaces if available at one or more University of Saskatchewan libraries? (all respondents)

- Visualization Lab: 93.4%
- Makerspace: 91.9%
- Technology Sandbox: 87.3%
- Digital Media Commons: 79.0%
- Gaming Lab: 20.4%

Technology Enhanced Spaces: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)

- Visualization Lab: 99.5%
- Makerspace: 91.8%
- Digital Media Commons: 91.2%
Technology Enhanced Spaces: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)

Visualization Labs: 33.6%
Digital Media Commons: 32.0%
Maker Space: 31.0%

Creative Spaces: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)

Presentation Rooms: 86.0%
Informal Performance / Event Space: 85.0%
Media Production Studios: 87.1%

Creative Spaces: Would you use the following creative spaces if available at one or more University of Saskatchewan libraries? (all respondents)

Presentation Rooms: 98.0%
Informal Performance / Event Space: 94.8%
Listening Stations / Rooms: 87.1%
Media Production Studios: 86.0%
Music Practice Rooms: 84.0%

Creative Spaces: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)

Presentation Rooms
Informal Performance / Event Space
Media Production Studios

Creative Spaces: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)

Presentation Rooms
Informal Performance / Event Space
Media Production Studios
Listening Stations / Rooms
Media Production Studios (tie)
Additional Spaces: Would you use the following additional spaces if available at one or more University of Saskatchewan libraries? (all respondents)

- Green Space / Patio Space / Atrium Space: 83.7%
- Spaces to Rest & Unwind: 78.4%
- Art Gallery: 76.1%
- Child-Friendly Space: 43.9%
- After Hours Study Space: 24.2%

Additional Spaces: Top 3 based on highest percentage in all 3 “most important” categories combined (all respondents)

- Spaces to Rest & Unwind: 97.6%
- After Hours Study Space: 97.2%
- Green Space / Patio Space / Atrium Space: 96.8%

Additional Spaces: Top 3 based on highest weighted percentage in all 3 “most important” categories combined (all respondents)

- Spaces to Rest & Unwind: 97.0%
- After Hours Study Space: 96.8%
- Green Space / Patio Space / Atrium Space: 96.2%

New Library Spaces: Top 5 based on highest percentage in all 5 “most important” categories combined (all respondents)

- Presentation Rooms: 99.1%
- Visualization Lab: 98.8%
- Promenade Space: 98.6%
- Spaces to Rest & Unwind: 98.3%
- After Hours Study Space: 96.2%
New Library Spaces: Top 5 based on highest percentage in all 5 “most important” categories combined (all respondents)

- Music Practice Rooms: 88.1%
- Gaming Lab: 88.1%
- Media Production Studios: 88.8%
- Listening Stations / Rooms: 88.1%
- Art Gallery: 86.2%

New Library Spaces: Bottom 5 (based on lowest weighted percentage in all 5 “most important” categories combined)

- After Hours Study Space: 19.0%
- Green Space / Patio Space / Atrium Space: 19.0%
- Presentation Rooms: 20.5%
- Maker Space: 20.9%
- Technology Sandbox: 21.8%

New Library Spaces: Top 5 based on highest weighted percentage in all 5 “most important” categories combined (all respondents)

- After Hours Study Space: 26.8%
- Spaces to Read & Unwind: 23.7%
- Green Space / Patio Space / Atrium Space: 22.4%
- Presentation Rooms: 20.5%
- Maker Space: 19.8%
Core Library Spaces: Would you use the following core library spaces if available at one or more University of Saskatchewan libraries? (Yes)

- Spaces for Study
- Research Commons
- Spaces for Print Collections
- Learning Support Spaces

Undergraduate Student | Graduate Student | Faculty | Staff
---|---|---|---
Spaces for Study | 86% | 85% | 51% | 53%
Research Commons | 79% | 78% | 51% | 56%
Spaces for Print Collections | 52% | 51% | 46% | 48%
Learning Support Spaces | 84% | 83% | 69% | 66%

Technology Enhanced Spaces: Would you use the following technology enhanced spaces if available at one or more University of Saskatchewan libraries? (Yes)

- Visualization Lab
- Maker Space
- Technology Sand-box
- Digital Media Commons
- Gaming Lab

Undergraduate Student | Graduate Student | Faculty | Staff
---|---|---|---
Visualization Lab | 69% | 66% | 46% | 47%
Maker Space | 65% | 64% | 38% | 37%
Technology Sand-box | 49% | 48% | 34% | 31%
Digital Media Commons | 38% | 37% | 24% | 24%
Gaming Lab | 35% | 34% | 29% | 28%

Creative Spaces: Would you use the following creative spaces if available at one or more University of Saskatchewan libraries? (Yes)

- Presentation Rooms
- Informal Performance / Event Space
- Listening Stations / Rooms
- Media Production Studios
- Music Practice Rooms

Undergraduate Student | Graduate Student | Faculty | Staff
---|---|---|---
Presentation Rooms | 67% | 65% | 36% | 33%
Informal Performance / Event Space | 54% | 53% | 26% | 26%
Listening Stations / Rooms | 50% | 49% | 16% | 16%
Media Production Studios | 35% | 34% | 10% | 10%
Music Practice Rooms | 31% | 31% | 11% | 11%
Additional Spaces: Would you use the following additional spaces if available at one or more University of Saskatchewan libraries? (Yes)

- Green Space / Patio Space / Atrium Space
- After Hours Study Space
- Art Gallery
- Food Friendly Space

Currently, which University of Saskatchewan library do you visit the most in person?

- Murray Library
- Leslie and Irene Dubé Health Sciences Library
- Science Library
- Education & Music Library
- Engineering Library
- Law Library
- Veterinary Medicine Library

Core Library Spaces: Would you use the following core library spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

- Spaces for Study
- Research Commons
- Spaces for Print Collections
- Learning Support Spaces
Spaces for Study: Would you use the following spaces for study if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

- Quiet Study Space – tables & chairs
- Quiet Study Space – individual carrels
- Group Study Rooms
- Common Study Area – tables & chairs
- Common Study Area – lounge seating
- Individual Computer Stations

Technology Enhanced Spaces: Would you use the following technology enhanced spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

- Visualization Lab
- Maker Space
- Technology Sandbox
- Digital Media Commons
- Gaming Lab
Creative Spaces: Would you use the following creative spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

- Presentation Rooms
- Informal Performance / Event Space
- Listening Stations / Rooms
- Media Production Studios
- Music Practice Rooms

Additional Spaces: Would you use the following additional spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

- Green Space / Patio Space / Atrium Space
- After Hours Study Space
- Spaces to Rest & Unwind
- Art Gallery
- Child-Friendly Space
4.0 Guiding Principles
4.0 GUIDING PRINCIPLES

4.1 VISION

“The University Library creates a sense of community and fosters connectedness to enable and enhance learning and discovery in all areas. The library promotes engagement through collaboration, both formal and informal, to aid learners, teachers, researchers, and scholars in achieving their academic and research goals. Accessible physical library collections are consolidated in three collection hubs with small, targeted, high use collections in other locations.”*

*Taken from the “Vision for University Library Spaces” document. (See appendix)

4.2 GUIDING PRINCIPLES & QUALITY METRICS

The guiding principles and associated strategies are based on the work previously undertaken and described within the ‘University Library and its Branches - Future Thinking’ and the ‘Vision for University Library Spaces’ documents (see appendix). Along with these existing documents the guiding principles and associated strategies have evolved via input from the Stakeholder Sessions forming the basis of the final University Library Master Plan.
CREATE A SENSE OF “ONE LIBRARY” OPEN TO ALL

Foster Connectedness & Collaboration
• Foster collaborative learning within each of the branch libraries
• Provide opportunities for connectedness and collaboration between individual locations to support branches in working together under a single University Library system.

Accessible to All
• Provide physical and digital universal access for ease of use for all users
• Provide inclusive spaces and services to meet diverse user needs

Provide a Consolidated Service Model for Seamless Access & Ease of Use Across the System
• Provide a first point of contact that acts as a triage desk at each branch that offers real-time or virtual access to all library and academic support services
• Maximize efficiencies of staff and resource allocation through co-location of services

Create a Welcoming Entry & Spaces, Intuitive Wayfinding, Both Physically & Virtually
• Provide welcoming entry and visual connections to facilitate wayfinding and orientation
• Provide distinct, yet consistent visual identity for each branch
• Provide distinct visual identities for different types of learning zones within each of the branches
• Provide intuitive, welcoming and user-friendly wayfinding for virtual and digital access across branch resources
**CELEBRATE UNIQUE ENVIRONMENTS & COLLECTIONS**

**Library as a Museum/Gallery/Event Space**
- Encourage experiential learning through access to displays
- Incorporate exhibit space for rare & archival materials, art and artifacts

**Library as a Performance/Event Space**
- Encourage experiential learning through access to performance spaces
- Flexibility for Performance Space

**Showcase Unique Collections**
- Create a unique collection for each branch that highlights specialized subject matter or unique regional significance

**PROVIDE A VARIETY OF LEARNING ENVIRONMENTS IN EACH BRANCH**

**Provide Diverse Learning Environments**
- Provide distributed environments where various teaching, learning and study styles, both formal and informal, can be accommodated to provide the most effective learning experience.
- Include a range of spaces that will accommodate private study and learning (“me” space), small group learning and collaboration (“we” space), and large group community space (“us” space) at each branch.
- Consider spaces and furniture that accommodate the needs of both introverts and extroverts

**Showcase Unique Collections**
- Create a unique collection for each branch that highlights specialized subject matter or unique regional significance

**A Place of Reflection, Restoration, Safety, Comfort & Respite**
- Provide a holistic environment to promote wellness, creativity, and enhanced learning.
- Provide areas for both passive and active forms of emotional retreat including areas to de-stress, decompress, contemplate and unwind.

**Flexibility**
- Use design decisions that reinforce the ability of the Library to adapt and evolve to diverse and changing needs, such as wide distribution of power and generic infrastructure, etc.
- Provide flexible and adaptable furnishings and infrastructure to meet the diverse information and programming needs of Library

**Furnishings & Finishes**
- Equally consider qualitative expression and ease of maintenance for design decisions
- Use furnishings and finishes create spaces of inspiration, rather than reflect utilitarian purposes
- Consider appropriate treatments for specific spaces where warranted (i.e. - acoustics)

**Indoor/Outdoor Connection**
- Carefully consider and strategically place functions to maximize access to daylight and views

**CULTIVATE KNOWLEDGE CREATION & LEARNING SUPPORT IN ITS MANY FORMS**

**Foster Knowledge Creation**
- Create inspiring and innovative spaces to enhance the creation, access and sharing of knowledge to support new innovations in digital technology, visualization and multi-media production
- Make teaching and learning resources available to student and faculty via remote access

**Provide Seamless Access to Information Resources**
- Provide seamless access to information and virtual libraries through pervasive abundant user friendly technology
- Provide support, along with support for using personal device use, for both existing and future technologies
- Provide the ability for other researchers and the community to explore and experience the facility and information resources.

**Provide Research Services Support**
- Provide tailored, content-oriented services to enhance access by students, faculty and external researchers to a comprehensive collection of information resources.

**Provide Specialized Academic & Learning Support Services**
- Provide a comprehensive teaching and learning support system to service the entire learning continuum.
- Facilitate partnerships to provide teaching and learning support
- Availability of assistance and communication are key

**CREATE OPPORTUNITIES TO OPEN THE LIBRARY TO THE OUTSIDE COMMUNITY**

**Be Open & Welcoming to Support Saskatchewan Community Broadly**
- Provide space to support opportunities for gathering, and nurturing a sense of community connectedness for both on and off campus community engagement initiatives
- Support partnerships with professional societies and community based partnerships for research and learning
<table>
<thead>
<tr>
<th>Row Ref #</th>
<th>Guiding Principles</th>
<th>Strategies</th>
<th>Quality Metric Description</th>
<th>Education &amp; Library</th>
<th>Engineering Library</th>
<th>Law Library</th>
<th>Health Sciences Library</th>
<th>Murray Library</th>
<th>Science Library</th>
<th>Veterinary Medicine Library</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1         | Create a Sense of “One Library” Open to All. | 1.1 Foster Connectedness & Collaboration | • Foster collaborative learning within each of the branch libraries  
• Provide opportunities for connectedness and collaboration between individual locations to support branches in working together under a single University Library system. | M | M | M | M | M | M | M | |
|           |                     | 1.2 Accessible to All | • Provide physical and digital universal access for ease of use for all users  
• Provide inclusive spaces and services to meet diverse user needs | M | M | M | M | M | M | M | |
|           |                     | 1.3 Provide a Consolidated Service Model for Seamless Access & Ease of Use Across the System | • Provide a first point of contact that acts as a triage desk at each branch that offers real-time or virtual access to all library and academic support services  
• Maximize efficiencies of staff and resource allocation through co-location of services | M | M | M | M | M | M | M | |
|           |                     | 1.4 Create a Welcoming Entry & Spaces, Intuitive Wayfinding, Both Physically & Virtually | • Provide welcoming entry and visual connections to facilitate wayfinding and orientation  
• Provide distinct, yet consistent visual identity for each branch  
• Provide distinct visual identities for different types of learning zones within each of the branches  
• Provide intuitive, welcoming and user-friendly wayfinding for virtual and digital access across branch resources | M | M | M | M | M | M | M | |
| 2         | Celebrate Unique Environments & Collections. | 2.1 a Library as a Museum/Gallery/Event Space | • Encourage experiential learning through access to displays  
• Incorporate exhibit space for rare & archival materials, art and artifacts | M | M | M | M | M | M | M | |
|           |                     | 2.1 b Library as a Performance/Event Space | • Encourage experiential learning through access to performance spaces  
• Space should be flexible to support a variety of uses and events | M | M | M | M | M | M | M | |
|           |                     | 2.2 Showcase Unique Collections | • Create a unique collection for each branch that highlights specialized subject matter or unique regional significance, through physical or digital display | M | M | M | M | M | M | M | |

**Notes:**
- HIGH- ranked as high priority of the branch
- MEDIUM - ranked as medium priority - should be included in branch, but not as a main focus
- LOW- ranked as low priority - of some value to the branch, but could be reduced to make room
- M "MOTHERHOOD STATEMENT" - applies to all branches
### 3 Provide a Variety of Learning Environments in Each Branch.

#### 3.1 Provide Diverse Learning Environments
- Provide distributed environments where various teaching, learning and study styles, both formal and informal, can be accommodated to provide the most effective learning experience.
- Include a range of spaces that will accommodate private study and learning ("me" space), small group learning and collaboration ("we" space), and large group community space ("us" space) at each branch.
- Consider spaces and furniture that accommodate the needs of both introverts and extroverts.

#### 3.2 A Place of Reflection, Restoration, Safety, Comfort & Respite
- Provide a holistic environment to promote wellness, creativity, and enhanced learning.
- Provide areas for both passive and active forms of emotional retreat, including areas to destress, decompress, contemplate and unwind.

#### 3.3 Flexibility
- Use design decisions that reinforce the ability of the Library to adapt and evolve to diverse and changing needs, such as wide distribution of power and generic infrastructure, etc.
- Provide flexible and adaptable furnishings and infrastructure to meet the diverse information and programming needs of library users.

#### 3.4 Furnishings & Finishes
- Equally consider qualitative expression and ease of maintenance for design decisions.
- Use furnishings and finishes that create spaces of inspiration, rather than reflect utilitarian purposes.
- Consider appropriate treatments for specific spaces where warranted (e.g., acoustics).

#### 3.5 Indoor/Outdoor Connection
- Carefully consider and strategically place functions to maximize access to daylight and views.

### 4 Cultivate Knowledge Creation & Learning Support in its Many Forms.

#### 4.1 Foster Knowledge Creation
- Create inspiring and innovative spaces to enhance the creation, access and sharing of knowledge to support new innovations in digital technology, visualization and multi-media production.
- Make teaching and learning resources available to student and faculty via remote access.

#### 4.2 Provide Seamless Access to Information Resources
- Provide seamless access to information and virtual libraries through pervasive abundant user-friendly technology.
- Provide support, along with support for using personal device use, for both existing and future technologies.
- Provide the ability for other researchers and the community to experience and explore the facility and information resources.

#### 4.3 Provide Specialized Academic, Research & Learning Support
- Provide comprehensive teaching and learning support system to service the entire learning continuum.
- Facilitate partnerships to support teaching and learning support.
- Availability of assistance, communication focus on info literacy are key.
- Support partnerships with other groups on campus (i.e.) Gordon Dakes, SDIL, GNCYE.
- Provide tailored, content-oriented services to enhance access by students, faculty and external researchers to a comprehensive collection of information resources.

### 5 Create Opportunities to Open the Library to the Outside Community.

#### 5.1 Be Open & Welcoming to Support Saskatchewan Community Broadly
- Provide space to support opportunities for gathering and nurturing a sense of community connectedness for both on and off campus community engagement initiatives.
- Support partnerships with professional societies and community based partnerships for research and learning.
- Consider providing resources accessible to the greater community, and wayfinding for the public.

---

*Power availability very important*  
*Also important for staff spaces*
5.0 Master Plan
5.0 MASTER PLAN

The Master Plan represents the synthesis of the concepts developed from the analysis of the existing facilities workshop process, consultation feedback, the revised library program, and the specific context of the library branches themselves. While for the majority of the branch libraries changes are limited to interior re-shuffling and finish upgrades, the planning for some branch libraries proposes more major, yet highly strategic interventions that have been calibrated for maximum impact.

5.1 BUILDING PLANNING

The following library floor plans are conceptual in nature and represent the allocation and adjacencies of the various space types within each branch library. The furniture described on each floor plan, are provided to diagrammatically illustrate scale and space usage only. Once each branch library project moves to the next phase of design, the furniture layouts will evolve and change. During this process the primary stakeholders will be consulted for further design input and guidance.
5.1.1 EDUCATION & MUSIC LIBRARY

The Master Plan for the Education & Music Library enables significant improvements to the layout and programming of the existing space. During the consultation process representatives from the architectural team, met with the Dean of the Library and the Dean of the College of Education to review the future of the Education and Music Library. At this meeting the idea of an exchange of space was discussed – essentially a space trade between the College and the Library. The exchange discussed is to allocate the space currently housing the existing main floor student lounge to the Library, in exchange for the creation of several classrooms, group study/break out rooms currently within the bounds of the Library to the College of Education. The result of this spatial exchange as well as the significant stakeholder consultations is the following characteristics for the Education and Music Library Master Plan:

- The library is 2 storeys with significant presence on the ground and first floors
- A new ground floor main entrance for the Library located adjacent to the Quance Theatre and visible from the south entry to the College
- The ground floor houses Family and Community Engagement Space as well informal seating areas enabling a multi-use zone that is welcoming, reconfigurable and flexible
- The first floor entrance/exit is maintained with security protocols implemented to ensure appropriate circulation of materials
- Allocation of circulation space for a new feature stair and an elevator connecting the ground and first floors inside the bounds of the library
- Circulation desk services as well staff space are located on both floors to ensure appropriate and accessible staff resources for the entire library
- Reduced first floor collections footprint through the use of compact shelving
- Collections are placed to the interior of the library where there is little access to natural light
- Inclusion of feature program spaces such as Music Practice Rooms, Video/Media Rooms and Media Production Space
- The Aboriginal Learning Centre is placed in a prominent location near the new stair on the exterior wall with windows on 2 sides adjacent to Media Production
- Small group study rooms (4-6 people) are located at the north edge of the library space
- The balance of the first floor is seating/study areas allocated as Me Space (focused study and study carrels), We Space (small group study areas and study rooms) and Us Space (group seating)

### EDUCATION & MUSIC LIBRARY

<table>
<thead>
<tr>
<th>USEABLE AREAS (M2)</th>
<th>USEABLE AREAS (M2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposed G</strong></td>
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<td>Staff Support: Staff Meeting Space, Staff Lounges</td>
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<td>Building Support</td>
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<td><strong>TOTALS</strong></td>
<td>237</td>
</tr>
</tbody>
</table>
Hi Blair,
The concrete around the cleanouts and the concrete pad had not yet been poured.

Ground floor:
- General Learning, Administration, Family and Community Engagement Space

1st floor:
- General Learning, Teaching Room, Aboriginal Learning Centre, Media and Video Production Rooms

Proposed Infrastructure Change

Adjacent Building
Hi Blair,
The concrete around the clean outs and the concrete pad had not yet been poured.
The concrete around the clean outs and the concrete pad had not yet been poured.

- Dashed hatch indicates adjacent spaces not dedicated to the library’s program. Colors correspond to programmatic uses of the spaces shown.

**FIRST FLOOR PLAN**

- Mechanical Room
- Electrical Room
- Female Washroom
- Male Washroom
- Barrier Free Washroom
- Janitor Room
- Library Entrance
5.1.2 ENGINEERING LIBRARY

New characteristics of the Engineering Library Master plan include:
- A rolling shutter around the compact shelving to secure the general collections during extended hours.
- New technology suites for more technical learning.
- Study rooms of various sizes. Four medium group study rooms to accommodate 4-8 people, and one large study room to accommodate 10-12 people. Although the Engineering Library already had areas for group study, these spaces were open to the rest of the library and did not adequately support multiple study groups.
- A large quite study area for individual study. This room provides a space for students where they can rely on a quite atmosphere.
- Allocation for Me Space which includes individual study carrels, tables with seating for 2 people, and informal seating.
- A central study/work area with computer tables and informal seating. The furniture in this area is flexible and can easily be moved for an event if required.

The Master Plan for the Engineering library reflects changes and alterations to the existing library and does not include changes that may be brought on from the Engineering Master Plan that is currently in development. Although this may mean that there are additional changes to the library in the future, the proposed concepts and programmed elements in this master plan can be adapted to a new space if required.

<table>
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<tr>
<th>ENTHINEERING LIBRARY</th>
<th>USEABLE AREAS (m²)</th>
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<td>Services to Libraries: 0</td>
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<td>Dean's Office: 0</td>
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<td>Staff Support: Staff Meeting Space, Staff Lounges: 0</td>
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<td>Respite Area: 0</td>
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<tr>
<td>TOTALS</td>
<td>551</td>
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</tbody>
</table>
5.1.3 HEALTH SCIENCES LIBRARY

Only minor changes are being made to the Master Plan for the Health Sciences Library as the library was recently built in 2013. Feedback received from the consultations was addressed with the following design interventions:

- Adding a washroom to the basement and second floor. This was required so students didn’t have to leave the floor to go to the washroom.
- Adding a storage area under the basement stair to provide the library with more storage space.
- Providing security rolling shutters to the General Collections, circulation desk, and the internal stair. This allows the first floor to utilize extended hours so that students can use the library for longer times during the day.
- Adding another group study room. This was done by enclosing the southeast open meeting room on the second floor so that students have another space to have group meetings.
- Providing a presentation practice space on the second floor so that students can practice and give presentations.
- Providing an unwind space on the main floor within the library so that students have a space to relax and take a break from studying without leaving the library.

<table>
<thead>
<tr>
<th>HEALTH SCIENCES LIBRARY</th>
<th>USEABLE AREAS (M2)</th>
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<tbody>
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<td>Information / Circulation / Service</td>
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<td>Display / Exhibition</td>
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<tr>
<td>Other Community Functions: Café/Copy Centre</td>
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<td>General Learning</td>
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<td>Us space: high intensity</td>
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<td>Specialised Collections</td>
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<td>Facilities / Maintenance Services</td>
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<td>Maker Space</td>
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<td>Child Friendly</td>
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<td>Unwind</td>
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<td>Respite Area</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td></td>
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</tbody>
</table>
Master Plan | 5.0

Basement:
- Washroom and Storage

1st Floor:
- Respite Space and Extended Hour Access

2nd Floor:
- Washroom, Presentation Practice Space, Enclosed Meeting Room

Emancipatory Functions
- Reception and gathering space
- Information / Consolidation / Service
- Display / Exhibition

User Space: High Intensity
- Reading rooms
- Dedicated social spaces

User Space: Small Groups
- Group study environments
- Classrooms / Seminar / Lecture

User Space: High Focus
- Places of focused study
- Study carrels

Specialised Learning and Support
- Peer Mentoring, DDS, Graduate Student Support
- Research commons
- Faculty space

General Collection
- Stacks (compact shelving)
- Newspapers / Periodicals
- Reference collection

Specialised Collections
- Music / Multimedia
- Maps and research data
- Archives and special collections

Library Administration
- Client services / Student learning services
- General administration
- Dean's Office
- Collection Services
- Library staff workrooms
- Library Services & Information Technology

Building Support
- Storage
- Receiving

Feature Spaces
- Master space
- Video media
- Child friendly

Unwind
- Respite Area

Proposed Infrastructure Change

Adjacent Building
5.1.4 LAW LIBRARY

The Law Library is widely known by students for being quiet. Through the consultation process it became clear that maintaining this quiet atmosphere was a priority. Another prevalent feature of the library is the desire to maintain the books. The Law Library Master Plan maintains these two important features through the following interventions:

- The basement of the library already housed a significant portion of the print collection, but also had some Me Space for individual study. As the basement’s design is not ideal for study space, Me Space was relocated to the upper floors and the basement was designed solely for collections. The entire basement now utilizes compact shelving to maximize capacity and allow for collections from the ground and first floor to be moved into the basement.
- To maintain the quiet atmosphere of the library a large quiet reading room is included on the main floor and is housed with multiple individual study carrels and seating. Seven group study rooms have also been added to the first floor. This allows students to work in groups without disrupting the rest of the library users.

Other alterations shown in the Law Library Master Plan include:

- The central area of the main floor is designed with flexible seating (individual seats and small tables) so that this space can function as either a study area for individual study or it can be opened up for a function or presentation.
- The sectioned off walkway on the first floor is now opened up to allow for better circulation and viewing of the ground floor below. This allows students and faculty to gather around the mezzanine and view a presentation or event on the ground floor below.
- The new elevator enables all floors to be fully accessible. Currently the only way to access the three main levels of the library is to exit the library and use the elevator that is adjacent the library. Also, the central floor area between the ground floor and the first floor is not accessible at all. An elevator was added to make all areas of the library accessible for all students, faculty, and staff.
- Although the majority of the books have been moved to the basement, some books have been maintained on the ground floor around the perimeter of the library as well as the central floor area between the ground floor and the first floor. This provides immediate access to critical texts and maintains the original library aesthetic.
- An unwind space has been included in the central floor area that resides between the ground and first floor. This area has been incorporated to provide students a space to relax which can be beneficial during high stress periods of the school term.

### LAW LIBRARY

<table>
<thead>
<tr>
<th>USEABLE AREAS (M2)</th>
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<th>Proposed G</th>
<th>Proposed 1</th>
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Master Plan | 5.0

Group 2 Architecture Interior Design Ltd.

- **Basement:**
  - Closed Access Compact Shelving

- **Ground Floor:**
  - General Learning and Study Rooms
  - Quiet Reading and Study Rooms

- **1st Floor:**
  - General Learning and Study Rooms

- **Above Ground Floor:**
  - Respite Space, General Collections

- **Above Basement:**
  - General Learning, General Collections

- **Feature Spaces:**
  - Master space
  - Video media
  - Child-friendly

- **Unwind:**
  - Respite Area

- **Proposed Infrastructure Changes:**
  - Adjacent Building

- **Specialized Collections:**
  - Music / Multimedia
  - Maps and research data
  - Archives and special collections

- **Library Administration:**
  - Client services / Student Learning Services
  - General administration
  - Dean’s office
  - Collection Services
  - Library staff workrooms
  - Library Services & Information Technology

- **Building Support:**
  - Storage
  - Receiving
FIRST FLOOR PLAN

- Mechanical Room
- Electrical Room
- Female Washroom
- Male Washroom
- Barrier Free Washroom
- Janitor Room
- Library Entrance

- Study Rooms
- Faculty
- Bar Review
- Office
- Graduate Students
- Faculty
- Study Rooms
- New Elevator
- Graduate Students
- Faculty
- Study Rooms
- Faculty
- Faculty
- Faculty
- Faculty
- Graduate Students
5.1.5 SCIENCE LIBRARY

The Science Library’s location at the junction between Geology, the Museum of Natural Science and the WP Thompson Building (Biology) enables the Library to be a hub of knowledge and learning located at the heart of the Sciences on the U of S campus. The Library also has the ability to expand in area as the structure to support a fourth floor addition, as well as the required vertical circulation infrastructure such as the elevator and exit stairs, are already in place. These characteristics along with the consultation through the Branch Library Master Plan process enables a Master Plan with the following characteristics:

- The collections shelving located in the Basement is converted to compact storage to enable more materials to be housed along with study carrels (Me Space) facilitating quiet individual study.
- On the 1st floor the administration/staff area is moved off of the exterior wall to a more central location facilitating increased access to the staff and improved natural light for the entire floor.
- Adjacent the staff area is display space as well the main floor connection to a possible future Maker Space Lab for the Museum of Natural Science.
- The 2 existing first floor study rooms are retained and 3 new study rooms of varying sizes are incorporated.
- The Specialized Collection for Maps and other resources is centrally located amongst the study rooms adjacent the main circulation desk.
- A new accessible washroom is located on the 1st floor to enable library users to not have to leave the library to access a washroom.
- There is balance on the 1st floor seating/study areas between Me Space (focused study and study carrels), We Space (small group study areas and study rooms) and Us Space (group seating).
- The second floor is conceived of as group study (We Space) including four (4-6 people) group study rooms adjacent to a large open study area with flexible tables and chairs.
- The 3rd floor houses a graduate student Research Commons that includes enclosed group study rooms and open flexible study space.
- On the 3rd floor a possible physical and visual connection can be made through the existing demising wall between the Library and the WP Thompson building to increase the connectivity between the research activities of the Sciences and the library.
- Located adjacent the Research Commons is a Visualization Lab that provides a physical space for arranging digital information on multiple walls at one time.
- The remainder of the 3rd floor encompasses collections arranged on compact shelving and individual study spaces (Me Space).
- The new 4th floor is made up of a combination of individual study carrels, quiet group study space (Me Space), group study rooms (We Space) and collections arranged on compact shelving.

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Basement:
- Compact Shelving

1st floor:
- Feature Stair w/ Green Living Wall, Washroom,
- Potential Maker Space / Lab External to Library

2nd floor:
- Feature Stair w/ Green Living Wall, Study Rooms

3rd floor:
- Feature Stair w/ Green Living Wall, Graduate Research Commons and Study Rooms and Visualization Lab

4th floor addition:
- Feature Stair w/ Green Living Wall, Study Rooms, Compact Shelving

- Compact Shelving
Master Plan | 5.0

FIRST FLOOR PLAN

- Mechanical Room
- Electrical Room
- Female Washroom
- Male Washroom
- Barrier Free Washroom
- Janitor Room
- Library Entrance

*Dashed hatch indicates adjacent spaces not dedicated to the library’s program. Colors correspond to programmatic uses of the spaces shown.

Emanciate Functions
- Recreation and gathering space
- Information / Consultation / Service
- Display / Exhibition

Lia Space: High Intensity
- Reading rooms
- Dedicated social spaces

Lib Space: Small Groups
- Group study environments
- Classrooms / Seminar / lab

Me Space: High Focus
- Places of focused study
- Study carrels

Specialised Learning and Support
- Peer Mentor, DGS, Graduate Student Support
- Research commons
- Faculty space

General Collections
- Stacks (compact shelving)
- Newspapers / Periodicals
- Reference collection

Specialised Collections
- Music / Multimedia
- Maps and research data
- Archives and special collections

Library Administration
- Client services / Student Learning Services
- General administration
- Deputy office
- Collection Services
- Library staff workshops
- Library Services & Information Technology

Building Support
- Storage
- Receiving

Feature Spaces
- Master space
- Video media
- Child friendly

Unwind
- Reaplace Area

Proposed Infrastructure Change

Adjacent Building
Third Floor Plan

- Mechanical Room
- Electrical Room
- Female Washroom
- Male Washroom
- Barrier Free Washroom
- Janitor Room
- Library Entrance

Spaces and Areas:
- Lia Space: High Intensity Reading room
- Lia Space: Small Groups Group study environments
- Lia Space: High Focus Places of focused study
- Specialized Learning and Support Peer Mentors, DGS, Graduate Student Support
- Library Commons Faculty space
- General Collections Stock (compact shelving), Newspapers / Periodicals
- Specialized Collections Music / Multimedia, Maps and research data
- Specialized Collections Archives and special collections
- Library Administration Client services / Student learning services
- General administration
- Data Office
- Collection Services
- Library staff workrooms
- Library Services & Information Technology
- Building Support Storage
- Receiving
- Feature Spaces Master space
- Video media
- Child friendly
- Unwind Relaxable Area
- Proposed Infrastructure Change
- Adjacent Building

Symbol Legend:
- W/C
- W/P
RENDERING: SCIENCE LIBRARY
5.1.6 VETERINARY MEDICINE LIBRARY

Major changes have not been made to the Master Plan for the Veterinary Medicine Library as the library has been recently renovated in 2015. The most significant alteration was the change from regular shelving to compact shelving for the general collections. This change enables significant area to be saved and allows for more study space which can be used for individual and group study.

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THIRD FLOOR PLAN

- Mechanical Room
- Electrical Room
- Female Washroom
- Male Washroom
- Barrier Free Washroom
- Janitor Room
- Library Entrance

3rd Floor:
Compact Shelving

- Library Entrance
- Herbarium
- Reading Lounge
- Quiet Study
- Compact Shelving

1. Emancive Functions
   - Reception and gathering spaces
   - Information / Consultation / Service
   - Display / Exhibition

2. Ux Space: High Intensity
   - Reading rooms
   - Collaborative and social spaces

3. We Space: Small Groups
   - Group study environments
   - Classrooms / Seminar / lecture

4. Me Space: High Focus
   - Places of focused study
   - Study carrels

5. Specialist Learning and Support
   - Peer Mentoring, DSS, Graduate Student Support
   - Research commons
   - Faculty space

6. General Collections
   - Books (compact shelving)
   - Newspapers / Periodicals
   - Reference collection

7. Specialist Collections
   - Music / Multimedia
   - Maps and research data
   - Archives and special collections

8. Library Administration
   - Client services / Student learning services
   - General administration
   - Dean's office
   - Collection Services
   - Library staff workrooms
   - Library Services & Information Technology

9. Building Support
   - Storage
   - Recycling

10. Feature Spaces
    - Master space
    - Video media
    - Child friendly

11. Unwind
    - Relaxation area

12. Proposed Infrastructure Change

13. Adjacent Building
5.1.7 MURRAY LIBRARY

The following items have been revised from the 2013 Murray Library Master Plan and Transformation Phase 3 Schematic Design of the Ground, 3rd and 5th floors. The revisions are minor in nature but reflect internal program and organizational changes that have occurred within the Murray branch since 2013 or are new items that have come to light through the stakeholder consultation processes.

Ground Floor Revisions
- Within Murray North the existing corridor that leads through the building alongside the Event Space and printmaking studio to access the Bowl at the north exterior wall remains in place.
- A new Welcome/Circulation Desk is located, providing a 'bridge', within the link joining Murray North and South enabling efficient contact with library staff to direct users to various locations within the library.
- The doors located at the North end of the link are removed enabling better traffic flow in and out of Murray South through the link.
- 2 new sets of double doors are located adjacent to the west exterior doors creating a vestibule at this entrance which minimizes drafts and cold air at this entrance.
- In removing the existing Circulation desk, space is freed up to be used as open group study space as well as enclosed study rooms (We Space).

First Floor Revisions
- Since the 2013 Murray Master Plan the department known as University Learning Centre (ULC) has been renamed and organized as Student Learning Services (SLS).
- SLS remains in the same location as ULC with the same general programmatic components.
- The functional program areas from the 2013 Master Plan for SLS remain largely unchanged.
- The programmatic components have been reorganized within Murray North as follows:
  - SLS Administration is located against the north exterior wall facing the Bowl and connected to Peer Mentors.
  - Writing and Math/Stats Help are located closest to the link to Murray South enabling ease of wayfinding for students coming to SLS for assistance.
  - DSS is located to the south of SLS Admin along the west exterior wall.
  - A large area of open group study space (We Space) is located to the interior of the floor plan adjacent to the Arts and Fine Arts department spaces.

Second Floor Revisions
- A Visualization Lab for group collaboration is programmed and located along the south face of Murray South.

Third Floor Revisions
- Consultation sessions were held with staff from the Gwenna Moss Centre (GMC) and the only revision that came from this is the addition of dedicated classroom for GMC located along the north exterior wall of Murray North.
- The functional program areas from the 2013 Master Plan for GMC remain largely unchanged.
6th floor: Library Administration and Dean’s Office

5th floor: Archives and Special Collections

4th floor: Stacks and Reading Areas

3rd floor: Stacks and Reading Areas

3rd floor: Disabled Student Services, Faculty Commons

2nd floor: Graduate Research Commons

2nd floor: Research Materials Multimedia Collection, Learning Laboratories

1st floor: Learning Commons (Extended Hour Access) and Client Services

Ground floor: Welcome Functions, Learning Commons (Extended Hour Access) and Cafe

ARCHITECTURAL STRATEGIES

- Expanded/alternate front door
- Links at 2 and 3 to Murray N
- Ground-level wrapper
- 2-storey reading room/lounge
- Public face at southwest corner
- Connections through plan logic, sectional intervention, branded interiors
- New glazing/ cladding on level 2
- Possible exterior space access on level 2
RENDERING: ARCHIVES
6.0 Appendix
6.0 APPENDIX

A1 THE LIBRARY AND ITS BRANCHES - FUTURE THINKING
A2 VISION FOR UNIVERSITY LIBRARY SPACES
A3 ONLINE SURVEY DATA PART 1
A4 ONLINE SURVEY DATA PART 2
A5 ONLINE SURVEY TEXT RESPONSES
Background and Purpose
The 2013-14 University Library Strategic Plan Action Item 1.4 states that the library will Develop a vision document that reconceptualizes library services and learning spaces as part of University Library Transformation (Phase III). Over the past months, the Client Services Heads have considered how best to help achieve this goal. Steps taken include:

- Employees in the Law, Education, Engineering, Science, and Veterinary Medicine branches explored trends in the literature and ideas from other academic libraries across the world with the intent of increasing the number and variety of ideas and stimulating discussion
- Employees from the Murray Library considered the changes that have occurred in Murray and discussed what has worked well/is working well and what is not working well
- Feedback from some faculty and students in the College of Law was received
- The Client Services Heads had a one-day facilitated session to begin the ‘visioning’ process, followed by two half day planning sessions.

The original intent was to develop a vision document that would look at the library from a client services perspective, particularly focusing on those services currently delivered through library branches or that could be delivered through the branch libraries, as well as trends in academic libraries worldwide.

But the initial idea of developing a vision has changed. The current University Library vision speaks to innovation, collaboration, and success in learning, scholarship, and practice – there is not the need, nor is this the venue, to alter that vision. After discussion and reflection, the Client Services Heads felt that the goal should, instead, focus on library spaces and how they can meet the changing nature of learning, research, knowledge creation, and information access and storage. While working towards this goal, the Client Services Heads also recognize the fiscal, prioritization, and planning environment in which the university is currently situated. The overall impact of the Operating Budget Adjustment activities, particularly the TransformUS recommendations, is as yet unknown. This document and its associated recommendations, therefore, have been written with the acknowledgement and understanding that the current environment is not static and that decisions made elsewhere in the university may dictate actions at odds with those outlined here.

Key concepts and underlying assumptions
Recommendations in this document are predicated on five key concepts:

- The University Library is one library with services provided in a distributed model. Library facilities are accessible to everyone and are a neutral space, not owned or belonging to any particular college.
- Library clients and colleges have unique needs/identities – these need to be considered, and may be reflected, in the location of services and the design of library space.
- Due to changes in research and publication practices and the corresponding decreased use of the library’s print resources, where possible the library will utilize remote and/or compact storage as well as shared print archiving with other Canadian academic libraries to significantly reduce the footprint of the print collection in the library’s public spaces.
• Services provided in library space may be improved or delivered more appropriately through partnership with other units on campus, such as the ULC, eMAP, ICT, SESD, colleges, and schools.

The starting point for this document was the University Library’s current complement of spaces. There was, however, no assumption that all seven locations would remain as library branches with a full suite of library services.

In order for some of the recommendations suggested below to be successful, key supports are required:
• Self-help services/technologies need to be put into place to counter the effect of staffing adjustments in some library spaces, e.g., the ability for library clients to pay for fines/fees and add money to their printing account online is critical;
• Custodial support for high-traffic or extended hours spaces must be adequate. Clean and well-cared-for spaces are essential for client satisfaction and the successful and extensive use of space.

There are many ideas for new use of current space or for new services within current spaces. Some of these have been incorporated into the recommendations below, a number of them have not as they were ideas that could span all the library locations. The full list of ideas is in Appendix A.

While developing the following recommendations the Client Services Heads asked three substantive questions, which they were not able to fully answer:
• Where can we push out library services/librarians from the physical library branches into other parts of the campus? At some point, does the role of librarians as liaisons separate from the library as place? Is the physical space of the library different from what librarians do and where they fit in?
• How does the library add value?
• Does it make sense for the library to lead or collaborate or does the library need to be involved at all in certain activities? Does someone else manage the student study/work space? Do we disinvest in managing space and focus on scholarly communications, copyright, institutional repository, instruction, and research partnerships?

Caveat
These recommendations come from discussions and brainstorming by the Client Services Heads, informed by research conducted by employees in the branch libraries, personal knowledge of library activities and design at other academic institutions, professional knowledge about changes, challenges, and possibilities for academic libraries, and professional experience. No consultation with other library employees or the faculty, staff, and students in colleges and schools across campus has occurred. It is important that consultation with these stakeholders is part of the process as planning for the future of branch libraries progresses.

Further, please note that while the recommendations speak only to compact shelving as a storage option, it is understood that materials with very low use may in the future be relocated to a remote/high-density storage location. Which materials will be relocated is dependent upon client needs, the nature of the material, and the requirements of the discipline.

Recommendations for all library spaces
Promote the library as a knowledge creation and learning space that enhances the work of faculty and students:
• Create spaces for highlighting research, for example wall space to display faculty and student conference posters;
• Establish spaces for displaying student art;
• Host book launches, conferences.

Ensure that library physical space is appealing:
• Provide furniture that is attractive and functional and allows for flexible layout and design;
• Utilize colour and flooring to assist in designating space as ‘me, we, or us’ space.

To assist faculty and students in connecting with librarians, librarians with liaison assignments establish designated office hours in accordance with the practice of teaching faculty.

Education & Music Library
The Education & Music Library is a fully accessible location in a building with a strong connection to the broader community through children’s programming, public music performances, and a daycare. There is significant opportunity to build on the community connections and to expand the library to meet the needs of the greater arts community.

Recommendations:
• Building on the already strong connection with the Department of Music, expand the mandate of the library to meet the needs of all the fine and performing arts programs.
• Relocate relevant collections from the Murray Library on to compact shelving where possible.
• In partnership with the College of Arts & Science, design and establish a performance space within the library to provide opportunities for students to perform as they progress through their programs in areas such as music, drama, poetry/literary readings, and performance art.
• Develop a music listening space and digital media lab to support composition, arranging, editing, transcription, and listening.
• Working with the College of Education, provide space and opportunities for experiential learning for students. This could be through partnerships with the campus daycare, school systems, and the public library.
Engineering Library
The head of the Engineering Library has had a number of conversations with senior leadership in the College of Engineering about the college’s library and space needs as part of the college’s larger discussions around the Natural Resources Innovation Complex (NRIC). The College would like to see an increase in collaborative learning spaces, study space, and space for knowledge creation through a reduction and/or relocation of the print collection. At this stage, it is unknown whether the Engineering Library will be located in the new NRIC building or remain in its current location. It is important that the University Library continues to work closely with the College of Engineering and the NRIC project committee as work progresses on the NRIC design.

Recommendations:
To allow for the transformation of the Engineering Library into a space focused on collaborative learning and knowledge creation, relocate the majority of print materials to the Science Library, on to compact shelving where possible. The library space would include:
- Group/collaborative study rooms/space,
- Individual study space,
- Simulation space that could also be used for students to prepare for presentations,
- A makerspace (see Appendix B for possible equipment and design),
- Math and writing help, in partnership with ULC.

The librarian office would continue to be located in a central location for both students and faculty. The library space would be staffed (during key hours) to provide support. The technology spaces would be

Law Library
The College of Law is very engaged in the library and has a strong interest in its services, collections, and future physical design. There is support from the college in incorporating government publications into the collection. Through the recent Law Library Review (https://library.usask.ca/intranet/system/files/Law+Library+Review+Report+-+Final_0.pdf), clear direction was provided in terms of collections, physical layout, and services. Due to its physical design, the Law Library is not fully accessible on all floors, nor is it easily navigable.

Recommendations:
To make the Law Library a more relevant and contemporary space through:
- Reviewing the print collection with a view to reducing the print footprint and creating desirable student space;
- Building on the connections between law and federal and provincial government documents, relocating the government documents to the Law Library, on to compact shelving where possible;
- Converting the basement to compact shelving and relocating all study space to the main and upper floors;
- Possibly redesigning the top floor of the Law Library to allow access after library hours, particularly to the graduate student spaces and faculty spaces.

Leslie and Irene Dubé Health Sciences Library
Recently opened, the Leslie and Irene Dubé Health Sciences Library reflects some of the needs expressed by primary clients of other branch libraries. It has numerous group/collaborative study spaces as well as individual study spaces. Some of the print collections have been placed into compact shelving. Video conference capabilities within the library will support distributed education. There are unmet needs within the space, however, particularly in the areas of computer technology and services to students with disabilities.

Recommendations:
- Increasing numbers of health sciences students are registering with DSS. It is important to establish a space that meets the needs of these students.
- Investigate more thoroughly options for configuring the lower level room as a flexible learning space.

Murray Library
A 25-year master plan for the Murray Library was produced in early 2013. This plan will form the basis on which all work in the Murray Library will occur. Many of the recommendations for the other branch libraries will also impact the physical space and collections of the Murray Library.

Recommendations:
- To develop the Education & Music Library into the Education & Fine Arts Library, relocate the Fine Arts and drama print collections to the Education Library,
- To establish a law and government documents library, relocate government documents to the Law Library.
- Open up and further develop the library’s digitization centre for faculty and student use, initiating the establishment of a makerspace as outlined in the master plan, including utilizing the vacant government documents space to include other makerspace-type functions.
- As other collections move out of Murray (due to relocation to other branches, through preservation initiatives such as CSPAN, or through remote storage options), develop the 2nd and 3rd floor of Murray North as user-focused space including quiet and silent spaces and dedicated space for graduate students.

Science Library
The initial design of the Science Library included the option of adding a third floor at a later date.

Recommendations:
- To allow for the suggested changes in the Engineering Library, adjust the collections in the Science Library to accommodate Engineering print materials.
- Develop the third floor of the Science Library to allow for increased individual and group space and a flexible teaching and learning space.
• Establish a gaming space to accommodate student and faculty needs, particularly in the Department of Computer Science

**Veterinary Medicine Library**
As a result of a 2012 survey and recent conversations with Associate Dean Grahn, the library has begun transitioning to student-centred space, which will include relocating journals to the Leslie and Irene Dubé Health Sciences Library, establishing group and individual study/exam rooms, and providing 24-hour access to study space.

**Recommendations:**
• Re-examine staffing levels and hours of opening to better reflect the changing needs of students.
• The librarian office would continue to be located in a central location for both students and faculty.

Prepared by,
Rachel Sarjeant-Jenkins        Lyn Currie        Jo Ann Murphy
Assistant Dean (Client Services) Head, Education & Music Library Head, Murray Library
Susan Murphy        Li Zhang
Head, Leslie and Irene Dubé Health Sciences Library Head, Engineering Library
Head, Veterinary Medicine Library Head, Science Library

**Appendix A: Ideas for physical spaces – new use or new services**
• Library vending machines (for holds, laptops/ipads)
• Vending machines (office supplies)
• Performance space (for music, drama, poetry reading, performance art)
• Presentation preparation space (place to practice presentations, practice debating)
• Gaming area (for engineering, computer science)
• “Smart tables”
• Visualization lab
• Simulation spaces
• Maker spaces/creative spaces for creating objects, building presentations, music composition
• Research commons (for graduate students and faculty)
  - Space for visiting scholars/researcher-in-residence
  - Debate/discussion space
  - Quieter; more individual work space
  - Can include higher level research activities
• Quiet study spaces
• Silent spaces
• Easily reconfigured spaces, adaptable spaces
• Indoor/outdoor space (herbary)
• Cultural spaces
• Digitization services/book scanning
• Print-on-demand
• Colour printing
• Art displays
• Book publishing
• Coffee outlets/coffee vending machines in all [full-service] locations
• Assistive technology in all [full-service] locations?
• Shared/collaborative events/celebrations; “public space”
Appendix B: Makerspace -- possible equipment and design suggestions

[Information provided by Julie McKenna, Deputy Library Director, Regina Public Library]

3D Printing Hardware:
- MakerBot Thing-o-Matic or Replicator 2 (and others that are often produced locally; watch for the filament and choose the corn-based to ensure OH&S issues are addressed)
- Solidoodle 3rd generation
- Formlabs form1 resin-based stereolithography printer (brand new device – shipping in November 2013)

3D Cameras and Software:
- Microsoft Kinect 3d sensor
- Makerbot digitizer
- SketchUP, Blender, 3DTin, Tinkercad.

Vinyl Cutter:
- Roland GX-24 vinyl cutter
- Transfer adhesive, copper tape, mak-tak etc

Invention Kits, Robotics and Micro-Controllers:
- Lego Mindstorms, Arduino ARDX kits, iRobot Create
- RedBot Kit
- Raspberry Pi
- Makey Makey
- Little Bits (for preschoolers)

Equipment to digitize citizen-created content in legacy formats including the following:
- VHS to digital
- 35mm slides to digital
- Cassette tapes to digital
- Photographs to digital

Gaming:
- Support Xbox, Playstation, Wii, and multi-player online platforms and PC Gamers
- Sound system, lighting controls, consoles, HiDef monitors with space for multi player tournaments, big screen projection
- Lenovo IdeaCentre Erazer X700 Gaming PC (the start button reads “Start Engine” – considered the “Game Shredder”

Recording & Editing – Video and Audio:
- Green Screen space and technologies (Chroma key compositing)
- Sound recording studio technologies (M-Audio Fast Track)
- Notation Launch Pad (like a producer’s keyboard for sound production)
- Garage Band on Macs
- Multiple plug in spaces; microphones; headphones; keyboards; drum set; electric guitars

Macs and PCs:
- Adobe Photoshop, InDesign, FinalCut, iMovie, ProTools
- See details for gaming PC above.

DIY Crafting:
- Buttonmaker, sewing machines, ironing setup

Manga and Anime Creation (more popular that you might imagine):
- The Intuos line – pen for the iPad and the Intuos Tablet

Lego Building:
- Tables & bins of Lego
- Specialized tables have been a bust everywhere
- Acoustic controls are key as this is just about the noisiest activity you will ever experience if you are a success

Art Studio Space:
- Dirty production areas with access to large tables and sinks – very few are providing this but it is considered part of the maker/creator movement

Mobile Labs: Kits and Equipment prepared for distribution to remote sites (branches and non-Library spaces)
- iPad programming kits
- Lego programming kits
- Micro-controller programming kits
- Wii controller, games, peripherals, remotes, and nunchuks

Physical Space:
- Cones of silence or some other form of acoustical control, especially for gaming area and sound recording spaces.
- Electrical pull downs from the ceiling work best for future flexibility and access.
- Room chilling systems (depending on the technology and room capacity for people – most have found the need to implement room cooling due to the heat produced by the gaming machines and other technologies

Book Production:
Edmonton Public Library has a brand new MakerSpace that has just opened. They have the Espresso Book Machine (Xerox) – I believe the first installation in a public library in Canada.

Other recommended lists:
- MIT’s Fab Lab list - https://docs.google.com/spreadsheet/pub?key=0AtIlZyLn99e6dGRlleUJT Y043a13FucUhFjUVRy TdXK3c&single=true&gid=0&output=html
- YouMedia list of equipment recommendations at http://www.youmedia.org/toolkit/operations under the FAQ - Equipment.
A2 VISION FOR UNIVERSITY LIBRARY SPACES

Vision for University Library Spaces - DRAFT

Context
For close to a decade the University Library has been proactively responding to a dramatically changing information landscape. The need for change remains and is vital to ensure our library continues to meet the information needs of the campus community. This change includes refurbishment, revitalization, and transformation of library collections, services, and facilities across the whole University Library to ensure alignment with our teaching and research mission and to meet the needs of students, staff, and faculty in today’s digital information age.

Evidence of changes to facilities abound, including renovations to the ground and first floors of the Murray Library (2009), the opening of Leslie and Irene Dubé Health Sciences Library (2013), refurbished spaces in the Education & Music Library (2014), and a renewed Veterinary Medicine Library space (2014). There is also significant evidence of changes to collections – the growth of online 24/7 accessible information resources, the shared print archive of the Council of Prairie and Pacific University Libraries, the relocation of some low-use materials to alternative on-campus storage, the consolidation of all health sciences journals into a single location, and the successful implementation of user-access, compact mobile shelving in part of the library system.

As part of the major capital project for the transformation of the University Library, a subcommittee of the University Library Transformation Project (ULTP) Steering Committee was established with responsibility for outlining the evolving vision for the physical spaces of the University Library. This Facilities Planning Working Group is comprised of academic, library, student, Gwenna Moss Centre, office of the Vice-President Finance and Resources, and Facilities Management representatives. Through a variety of activities and discussion the members of the working group determined a list of principles for shaping University Library spaces and began the process of determining themes and possible attributes for the library’s physical locations.

Vision and Principles for the University Library Spaces
The University Library creates a sense of community and fosters connectedness to enable and enhance learning and discovery in all areas. The library promotes engagement through collaboration, both formal and informal, to aid learners, teachers, researchers, and scholars in achieving their academic and research goals. Accessible physical library collections are consolidated in three collection hubs with small, targeted, high-use collections in other locations.

Principles for shaping University Library spaces:
• Meet the diverse information and programming needs of library clients through flexible, multifunctional spaces
• Create inspiring spaces and innovative services to cultivate creativity and inventiveness
• Offer specialized areas to encourage learning through experience and innovative research
• Provide spaces to meet diverse user needs, with a focus on inclusivity
• Include a range of spaces that will encourage private study and learning (“me” space), small group learning and collaboration (“we” space), and large group community space (“us” space)
• Provide abundant user-friendly technology and IT resources, along with support for using personal devices, to allow for effortless access to information and virtual libraries
• Ensure safe, welcoming, and comfortable spaces through user-focused furniture, equipment, and design
• Utilize access to natural light for maximum effectiveness wherever possible.

Proposed University Library Space Attributes & Themes
The University Library is a single distributed library. As they do now, library spaces will continue to vary in size and in service levels. Working within the space principles outlined above, revitalized library spaces may include some or all of the following attributes:
• Maker spaces and visualization suites to provide opportunities for research and learning through experience
• A research commons for debate, discussion, and collaboration among grad students and faculty
• Spaces and services to help students to de-stress and decompress
• Functional spaces for public events and receptions
• Display/exhibition spaces (curated by the library or in partnership with other units)
• Research and specialized learning support such as a centrally located office for the librarian, math and/or writing help, and requisite client services functions.

Library spaces will have a focus on collaborative learning and knowledge creation. They may act as a collection hub and/or provide targeted, high-use collections as appropriate; they may be co-located with student/faculty support services, reception/public events space, and/or student space as appropriate.

In addition, the University Library will contain thematic spaces:
• Focus on Special Collections, Archives, and Digitization
  ○ Collections of permanently valuable records of the University of Saskatchewan and of books, journals, manuscripts, archival collections, and printed ephemera of a rare, valuable, or regional nature
  ○ State-of-the-art classroom and reading room to support learning and research use of these unique collections
  ○ A digitization centre to support the ongoing digitization of library resources and assist campus users with their digitization needs
  ○ Display/exhibition space to highlight unique collections.
• Focus for Fine & Performing Arts
  ○ Informal performance space for students as they progress through their learning in the areas of music, drama, poetry/literary readings, and performance art
  ○ Space for recording and music production to support music creation, including composition, arranging, editing, and transcription
  ○ Student art display/exhibition space to highlight artistic works and provide curatorial learning opportunities.
• The Traditional/Classic Library
  ○ Meet the desire of the campus community for the classic library and its links to history and scholarship
  ○ Contemplation and study will be inspired through furniture and design
CORE LIBRARY SPACES

Core Library Spaces: Would you use the following core library spaces if available at one or more University of Saskatchewan libraries? (all respondents)

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Core Library Spaces: Please rank the 3 most important core library spaces to include in University of Saskatchewan libraries moving forward? (all respondents)

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Core Library Spaces: Top 3 based on highest percentage in each "most important" category i.e. 1st to 3rd most important (all respondents)

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### SPACES FOR STUDY

**Spaces for Study: Would you use the following spaces for study if available at one or more University of Saskatchewan libraries? (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>79.1%</td>
<td>8.9%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>77.0%</td>
<td>10.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>71.2%</td>
<td>10.9%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>69.8%</td>
<td>11.9%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>58.4%</td>
<td>19.7%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>56.4%</td>
<td>23.8%</td>
<td>19.8%</td>
</tr>
</tbody>
</table>

**Spaces for Study: Please rank the 3 most important spaces for study to include in University of Saskatchewan libraries moving forward? (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
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</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>52.9%</td>
<td>24.2%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>30.9%</td>
<td>36.9%</td>
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<td>35.2%</td>
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<tr>
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</tbody>
</table>
### SPACES FOR STUDY

**Spaces for Study: Top 3 based on highest percentage in each "most important" category i.e. 1st to 3rd most important (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>52.9%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>36.9%</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>35.2%</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Spaces for Study: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>93.1%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>92.1%</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>85.6%</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Spaces for Study: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>37.2%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>31.8%</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>26.3%</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### TECHNOLOGY ENHANCED SPACES

**Technology Enhanced Spaces: Would you use the following technology enhanced spaces if available at one or more University of Saskatchewan libraries? (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualization Lab</td>
<td>51.4%</td>
<td>23.3%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Maker Space</td>
<td>43.6%</td>
<td>26.5%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Technology Sand-box</td>
<td>34.3%</td>
<td>35.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Digital Media Commons</td>
<td>30.9%</td>
<td>40.8%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Gaming Lab</td>
<td>28.6%</td>
<td>48.1%</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

**Technology Enhanced Spaces: Please rank the 3 most important technology enhanced spaces to include in University of Saskatchewan libraries moving forward? (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Media Commons</td>
<td>38.7%</td>
<td>28.1%</td>
<td>24.4%</td>
</tr>
<tr>
<td>Visualization Lab</td>
<td>38.6%</td>
<td>29.8%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Maker Space</td>
<td>28.4%</td>
<td>36.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Gaming Lab</td>
<td>22.3%</td>
<td>23.0%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Technology Sand-box</td>
<td>17.0%</td>
<td>30.0%</td>
<td>38.5%</td>
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<tr>
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<td>17.0%</td>
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<td>Technology Sand-box</td>
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Technology Enhanced Spaces: Top 3 based on highest percentage in each "most important" category i.e. 1st to 3rd most important (all respondents)

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</thead>
<tbody>
<tr>
<td>Digital Media Commons (tied)</td>
<td>1st most important</td>
<td>38.7%</td>
<td>2</td>
</tr>
<tr>
<td>Visualization Lab (tied)</td>
<td>1st most important</td>
<td>38.6%</td>
<td>1</td>
</tr>
<tr>
<td>Maker Space</td>
<td>2nd most important</td>
<td>36.0%</td>
<td>3</td>
</tr>
<tr>
<td>Technology Sand-box</td>
<td>3rd most important</td>
<td>38.5%</td>
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Technology Enhanced Spaces: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)

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</tr>
</thead>
<tbody>
<tr>
<td>Visualization Lab</td>
<td>1st most important</td>
<td>94.5%</td>
<td>1</td>
</tr>
<tr>
<td>Maker Space</td>
<td>2nd most important</td>
<td>93.4%</td>
<td>3</td>
</tr>
<tr>
<td>Digital Media Commons</td>
<td>3rd most important</td>
<td>91.2%</td>
<td>2</td>
</tr>
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Technology Enhanced Spaces: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)

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<tr>
<td>Visualization Lab</td>
<td>1st most important</td>
<td>33.6%</td>
<td>1</td>
</tr>
<tr>
<td>Digital Media Commons</td>
<td>2nd most important</td>
<td>32.8%</td>
<td>2</td>
</tr>
<tr>
<td>Maker Space</td>
<td>3rd most important</td>
<td>31.0%</td>
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</tr>
</tbody>
</table>
## CREATIVE SPACES

### Creative Spaces: Would you use the following creative spaces if available at one or more University of Saskatchewan libraries? (all respondents)

<table>
<thead>
<tr>
<th>Creative Spaces</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Rooms</td>
<td>68.0%</td>
<td>9.3%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Informal Performance / Event</td>
<td>49.5%</td>
<td>22.9%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Listening Stations / Rooms</td>
<td>29.4%</td>
<td>45.0%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>25.3%</td>
<td>48.6%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Music Practice Rooms</td>
<td>23.4%</td>
<td>57.2%</td>
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<tr>
<td>Presentation Rooms</td>
<td>63.6%</td>
<td>23.9%</td>
<td>10.5%</td>
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<tr>
<td>Informal Performance / Event</td>
<td>23.9%</td>
<td>45.2%</td>
<td>25.7%</td>
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<td>24.2%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>15.5%</td>
<td>27.4%</td>
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</tr>
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</tr>
</thead>
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<tr>
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<td>26.8%</td>
<td>45.3%</td>
</tr>
<tr>
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<td>15.5%</td>
<td>27.4%</td>
<td>43.1%</td>
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<td>Music Practice Rooms</td>
<td>17.8%</td>
<td>24.2%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Informal Performance / Event</td>
<td>23.9%</td>
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<td>25.7%</td>
</tr>
<tr>
<td>Presentation Rooms</td>
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<td>23.9%</td>
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</tbody>
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### CREATIVE SPACES

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<tr>
<th>Space</th>
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<th>3rd most important (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Rooms</td>
<td>63.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Performance / Event Space</td>
<td>45.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>45.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Creative Spaces: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important (percentage)</th>
<th>2nd most important (percentage)</th>
<th>3rd most important (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Rooms</td>
<td>98.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Performance / Event Space</td>
<td>94.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>87.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Creative Spaces: Top 3 based on highest weighted percentage in all 3 "most important" categories combined (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important (percentage)</th>
<th>2nd most important (percentage)</th>
<th>3rd most important (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Rooms</td>
<td>41.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Performance / Event Space</td>
<td>31.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Stations / Rooms (tied)</td>
<td>24.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Production Studios (tied)</td>
<td>24.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL SPACES

**Additional Spaces: Would you use the following additional spaces if available at one or more University of Saskatchewan libraries? (all respondents)**

<table>
<thead>
<tr>
<th>Space</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Maybe (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Space / Patio Space / Atrium Space</td>
<td>83.7%</td>
<td>4.7%</td>
<td>11.5%</td>
</tr>
<tr>
<td>After Hours Study Space</td>
<td>78.4%</td>
<td>9.1%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Spaces to Rest &amp; Unwind</td>
<td>76.1%</td>
<td>10.0%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>43.9%</td>
<td>26.2%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Child-Friendly Space</td>
<td>24.2%</td>
<td>55.2%</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

**Additional Spaces: Please rank the 3 most important additional spaces to include in University of Saskatchewan libraries moving forward? (all respondents)**

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<tr>
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<th>1st most important (percentage)</th>
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<td>Spaces to Rest &amp; Unwind</td>
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**Additional Spaces: Top 3 based on highest percentage in each "most important" category i.e. 1st to 3rd most important (all respondents)**

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**Additional Spaces: Top 3 based on highest percentage in all 3 "most important" categories combined (all respondents)**

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<td>24.6%</td>
</tr>
<tr>
<td>Music Practice Rooms</td>
<td>10.2%</td>
<td>13.9%</td>
<td>14.9%</td>
<td>22.6%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>10.1%</td>
<td>17.3%</td>
<td>16.4%</td>
<td>21.9%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Visualization Lab</td>
<td>12.3%</td>
<td>15.8%</td>
<td>21.6%</td>
<td>23.4%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Maker Space</td>
<td>18.0%</td>
<td>21.2%</td>
<td>18.3%</td>
<td>17.5%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Child-Friendly Space</td>
<td>19.4%</td>
<td>16.1%</td>
<td>15.6%</td>
<td>19.4%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Presentation Rooms</td>
<td>19.0%</td>
<td>22.9%</td>
<td>23.2%</td>
<td>18.8%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Green Space / Patio Space / Atrium Space</td>
<td>25.0%</td>
<td>24.5%</td>
<td>23.5%</td>
<td>15.8%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Spaces to Rest &amp; Unwind</td>
<td>32.0%</td>
<td>26.7%</td>
<td>18.9%</td>
<td>11.3%</td>
<td>9.9%</td>
</tr>
<tr>
<td>After Hours Study Space</td>
<td>34.1%</td>
<td>23.7%</td>
<td>20.9%</td>
<td>11.0%</td>
<td>8.9%</td>
</tr>
</tbody>
</table>
## TOP 5 NEW LIBRARY SPACES

### New Library Spaces: Top 5 based on highest percentage in each “most important” category i.e. 1st to 5th most important (all respondents)

<table>
<thead>
<tr>
<th>Space</th>
<th>Importance</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Hours Study Space</td>
<td>1st most</td>
<td>34.1%</td>
<td>1</td>
</tr>
<tr>
<td>Spaces to Rest &amp; Unwind</td>
<td>2nd most</td>
<td>26.7%</td>
<td>2</td>
</tr>
<tr>
<td>Informal Performance / Event Space</td>
<td>3rd most</td>
<td>23.9%</td>
<td>10</td>
</tr>
<tr>
<td>Listening Stations / Rooms</td>
<td>4th most</td>
<td>26.3%</td>
<td>13</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>5th most</td>
<td>31.0%</td>
<td>15</td>
</tr>
</tbody>
</table>

### New Library Spaces: Top 5 based on highest percentage in all 5 “most important” categories combined (all respondents)

<table>
<thead>
<tr>
<th>Space</th>
<th>Importance</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Space / Patio Space / Atrium Space</td>
<td>1st most</td>
<td>99.1%</td>
<td>3</td>
</tr>
<tr>
<td>Spaces to Rest &amp; Unwind</td>
<td>2nd most</td>
<td>98.8%</td>
<td>2</td>
</tr>
<tr>
<td>After Hours Study Space</td>
<td>3rd most</td>
<td>98.6%</td>
<td>1</td>
</tr>
<tr>
<td>Presentation Rooms</td>
<td>4th most</td>
<td>98.3%</td>
<td>4</td>
</tr>
<tr>
<td>Visualization Lab</td>
<td>5th most</td>
<td>96.2%</td>
<td>7</td>
</tr>
</tbody>
</table>

### New Library Spaces: Bottom 5 (based on lowest percentage in all 5 “most important” categories combined)

<table>
<thead>
<tr>
<th>Space</th>
<th>Importance</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Practice Rooms</td>
<td>1st least</td>
<td>86.1%</td>
<td>14</td>
</tr>
<tr>
<td>Gaming Lab</td>
<td>2nd least</td>
<td>89.5%</td>
<td>9</td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>3rd least</td>
<td>89.8%</td>
<td>11</td>
</tr>
<tr>
<td>Listening Stations / Rooms</td>
<td>4th least</td>
<td>90.1%</td>
<td>13</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>5th least</td>
<td>90.2%</td>
<td>15</td>
</tr>
</tbody>
</table>

### New Library Spaces: Top 5 based on highest weighted percentage in all 5 “most important” categories combined (all respondents)

<table>
<thead>
<tr>
<th>Space</th>
<th>Importance</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Hours Study Space</td>
<td>1st most</td>
<td>23.9%</td>
<td>1</td>
</tr>
<tr>
<td>Spaces to Rest &amp; Unwind</td>
<td>2nd most</td>
<td>23.7%</td>
<td>2</td>
</tr>
<tr>
<td>Green Space / Patio Space / Atrium Space</td>
<td>3rd most</td>
<td>22.4%</td>
<td>3</td>
</tr>
<tr>
<td>Presentation Rooms</td>
<td>4th most</td>
<td>20.5%</td>
<td>4</td>
</tr>
<tr>
<td>Maker Space</td>
<td>5th most</td>
<td>19.0%</td>
<td>5</td>
</tr>
</tbody>
</table>

### New Library Spaces: Bottom 5 (based on lowest weighted percentage in all 5 “most important” categories combined)

<table>
<thead>
<tr>
<th>Space</th>
<th>Importance</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Gallery</td>
<td>1st least</td>
<td>14.3%</td>
<td>15</td>
</tr>
<tr>
<td>Music Practice Rooms</td>
<td>2nd least</td>
<td>14.7%</td>
<td>14</td>
</tr>
<tr>
<td>Listening Stations / Rooms</td>
<td>3rd least</td>
<td>14.8%</td>
<td>13</td>
</tr>
<tr>
<td>Technology Sand-box</td>
<td>5th least</td>
<td>15.76%</td>
<td>12</td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>4th least</td>
<td>15.79%</td>
<td>11</td>
</tr>
</tbody>
</table>
## CORE LIBRARY SPACES

Core Library Spaces: Would you use the following core library spaces if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th>YES</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaces for Study</td>
<td>96.0%</td>
<td>85.0%</td>
<td>51.1%</td>
<td>52.9%</td>
<td>79.1%</td>
</tr>
<tr>
<td>Research Commons</td>
<td>68.5%</td>
<td>65.8%</td>
<td>50.4%</td>
<td>48.2%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Spaces for Print Collections</td>
<td>50.7%</td>
<td>65.7%</td>
<td>77.9%</td>
<td>52.4%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Learning Support Spaces</td>
<td>61.0%</td>
<td>45.7%</td>
<td>22.9%</td>
<td>36.1%</td>
<td>31.9%</td>
</tr>
</tbody>
</table>

Core Library Spaces: Would you use the following core library spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

<table>
<thead>
<tr>
<th>YES</th>
<th>Education &amp; Music Library</th>
<th>Engineering Library</th>
<th>Law Library</th>
<th>Leslie and Irene Dubé Health Sciences Library</th>
<th>Murray Library</th>
<th>Science Library</th>
<th>Veterinary Medicine Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaces for Study</td>
<td>80.4%</td>
<td>89.7%</td>
<td>93.4%</td>
<td>91.9%</td>
<td>85.7%</td>
<td>81.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Research Commons</td>
<td>67.1%</td>
<td>70.5%</td>
<td>68.0%</td>
<td>69.2%</td>
<td>63.0%</td>
<td>62.1%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Spaces for Print Collections</td>
<td>73.4%</td>
<td>38.4%</td>
<td>57.9%</td>
<td>51.6%</td>
<td>55.9%</td>
<td>61.6%</td>
<td>52.5%</td>
</tr>
<tr>
<td>Learning Support Spaces</td>
<td>53.8%</td>
<td>62.3%</td>
<td>36.8%</td>
<td>46.0%</td>
<td>57.0%</td>
<td>45.0%</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

## SPACES FOR STUDY

Spaces for Study: Would you use the following spaces for study if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th>YES</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>86.5%</td>
<td>78.6%</td>
<td>51.9%</td>
<td>57.3%</td>
<td>80.9%</td>
</tr>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>83.7%</td>
<td>77.7%</td>
<td>51.1%</td>
<td>56.3%</td>
<td>78.9%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>78.9%</td>
<td>70.0%</td>
<td>46.2%</td>
<td>49.6%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>79.3%</td>
<td>65.4%</td>
<td>40.0%</td>
<td>47.3%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>65.1%</td>
<td>51.2%</td>
<td>41.5%</td>
<td>45.5%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>56.7%</td>
<td>63.6%</td>
<td>40.8%</td>
<td>53.5%</td>
<td>54.4%</td>
</tr>
</tbody>
</table>

Spaces for Study: Would you use the following spaces for study if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

<table>
<thead>
<tr>
<th>YES</th>
<th>Education &amp; Music Library</th>
<th>Engineering Library</th>
<th>Law Library</th>
<th>Leslie and Irene Dubé Health Sciences Library</th>
<th>Murray Library</th>
<th>Science Library</th>
<th>Veterinary Medicine Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>78.3%</td>
<td>83.6%</td>
<td>81.3%</td>
<td>87.5%</td>
<td>78.8%</td>
<td>73.5%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>74.1%</td>
<td>74.7%</td>
<td>93.4%</td>
<td>80.9%</td>
<td>77.6%</td>
<td>73.9%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>68.5%</td>
<td>75.9%</td>
<td>74.7%</td>
<td>84.5%</td>
<td>69.4%</td>
<td>64.0%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>67.8%</td>
<td>77.9%</td>
<td>61.1%</td>
<td>76.4%</td>
<td>70.7%</td>
<td>64.0%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>83.4%</td>
<td>52.4%</td>
<td>56.8%</td>
<td>59.2%</td>
<td>61.5%</td>
<td>50.2%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>60.8%</td>
<td>69.0%</td>
<td>48.0%</td>
<td>55.4%</td>
<td>55.9%</td>
<td>58.3%</td>
<td>53.8%</td>
</tr>
</tbody>
</table>
### TECHNOLOGY ENHANCED SPACES

**Technology Enhanced Spaces:** Would you use the following technology enhanced spaces if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th>YES</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visualization Lab</td>
<td>57.5%</td>
<td>45.5%</td>
<td>27.7%</td>
<td>43.5%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Maker Space</td>
<td>45.5%</td>
<td>44.2%</td>
<td>22.5%</td>
<td>45.0%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Technology Sand-box</td>
<td>37.5%</td>
<td>34.8%</td>
<td>19.8%</td>
<td>29.2%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Digital Media Commons</td>
<td>27.8%</td>
<td>38.5%</td>
<td>31.3%</td>
<td>38.9%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Gaming Lab</td>
<td>34.3%</td>
<td>21.8%</td>
<td>13.0%</td>
<td>20.4%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

**Technology Enhanced Spaces:** Would you use the following technology enhanced spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

<table>
<thead>
<tr>
<th>YES</th>
<th>Education &amp; Music Library</th>
<th>Engineering Library</th>
<th>Law Library</th>
<th>Leslie and Irene Dubé Health Sciences Library</th>
<th>Murray Library</th>
<th>Science Library</th>
<th>Veterinary Medicine Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualization Lab</td>
<td>40.6%</td>
<td>58.9%</td>
<td>34.2%</td>
<td>44.2%</td>
<td>52.0%</td>
<td>58.9%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Maker Space</td>
<td>42.7%</td>
<td>52.7%</td>
<td>38.2%</td>
<td>36.3%</td>
<td>46.4%</td>
<td>47.9%</td>
<td>36.3%</td>
</tr>
<tr>
<td>Technology Sand-box</td>
<td>28.7%</td>
<td>49.3%</td>
<td>30.7%</td>
<td>29.6%</td>
<td>35.4%</td>
<td>46.9%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Digital Media Commons</td>
<td>33.6%</td>
<td>37.7%</td>
<td>30.3%</td>
<td>25.6%</td>
<td>32.0%</td>
<td>31.8%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Gaming Lab</td>
<td>16.8%</td>
<td>37.0%</td>
<td>25.0%</td>
<td>23.7%</td>
<td>32.4%</td>
<td>28.9%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

### CREATIVE SPACES

**Creative Spaces:** Would you use the following creative spaces if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th>YES</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Rooms</td>
<td>66.6%</td>
<td>75.7%</td>
<td>66.4%</td>
<td>67.8%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Informal Performance / Event Space</td>
<td>49.2%</td>
<td>51.5%</td>
<td>42.7%</td>
<td>51.8%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Listening Stations / Rooms</td>
<td>27.6%</td>
<td>34.2%</td>
<td>17.6%</td>
<td>35.0%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>24.5%</td>
<td>25.2%</td>
<td>24.4%</td>
<td>28.6%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Music Practice Rooms</td>
<td>24.3%</td>
<td>24.1%</td>
<td>7.6%</td>
<td>23.3%</td>
<td>29.7%</td>
</tr>
</tbody>
</table>

**Creative Spaces:** Would you use the following creative spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

<table>
<thead>
<tr>
<th>YES</th>
<th>Education &amp; Music Library</th>
<th>Engineering Library</th>
<th>Law Library</th>
<th>Leslie and Irene Dubé Health Sciences Library</th>
<th>Murray Library</th>
<th>Science Library</th>
<th>Veterinary Medicine Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Rooms</td>
<td>68.3%</td>
<td>71.2%</td>
<td>68.4%</td>
<td>77.0%</td>
<td>66.0%</td>
<td>65.90%</td>
<td>63.80%</td>
</tr>
<tr>
<td>Informal Performance / Event Space</td>
<td>53.5%</td>
<td>43.2%</td>
<td>59.2%</td>
<td>49.2%</td>
<td>50.7%</td>
<td>50.2%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Listening Stations / Rooms</td>
<td>42.3%</td>
<td>21.2%</td>
<td>34.2%</td>
<td>24.5%</td>
<td>30.3%</td>
<td>29.9%</td>
<td>36.3%</td>
</tr>
<tr>
<td>Media Production Studios</td>
<td>32.4%</td>
<td>19.2%</td>
<td>30.3%</td>
<td>23.1%</td>
<td>26.8%</td>
<td>23.30%</td>
<td>21.30%</td>
</tr>
<tr>
<td>Music Practice Rooms</td>
<td>35.9%</td>
<td>18.0%</td>
<td>22.4%</td>
<td>18.8%</td>
<td>24.4%</td>
<td>25.6%</td>
<td>27.5%</td>
</tr>
</tbody>
</table>
### ADDITIONAL SPACES

#### Additional Spaces: Would you use the following additional spaces if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th>Space</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Space / Patio Space / Atrium</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>85.9%</td>
<td>84.5%</td>
<td>87.9%</td>
<td>79.5%</td>
<td>82.2%</td>
</tr>
<tr>
<td>After Hours Study Space</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>86.5%</td>
<td>79.4%</td>
<td>50.4%</td>
<td>54.2%</td>
<td>74.4%</td>
</tr>
<tr>
<td>Spaces to Rest &amp; Unwind</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>85.3%</td>
<td>71.3%</td>
<td>39.7%</td>
<td>56.5%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>40.7%</td>
<td>48.9%</td>
<td>50.4%</td>
<td>47.2%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Child-Friendly Space</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>20.7%</td>
<td>31.3%</td>
<td>25.4%</td>
<td>30.4%</td>
<td>24.4%</td>
</tr>
</tbody>
</table>

#### Additional Spaces: Would you use the following additional spaces if available at one or more University of Saskatchewan libraries? (% yes based on library visit most)

<table>
<thead>
<tr>
<th>Space</th>
<th>Education &amp; Music Library</th>
<th>Engineering Library</th>
<th>Law Library</th>
<th>Leslie and Irene Dubé Health Sciences Library</th>
<th>Murray Library</th>
<th>Science Library</th>
<th>Veterinary Medicine Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Space / Patio Space / Atrium</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>87.4%</td>
<td>77.4%</td>
<td>85.5%</td>
<td>85.6%</td>
<td>84.2%</td>
<td>83.4%</td>
<td>85.0%</td>
</tr>
<tr>
<td>After Hours Study Space</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>76.2%</td>
<td>80.8%</td>
<td>84.3%</td>
<td>85.2%</td>
<td>78.2%</td>
<td>74.4%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Spaces to Rest &amp; Unwind</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>69.9%</td>
<td>71.2%</td>
<td>73.7%</td>
<td>78.1%</td>
<td>78.8%</td>
<td>70.1%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>53.8%</td>
<td>29.5%</td>
<td>50.7%</td>
<td>40.6%</td>
<td>46.0%</td>
<td>44.3%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Child-Friendly Space</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>43.0%</td>
<td>15.8%</td>
<td>19.7%</td>
<td>25.7%</td>
<td>23.9%</td>
<td>21.3%</td>
<td>16.3%</td>
</tr>
</tbody>
</table>

#### Currently, which University of Saskatchewan library do you visit the most in person?

<table>
<thead>
<tr>
<th>Library</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murray Library</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>58.8%</td>
<td>34.8%</td>
<td>42.4%</td>
<td>60.5%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Leslie and Irene Dubé Health Sciences Library</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>20.1%</td>
<td>27.2%</td>
<td>23.2%</td>
<td>13.2%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Science Library</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>6.3%</td>
<td>16.2%</td>
<td>12.8%</td>
<td>7.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Education &amp; Music Library</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>4.7%</td>
<td>8.2%</td>
<td>8.8%</td>
<td>5.0%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Engineering Library</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>8.1%</td>
<td>5.6%</td>
<td>4.8%</td>
<td>4.8%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Law Library</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>2.5%</td>
<td>4.4%</td>
<td>4.5%</td>
<td>2.0%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Veterinary Medicine Library</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Space</td>
<td>1.5%</td>
<td>3.8%</td>
<td>4.0%</td>
<td>7.3%</td>
<td>11.9%</td>
</tr>
</tbody>
</table>
## CORE LIBRARY SPACES

### Core Library Spaces: Would you use the following core library spaces if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces for Study</strong></td>
<td>96.0%</td>
<td>3.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Research Commons</strong></td>
<td>68.5%</td>
<td>14.7%</td>
<td>83.2%</td>
</tr>
<tr>
<td><strong>Spaces for Print Collections</strong></td>
<td>50.7%</td>
<td>35.9%</td>
<td>86.6%</td>
</tr>
<tr>
<td><strong>Learning Support Spaces</strong></td>
<td>61.0%</td>
<td>39.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Core Library Spaces: Please rank the 3 most important core library spaces to include in University of Saskatchewan libraries moving forward? (weighted average)

#### Undergraduate Students

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces for Study</strong></td>
<td>75.2%</td>
<td>18.5%</td>
<td>5.7%</td>
<td>44.7%</td>
</tr>
<tr>
<td><strong>Learning Support Spaces</strong></td>
<td>12.9%</td>
<td>39.5%</td>
<td>41.0%</td>
<td>26.4%</td>
</tr>
<tr>
<td><strong>Research Commons</strong></td>
<td>8.5%</td>
<td>40.5%</td>
<td>44.6%</td>
<td>22.6%</td>
</tr>
<tr>
<td><strong>Spaces for Print Collections</strong></td>
<td>14.0%</td>
<td>27.0%</td>
<td>39.6%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

#### Graduate Students

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces for Study</strong></td>
<td>55.8%</td>
<td>28.6%</td>
<td>14.4%</td>
<td>39.9%</td>
</tr>
<tr>
<td><strong>Spaces for Print Collections</strong></td>
<td>31.6%</td>
<td>31.2%</td>
<td>28.6%</td>
<td>31.0%</td>
</tr>
<tr>
<td><strong>Research Commons</strong></td>
<td>18.9%</td>
<td>38.7%</td>
<td>39.6%</td>
<td>28.9%</td>
</tr>
<tr>
<td><strong>Learning Support Spaces</strong></td>
<td>11.4%</td>
<td>25.7%</td>
<td>47.3%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

#### Faculty

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces for Print Collections</strong></td>
<td>62.2%</td>
<td>21.4%</td>
<td>13.3%</td>
<td>40.5%</td>
</tr>
<tr>
<td><strong>Spaces for Study</strong></td>
<td>32.4%</td>
<td>50.9%</td>
<td>14.8%</td>
<td>35.6%</td>
</tr>
<tr>
<td><strong>Research Commons</strong></td>
<td>19.8%</td>
<td>23.8%</td>
<td>50.5%</td>
<td>26.2%</td>
</tr>
<tr>
<td><strong>Learning Support Spaces</strong></td>
<td>10.1%</td>
<td>29.0%</td>
<td>56.5%</td>
<td>24.2%</td>
</tr>
</tbody>
</table>

#### Staff

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces for Study</strong></td>
<td>44.3%</td>
<td>39.3%</td>
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<td>37.8%</td>
</tr>
<tr>
<td><strong>Spaces for Print Collections</strong></td>
<td>39.9%</td>
<td>20.6%</td>
<td>29.8%</td>
<td>31.8%</td>
</tr>
<tr>
<td><strong>Research Commons</strong></td>
<td>25.1%</td>
<td>31.3%</td>
<td>38.4%</td>
<td>29.0%</td>
</tr>
<tr>
<td><strong>Learning Support Spaces</strong></td>
<td>12.8%</td>
<td>31.2%</td>
<td>48.4%</td>
<td>24.9%</td>
</tr>
</tbody>
</table>
## SPACES FOR STUDY

### Spaces for Study: Would you use the following spaces for study if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th>Space</th>
<th>Undergraduate Student</th>
<th>Graduate Student</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>86.5%</td>
<td>78.6%</td>
<td>51.9%</td>
<td>57.3%</td>
<td>80.9%</td>
</tr>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>83.7%</td>
<td>77.7%</td>
<td>51.1%</td>
<td>56.3%</td>
<td>78.9%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>78.9%</td>
<td>70.0%</td>
<td>46.2%</td>
<td>49.6%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>79.3%</td>
<td>65.4%</td>
<td>40.0%</td>
<td>47.3%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>65.1%</td>
<td>51.2%</td>
<td>41.5%</td>
<td>45.5%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>56.7%</td>
<td>63.6%</td>
<td>40.8%</td>
<td>53.5%</td>
<td>54.4%</td>
</tr>
</tbody>
</table>

### Spaces for Study: Please rank the 3 most important spaces for study to include in University of Saskatchewan libraries moving forward? (weighted average)

#### Undergraduate Students

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>53.2%</td>
<td>22.3%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>32.3%</td>
<td>35.7%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>21.4%</td>
<td>31.6%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>19.6%</td>
<td>28.0%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>12.9%</td>
<td>24.8%</td>
<td>30.4%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>13.7%</td>
<td>19.9%</td>
<td>34.1%</td>
</tr>
</tbody>
</table>

#### Graduate Students

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>53.7%</td>
<td>28.5%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>29.4%</td>
<td>41.5%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>22.9%</td>
<td>25.9%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>20.6%</td>
<td>23.7%</td>
<td>40.8%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>14.9%</td>
<td>22.4%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>16.1%</td>
<td>21.9%</td>
<td>31.6%</td>
</tr>
</tbody>
</table>

#### Faculty

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>54.9%</td>
<td>28.6%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>26.5%</td>
<td>42.2%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>22.7%</td>
<td>34.8%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>29.8%</td>
<td>21.1%</td>
<td>36.8%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>19.2%</td>
<td>34.6%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>17.8%</td>
<td>15.8%</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

#### Staff

<table>
<thead>
<tr>
<th>Space</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Study Space – individual carrels</td>
<td>48.0%</td>
<td>25.8%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Quiet Study Space – tables &amp; chairs</td>
<td>28.6%</td>
<td>32.1%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Individual Computer Stations</td>
<td>32.4%</td>
<td>25.0%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Group Study Rooms</td>
<td>20.3%</td>
<td>32.2%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Common Study Area – lounge seating</td>
<td>19.8%</td>
<td>29.0%</td>
<td>29.6%</td>
</tr>
<tr>
<td>Common Study Area – tables &amp; chairs</td>
<td>14.1%</td>
<td>28.2%</td>
<td>37.1%</td>
</tr>
</tbody>
</table>
## TECHNOLOGY ENHANCED SPACES

### Technology Enhanced Spaces: Would you use the following technology enhanced spaces if available at one or more University of Saskatchewan libraries? (Yes)

<table>
<thead>
<tr>
<th>Space</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualization Lab</td>
<td>57.5%</td>
<td>45.5%</td>
<td>27.7%</td>
<td>43.5%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Maker Space</td>
<td>45.5%</td>
<td>44.2%</td>
<td>22.3%</td>
<td>45.0%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Technology Sand-box</td>
<td>37.5%</td>
<td>34.8%</td>
<td>19.8%</td>
<td>29.2%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Digital Media Commons</td>
<td>27.8%</td>
<td>38.5%</td>
<td>31.3%</td>
<td>38.9%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Gaming Lab</td>
<td>34.3%</td>
<td>21.8%</td>
<td>13.0%</td>
<td>20.5%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

### Technology Enhanced Spaces: Please rank the 3 most important technology enhanced spaces to include in University of Saskatchewan libraries moving forward? (weighted average)

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
<th>Undergraduate Students</th>
<th>1st most important</th>
<th>2nd most important</th>
<th>3rd most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualization Lab</td>
<td>42.9%</td>
<td>28.5%</td>
<td>23.0%</td>
<td>34.8%</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maker Space</td>
<td>28.0%</td>
<td>33.8%</td>
<td>30.6%</td>
<td>30.4%</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
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CREATIVE SPACES

Creative Spaces: Would you use the following creative spaces if available at one or more University of Saskatchewan libraries? (Yes)

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<tr>
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<th>Undergraduate Student</th>
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Creative Spaces: Please rank the 3 most important creative spaces to include in University of Saskatchewan libraries moving forward? (weighted average)

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### ADDITIONAL SPACES

#### Additional Spaces: Would you use the following additional spaces if available at one or more University of Saskatchewan libraries? (Yes)

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#### Additional Spaces: Please rank the 3 most important additional spaces to include in University of Saskatchewan libraries moving forward? (weighted average)

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A6 ONLINE SURVEY TEXT RESPONSES

QUESTION 8

You selected Maker Space as one of the 3 most important technology enhanced spaces to include in University of Saskatchewan's libraries moving forward. Please describe what you think this space should include.

I think it would be great to include something like that I may not able to manage at home by myself such as 3D printers, sewing machines, robotics, and wood carving machines.

including hands-on tools such 3D printers, software, electronics, craft and hardware supplies

- 3D printer and modules for how to use it
- 3d printers, basic woodworking tools, workbench, sewing machines?
- lots of DIY craft supplies and ideas - maybe like one themed craft a month or something
- technology for printing assignments, reports, essays etc. - hole punchers, staplers etc.
- basic stationary such as markers, crayons, different paper types etc.

* I'm not tech savvy. That idea simply sounds very interesting to me and something I would be willing to try if it came in my way as an educator.

3 d printer
3 d printer
3 d printer
3 d Printer
3 d printer, tools, Wood, arduinos, a person to facilitate.
3 d printers, professional type software
3 d printers, programs for electronic circuit building like breadboards and a diligent analog etc.
3 d Printers, Basic: Materials to make mock-ups, proof of concepts, laser cutter.
3 d printers, creative software, technological equipment/hardware that an individual student would be unlikely to own.
3 d printers, ideas for crafting, computers, tables, chairs, work benches.
3 d Printers, tools, Wood, arduinos, a person to facilitate.
3 d printers, materials for prototyping, projects
3 d printers, software needed to create things, when I was in engineering, these types of equipment were difficult to come by!
3 d printing capabilities, 3 d holographic presentation and scanning capabilities.
3 d printing for sure
3 d printing is starting to become alive, having a space where U of S students are able to use this technology will allow an experience unique to U of S.

3D printer, lots of large sheets of poster paper, tables, chairs, outlets to plug in personal computers
3D printer, software for graphic design, large format printer
3D printer, shirt printer
3D printer, power tools, art tools, baking utensils, building tools, computers.
3D printer, poster presentation size printer, laminator, photocopier, hole punch, stapler, guillotine paper cutter
3D printer, poster size printers, interactive screens
3D printer, electronics
3D printer, electronics, software, craft supplies
3D printer, electronics, soldering iron, drill, various other tools and equipment to experiment with
3D printer, green screen, curated collection of public domain work, workshop programmes
3D printer, interactive displays
3D printer, large printer for posters, etc
3D printer, laser cut, 3d scanner, etc. Thats about the only thing that would get me to walk through those doors
3D printer, laser cutter, table space, glue guns
3D printer, logo, Anything can build less than an hour.
3D printer, logo, etc
3D printer, material to make small models of projects
3D printer, material, for completing models, software needed for this
3D printer, materials for research technology
3D printer, model building materials, computers with designing or creative app installed
3D printer, organic chem molecule sets
3D printer, other enabling Software/hardware and supplies
3D printer, other technology to create
3D printer, poster presentation size printer, laminator, photocopier, hole punch, stapler, guillotine paper cutter
3D printer, poster size printers, interactive screens
3D printer, power tools, art tools, baking utensils, building tools, computers
3D printer, art printer
3D printer, software for graphic design, large format printer
3D printer, solar panel and wind turbine models, laser cutter, legos, fabrication, autonomous sensors (light, motion, heat)
3D printer, soldering equipment, computers
3D printer, wood carving tools
3D printer, soundproof walls, chemistry building blocks.
3D printer, support staff to help with the different technology
3D printer, wire wrap and processors + robotics equipment + air muscles, solenoids, valves, etc.
3D printer, smart board, imaging software, a large table space, basic craft equipment such as laminator, stapler, photocopyer, scissors, pliers, wires, etc.
3D printer, wood-working tools, sewing machine
3D printer software to create technologies and potentially patents for the university
3D printer
3D printers, Craft and hardware supplies.
3D printer, Models for common classes (eg atomic, anatomical etc)
3D printers
3D printers, software and electronics
3D printers - would be very cool technology to learn how to use, and helpful for engineering design projects (as well as many other disciplines)
3D printers and 3D printing pens
3D printers and CNC machines (for PCB fabrication) would be amazing for custom fabrication of many different things, with support from campus clubs
3D printers, various pieces of electronics, etc
to digital models (for practice), and an on-site individual who can help you navigate the space.
3D printers, up to date drafting programs, high powered computers to handle the advanced software, stations where you can create real life models prior to digitalized models (for practice), and an on-site individual who can help you navigate the space.
3D printers, CAD design stations
3D printers, CAD programs & space to collaborate.
3D printers, CAD software, simulation software, group technology rooms where groups of designers can work together (I envision a 'group study room' with 4 computers with the CAD and simulation software on it to enable collaboration in design). Engineering design groups could especially benefit from this. Also, having 'test' benches available with a variety of instruments for testing hardware (whether mechanical/electrical/otherwise)
3D Printers, Charting Materials, Projector, Laptop, Screen
3D printers, CNC, access to software
3D printers, colossus printers, printers for business cards, photos, etc (visual and commercial art related items), projectors, audio recording stations
3D printers, computers with AutoCAD and other programs. Computers with compilers for programming purposes.
3D printers, computers, resources for physical simulation (e.g. model kits), etc
3D printers, Contract list for various materials, instruction manuals for software related items.
3D printers, craft supplies, helpful supplies for design, etc
3D printers, crafting supplies, foam-crafting materials, metal crafting supplies
3D printers, crafts, a place for students to get theirs minds off of their studies, and also be used to inspire students when they are stuck
3D printers, digital art pads (WACOM pads)
3D printers, DIY Materials
3D printers, equipment needed for those in engineering, art, and architectural programs.
3D printers, hardware & software
3D printers, laser cutting, and technical workshops to teach new users
3D printers, laser cutter, circuit printer, soldering station, hand tools, small power tools, parts+ircuit components, training manuals
3D printers, laser cutter, CNC mill, soldering station
3D printers, laser cutters, graphic design tools
3D Printers, laser printers, soldering
3D printers, milling machines, electronics workbenches
3D printers, modeling technology etc
3D printers, modelling clay, white boards with markers, legos
3D printers, professional craft supplies, etc
3D printers, programs, computers, tutorials, documentation, comfortable seating, tables, student work galleries.
3D printers, sanguinio, visual display, etc
3D printers, scrapbooking, useful at home crafts
3D Printers, shop equipment, training workshops. Could be integrated with Phys & Eng programs with graduate students offering support
3D printers, simple robotics, computers, drones
3D printers, smart boards, collaborative space, teaching areas, guides.
3D printers, software
3D printers, tools and supplies
3D printers, soldering
3D printers, software for using them
3D printers, software for teaching programs, how-to books, option to order hardware materials
3D printers, something like the Bamboo sketch pad etc. Facilitating entrepreneurs.
3D printers, spacious, some large table spaces for working, editing tools, this "maker space" could almost include some things from the media centre, which I didn't choose because I thought they could be incorporated to include more uses/items. Media seemed to include less equipment and ideas
3D printers, specific items that would be beneficial to those studying computer science or the like
3D printers, supplies
3D printers, tools and supplies for building so as to be able to print something and build something with it
3D printers, tools, work benches
3D printers, tools for common use
3D printers, tutorials, documentation
3D printers, up to date drafting programs, high powered computers to handle the advanced software, stations where you can create real life models prior to digitalized models (for practice), and an on site individual who can help you navigate the space.
3D Printers, various pieces of electronics, etc
A 3D printer would be very cool and I believe would be helpful towards research.

A 3D printer would be very cool, but I have no idea how to use one.

A 3D printer would be very cool and I believe would be helpful towards research.

A 3D printer for sure. Students should have the opportunity to bring to life projects made on projects like SolidWorks.

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A 3D printer would be cool! I don't use a lot of technology in my studies so I don't really know what else could be included.

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A 3D printer would be cool! I don't use a lot of technology in my studies so I don't really know what else could be included.
Access to 3D printers.
Access to basic art supplies, resources on different methods of creating things.
Access to CAD software, Matlab, and other design software. Perhaps someone to help you use them. 3D printers for access after required training (users should be properly trained for safe and proper use). Perhaps other building tools. A design room. Laser cutters for use. Perhaps other open fabrication tools.
All more so engineering oriented.
Access to constructive tech (3D printers etc) as well as resources that teach how to use them.
Access to digital software and tools to learn how to use it effectively.
access to graphic design and photo editing computer programs on a high-resolution monitor.
Access to modeling and fitting stations for instrumentation, areas and supplies for painting, sculpting, drawing etc., and computers for digital work.
Access to multiple different softwares to help digital creation.
Access to resources open spaces tech support.
Access to someone to help operate the new technologies.
Access to space, tools and equipment to create artifacts. This would ideally be facilitated by an experienced person (other student, staff, faculty).
Access to technology.
Accessible simple minded-crafts/tasks that allow students to come and take part in throughout the term especially because courses can be heavier than expected around exams and the DIY allows mental mind breaks, but still continues to be a mental stimulant a healthier one than other alternatives that a student could turn to.
Accessible times and an area where anyone can come in and be creative and learn more about the technology.
Activities or crafts to get away from schoolwork for a bit or just for a break, learn something new that could also benefit you in your time at school.
Adobe Photoshop. A person that contains the knowledge and skills to help and teach everything in the space.
Advanced and useful tech for practical student use.
All of what was listed.
All required hardware and software.
All requisite tools.
All things listed in description.
All what was indicated in the description, would need to have a better understanding what it's for and for who.
Allows for creativity and help provide resources to create.
Although I don't think I would use this, I think it would be important for the more artistic or hands on learning approaches.
Although I wouldn’t use much of it, the group presentation room would beneficial for all students who are responsible for group projects. An area of intellect for students, educational yet fun so they can take a break from studying but not lose focus.
An area to create and explore with ideas. Having access to tools is often the limiting factor for many in their desire to create an area to do crafts or activities to let you focus on something rather than academics.
An area to partake in hands on examples/processes to better understand course material.
An area to use 3D printers.
An area where individuals can create and develop designs.
An area where student groups can work together and access printers, etc. (for making posters).
An area where you could go and develop eye pleasing presentations or public documents.
An art studio.
An area for artistic expression. With materials that can be reused or purchased by the students if they want. Things like Legos, clay sculpting (purchased), small greenhouse (permission based). Hands on activity that is sustainable and educational.
Art studio, fine artist and architect on call to assist with ideas. Lots of materials for sampling from textiles to building supplies and different paint. An interactive white board. Able to hook up laptops.
An opportunity to visually learn about whatever program relates to your study. Not entirely sure how diversified the space can be through. any DIY, products, machines, technologies, etc. any hands on assignments where projects need to be created.
Any prototyping equipment would be useful.
Any sort of technology materials such as sewing machines scissors thread fabrics not only for sewing but other hands on projects as well.
Any space which can be used for creativity.
Any supplies necessary for student use, but also enough space for students to bring their own supplies.
Anything and everything.
Anything for a person to express creativity and have an outlet to release tension and stress.
Anything from art to media presentations.
Anything hands on.
Anything innovated or to clarify the negatively associated with the oil industry.
Anything related to "maker" technology, and perhaps promoted to the schools as well as the University.
Anything students want to help them in their studies or to help them relax.
Anything that could be used as materials for creating something, such as the 3D printers mentioned, or even just having art supplies would be beneficial to people. It would be good to try and have as much material as possible.
Appropriate space with a few stations that allow work on various projects.
Areas for students to spread out and have lots of room to work on hands on projects. Whether its for school or a project of interest for fun.
Areas dedicated to each project. i.e. Engineering, education, etc. spaces that relate to the subject and help understand it.
Areas for each undertaker." maker" learning. (Innovative assessment lab, anatomy lab etc.)
Areas to build hands on learning tools for many different disciplines.
Areas to work in groups for presentations and to practice.
Art and creative materials.
Art supplies.
Art Supplies.
Art supplies for projects as well as more of a color printing station maybe.
Art supplies for stress relief but also craft supplies like pasticene, string, beads.
Art supplies, 3D printers, seating for crafting, books.
art supplies, tools, tables, chairs, white boards, bulletin board.
Art, Blogs, needs computers, tables and space to film.
Art/craft supplies, work tables, workshops, creative inspiration.
Art and craft supplies, cardboard, glue, markers, sketchbook paper, coloured and different grades of drawing pencils, drawing boards, whiteboard, erasable whiteboard markers, scissors, worktable/table.
Art and crafts, poster paper, stuff to take a break from school for a little while.
Art and crafts, the best way to unwind.
Arts and crafts. Things for students to release some stress and make new friends by using creation.
Arts and Science Technology to advance our understanding.
Arts stuff. Paints, drawing supplies, crafty things.
as a geography student I would value tools for making physical models whether cities, landscapes or displaying other information. I think it should include 3D printers, hardware, model making supplies useful for those in sciences and humanities.
as a relaxing tool for students to take breaks and do some DIY's.
as a university we need to get beyond the degree factory and actually foster some creativity. This could lead to some incredible things coming from the student body.
as an education student I think it’s important to model maker spaces for upcoming educators.
as at right now im not sure.
Assets to help people make creative projects.
 risk free devices for kinesthetic learners. Poster and tools for group projects. Hand sewing material (non-machine).
At least a 3D printer.
At this point, I can’t specify what it should include as I suspect that would be very fluid and constantly changing. However, I believe that having a place to work and explore new technologies would be crucial for students who do not have the technology a home or in a dorm. I foresee it as a collaborative space that might not be available in a college lab.
Available use of a 3D printer. Away to put ideas to life. make prototypes of your ideas, in any field you may be in. this could also be a place to create your thesis.
 basic craft stations for doing to get your mind off school
Basic power tools and supplies such as glue, saw, wood, etc. Art easels, pottery wheels...
Basic tools.
Basic tools, 3D printer, soldering electronics supplies. Be helpful
bending supplies.
being able to work with new technology would be an asset for creative projects in fine arts, sciences and other disciplines.
Board games, 3D printers.
Books on use of DIY materials and DIY tools for use in applying creative skills building materials.

Appendix | 6.0
Craft supplies and other materials for fostering creativity, either for class assignments or simply for stress relief.

Craft supplies and tools.

Craft supplies for projects and models.

Craft supplies to help organize and create big ideas.

Craft supplies to make crafts and to take a break.

Craft supplies for projects, examples of projects done by students, and area just to take a break and make something.

Craft supplies and more to help take a break and relax.

Craft supplies, puzzles, etc.

Craft supplies, paper, paint, etc.

Crafting materials.

Crafting opportunities to be creative and de-stress.

Crafting space and supplies, printers and scanners, comfortable seating and large tables, sewing supplies, machinery, a fun atmosphere.

Crafting supplies, laser cutter, basically tools that are uncommon to households.

Crafting tools that will allow students to create unique items and enhance their education beyond academic. This would also provide a safe space to network.

Crafts.

Crafts and arts stuffs.

Crafts and electronics.

Crafts and such. The 3D printing option would be very neat.

Crafts and/or small lumber projects.

Crafts for unwinding.

Crafts similar to those available during finals in the libraries.

Crafts that can help students better understand schoolwork such as bio and chem, and also some just to help students relax.

Crafts to destress.

Crafts, different software and 3D printers.

Creating using hands different projects.

Creative outlet for myself. A new hobby. Allows me to think about other things aside from law school.

Creative technological tools.

Creative ways to bring people’s ideas to life. For example 3D printers, art stations.

Definitly 3D printing.

Depending on the area of study this should include any items/manipulative that enhance learning. I.e. Hands on experiential learning. Depending on the location, a variety of media should be provided to allow for exploration and creation development. This could range from paper and writing media to more technologically advanced/specialized computer workstations.

Diagrams and interactive models.

Different activities involving creative DIY projects that could be helpful to students or just help students interact with one another.

Different materials and kinetic learning tools. Access to technology, and events like hackathons to support community learning and knowledge development.

Different paper and print resources, diagram materials, large tables on which to create.

Different tools and uses for making diagrams, prototypes, etc.

Different tools to allow for creation of different projects.

Different types of fasteners, materials that can be bent or twisted [materials that can plastically deform], materials that allow individuals to construct simple systems (i.e. type of mechanism).

Digital audio workstations.

Digital scanners and printers.

Digital tools, physical tools for experimentation, prototyping and visualization, welcoming, creative and safe environment, easy access to refreshments and information/news.

Diversity.

DIY crafts to relieve stress.

DIY crafts, socializing and stress relieving activities.

DIY materials, crafts, paint, projects.

DIY things, crafts, etc.

DIY tutorials that are helpful to students in dorms or for enhancing space at home.
DIYs for simple scientific experiments. For example, cornstarch and water. Don’t care - just needed a number three. don’t have strong opinion. Don’t know.

DIY tools for students, a place for them to build and do hands on work. Each college should have its own Maker space.

easily accessible 3D printer

Easy access to 3D Printing and small machining equipment, services, and assistance at a reduced price. Many students have ideas and access to a make-space could allow them to cheaply and independently pursue projects.

Easy access to a 3D printer, various physical tools to aid in creativity and brainstorming. lists of things to use and build with editing software.

Educational projects

Educational tools on how to maximize technology for presentations

Efficient Technology

electronics, craft and hardware supplies

Encourages creativity

ENG maker spaces would include many different and unique tools and materials for building prototypes of projects for display, competitions, projects etc. Think about motor sports design models before building full tractors, cars etc. USIST - mass rover concepts to prototype to full models for competition, robotics etc.

Enhance creativity

Enhanced media and sound

Enough lab.

Equipment that would allow students to get more in touch with things learned in classes.

Equipment & somebody to monitor use of the space.

Equipment for constructing minor science experiments. 3D printers Visual study aids.

Equipment for electronic assembly, places to develop computer technology.

Equipment/Tools that are expensive to own/maintain individually (3D printers).

Essential hands on learning materials to help with learning.

Event space with easily accessible A/V equipment

Every•thing

Everything a world class art studio would have.

Everything described in the previous page would be sufficient.

Everything included in the description would be nice. I can’t think of anything specific. In education, we did lots of projects that required using “craft” materials, so, personally, that would be handy.

Everything needed to make good presentations for classes, workshops and conferences.

Exactly as how it was described in the previous part.

Exactly what the picture showed/ what was described by the picture.

Exactly what they have in the description; sounds really cool!

Exactly as how it was described in the previous part.

Examples of novel technologies

Facilities for layout of multidisciplinary projects.

For students who may not have equipment of their own this would be a great service.

Flexible Technology

electronics, hardware...

Efficient Technology

Educational tools on how to maximize technology for presentations

Efficient Technology

Electronic media or old fashion chalkboards to communicate and facilitate discussion and learning??
I didn't even read it lol. The only reason I took this survey is cause there isn't enough quiet spaces at the library and i'm sick of everyone being so fucking loud in there all the time.

I don't have expertise in this area but am interested in learning about this.

I do not know. I am intrigued by the idea and have no doubt that creative minds can do something worthwhile with it.

I do not think that I would use any of the technology rooms. I think that is a waste of money and space

I do not think this area is necessary for a library

I don't exactly know, but it sounds like a good idea

I don't fully understand what this is, but it sounded more practical/ useful for schoolwork than some of the other options. So I'm not sure.

I don't know.

I don't know. I think it would be useful for creative people.

I don't know. I like the idea of being able to make things for research purposes.

I don't have an opinion on what a maker space should include as I feel it should be developed in conjuction with relevant departments most likely to use such a space if it moves forward.

I don't think I would use this

I don't own a computer or software. At my university, the needs of different students are met differently, so I believe the idea sounds really cool!

I don't know.

I don't know. I really enjoyed the idea of having a place to play and discover new things.

I really like the idea of 3D printers, and learning to use them.

I see it as an almost advanced arts and crafts room. Open table space for workroom, as well as the tools you might need to create models such as cutting or shaping tools that people may not have access to at home. Paper cutters, clamps, cutting mats, large rulers and squares, exacto knives, wire cutters, saws, etc.

I selected it as the third best thing, which was equal in my opinion to the 4th and 5th. I don't believe it would enhance the university libraries as it seems more of an activity than a study.

I think a 3D printer would be really cool. I'm not too interested in anything else

I think a make space should have more of a group atmosphere to allow for interdisciplinary thought and development. Given the broadness of that, I would want to develop a space that could be a development area that is continually added upon with recommendations from frequent users.

I think for those who learn more hands on, this space would be an excellent idea. The space should include an area for individual work, along with group work.

I think having a 3D printer would be really cool. And if drop in classes were offered as a study break to maybe design and build something it might be a good idea.

I think it should have a variety of items that appeal to those from various disciplines

I think it should include art supplies that will help students complete projects that are visual, such as a poster.

I think it should include crafting supplies, books for crafting ideas, a few computers for looking up crafting ideas, and speakers to listen to relaxing music while crafting.

I think it should include computer software and hardware for things like research papers, modeling, etc.

I think this place should include hands on areas for the science - whether that means increased lab time, access to flash cards or to help making flash cards for science.

I think for those who learn more hands on, this space would be an excellent idea. The space should include an area for individual work, along with group work.

I think a 3D printer would be really cool. And if drop in classes were offered as a study break to maybe design and build something it might be a good idea.

I think it should have a variety of items that appeal to those from various disciplines

I think it should include art supplies that will help students complete projects that are visual, such as a poster.

I feel it could really help in the passion for technology for students who are already interested in it, along with helping them learn and giving visual and hands on experience.

I feel it would be a space where you can go to relax and still keep your mind busy and awake but still take a break from studying and assignments.

I like the idea of having crafts and hands on activities, and it would be cool to have workshops to improve or develop new skills.

I figured I just had to put in 3 things, I wouldn't use it though. Maybe a 3D printer. If people would want it to be more hands-on, something mallable and reusable like plasticine might be useful.

I think in a perfect world visualization often aids learning. For this craft space may be beneficial.

I had to choose three things but I don't see any of the three as being worthy investments for our university. Books, study space, writing help, [basic computers] - that's what we need to retain!

I had to pick three. Not sure if I would use it but I would use it better than the other options. I didn't pick

I found that having a creative outlet of some sort helps people relax and get away from the anxieties of being a student. Even if the maker space had a corner for legos it would go a long way to help students. But to answer your question basic materials to be able to create and collaborate with other students.

I have no clue.

I have no honest clue.

I have no idea.

I have no idea.

I have no idea what marker space is. I do not use the universities computers because I have my technological needs met already from my community and on my computer too.

I have no idea.

I have no idea. It sounds interesting!

I have no idea.

I think it should have a variety of items that appeal to those from various disciplines

I think that this technology is generally inaccessible to students, and this would create a space for them to advance technologies and innovation. I am unsure of what this space should include.

I think that the space should include hands on activities for the sciences - whether that means increased lab time, access to flash cards or to help making flash cards, etc.

I think this space should include lots of random materials with which to create new things and a 3D printer would be incredibly helpful.

I think this space should have helpful technology for ALL degrees, with cool technology you can use for projects.

I think this space could serve as a tool for innovative research purposes/enhancements, like collaborative inquiry teams to engage in hands on experience through various modes of software programs, digital technology, craft, move making, etc. It could provide an excellent space for research collaboration, interactive innovative ideas, innovative use of resources, combination of various forms/modes of technology in our research etc.
I think this space should allow students to take a more independent, hands-on approach to their learning. Having access to a 3D printer or other technology will help students create tangible learning resources for themselves and develop more practical skills that could become really useful as technology in the world moves forward. Having a gaming room or digital media space would help a smaller group of students than the maker space as the skills developed in those areas would be a lot more specialized and might not be applicable to life outside their degrees. I think this space should be multidisciplinary. It should include tools that apply to many different academic disciplines while also encouraging a hands-on approach to learning. I think this space should include sewing machines and other sewing supplies as well as such craft supplies for more of a down time activity. I think it would draw in more people that don’t have access to these things at their own home or need a creative-getaway. I think this space should include supplies for woodworking, soldering, electrical supplies, computers with creative software, and tools for hands-on work and art. I think this space should include tools (such as a 3D printer or laser cutter) for students that may need to make a visually constructed diagram for a class project. I think this space should include tools (such as a 3D printer or laser cutter) for students that may need to make a visually constructed diagram for a class project. I think this space should be multidisciplinary. It should include things that apply to many different academic disciplines while also encouraging a hands-on approach to learning. I think this space should include sewing machines and other sewing supplies as well as such craft supplies for more of a down time activity. I think it would draw in more people that don’t have access to these things at their own home or need a creative-getaway.
It should be open space available to accommodate anything—the whole point of maker spaces is that they are flexible spaces so it is hard to say what they should include—lots of electronic outlets

It should have different technology available for all students—3D printer, photoshop, large screen tv, double screen computers

It should have the same tools used by the Wilson centre.

It should have those new sleeping cubicles so people can take naps.

It should include 3D printers as well as craft supplies.

It should include a paint section! And a section where students can sculpt objects using clay.

It should include access to a various number of mediums in which those using it can accomplish their desired project.

It should include all the required facilities and provide help to learners.

It should include colouring utensils, paints, canvas, minor tools for DIY things, an area for knitting and other thread work.

It should include cool things like solid works where you can design things then print them out on a 3D printer.

It should include craft supplies like construction paper, glue, and art supplies like clay and paint.

It should include large printers to print off posters and other supplies to help make a visual presentation—presentation board, glue, sticky tack, scissors etc.

Computers with software such as ARC GIS would also be helpful.

It should include people to help understand the technologies.

It should include some sort of a common area that features screens that are big enough and speakers of which either could possibly play music, live performances or guest/regular speakers.

It should include staplers, hole punchers, that is able to help with questions, etc.

It should include stations for constructing things, but also multimedia stations for investigating and sharing ideas.

It should include tools from various departments especially the arts and architecture.

It shouldn’t.

If was my 3rd pick

It would be a place where a person can develop communications required for academics and research—it should have the software necessary for developing such communication. software could include clicker technology for research analysis, and a variety of presentation development software. it would also be capable of long distance collaboration, massively across the globe.

It would be awesome if the University provided basic stationary and project material at a reduced cost. This could be easily paid for with the existing printing payments system. WE NEED SOMEWHERE TO BIND NOTES! That would be excellent, and save everyone many trips to staples.

It would be cool if it could include some woodworking tools (i.e. saws, sanders), some sort of sculpting materials, chalkboards (a chalkboard wall!), perhaps interactive puzzles, sewing materials, larger professional cameras.

It would be cool if there was a 3D printer, but also have no need for one in my degree of study.

It would be something i wouldn’t have access to at home, and may be some resources i can’t acquire elsewhere.

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If was my 3rd pick

It would be a place where a person can develop communications required for academics and research—it should have the software necessary for developing such communication. software could include clicker technology for research analysis, and a variety of presentation development software. it would also be capable of long distance collaboration, massively across the globe.

It would be awesome if the University provided basic stationary and project material at a reduced cost. This could be easily paid for with the existing printing payments system. WE NEED SOMEWHERE TO BIND NOTES! That would be excellent, and save everyone many trips to staples.

It would be cool if it could include some woodworking tools (i.e. saws, sanders), some sort of sculpting materials, chalkboards (a chalkboard wall!), perhaps interactive puzzles, sewing materials, larger professional cameras.

It would be cool if there was a 3D printer, but also have no need for one in my degree of study.

It would be something i wouldn’t have access to at home, and may be some resources i can’t acquire elsewhere.

It would be cool if there was a 3D printer, but also have no need for one in my degree of study.

It should include all the required facilities and provide help to learners.

It should include stations for constructing things, but also multimedia stations for investigating and sharing ideas.

It should include tools from various departments especially the arts and architecture.

It shouldn’t.
Mater
cial

Materials needed for scientific posters, not sure. Just seems like a good idea for students.

Materials that enable people to create things, either to replicate problems and or for stress relief.

Mobile work stations that have a set of tools each. Think of the Hatch Lab in Engineering, but with a large gallery space. Also safe lookup of a variety of sizes ranging from cubbies to large closets for people’s projects.

Model building: modelling equipment 3d printers graphic design computer programs

Modern technology such as 3D printers that will give students the ability to learn hands on and have experience with such technology. Modern technology that is serviced and has people present to assist and teach the learners; bookable technology; molecular kits, colored paper, flash card maker; more printers.

More quiet places to study, too loud everywhere.

Multi-disciplinary as well as entry level maker spaces.

My area of study has a lot of anatomy components. It would be nice to have something that would help with visualization of the human body - whether this includes a 3D printer, software or supplies to create human anatomy pieces.

My area of study for sure. I would not likely avail myself of any services. Put these in order I thought would be most appropriate for students.

New technology/ tools and free access to them.

New technology and practical use of it.

Opportunities to try hands-on, experiments and techniques learned at classes. For example, build 3D structures of atoms and molecules or design a tabletop model car. This space will allow students to take a break from studying books, but still engage the mind by doing hands-on fun activities that do not feel like studying.

Organic chemistry kits and other required tools for certain classes.

Painting and drawing.

New things that are new to our world.

Not to sure. Note paper, nothing. Office tools, things needed for projects, and tables to work on.

Open concept, conducive learning environments. I spent many an afternoon and evening in cafés and they don’t promote learning, or anything more than a space to take a nap, quietly.

Open creativity.

Open room, with many tables and chairs. Welcoming to many.

Open spaces. Lots of room.

Open studio space for visualization, production and realization of projects.

Open to all levels of knowledge in the tools being used there. It should offer tutorials to those interested in what can go on/ be made in this area.

Opportunities for indigenous studies to pursue traditional arts, particularly low income students. This would also provide awareness to non-indigenous students. Other cultural activities may also be included to provide a space of relaxation for both international and domestic students alike.

Opportunities to enhance learning through doing and making things rather than reading about them.

Opportunities to learn technology and practical use of it.

Opportunities to try hands-on, experiments and techniques learned at classes. For example, build 3D structures of atoms and molecules or design a tabletop model car. This space will allow students to take a break from studying books, but still engage the mind by doing hands-on fun activities that do not feel like studying.

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Organic chemistry kits and other required tools for certain classes.

Painting and drawing.

New things that are new to our world.
Software programs to help create digital art
Software for building 3D Structures
Software development tools
Soap bars and surgical tools
Organic chemistry model kits
Lego blocks
3D printers
Ipad/computers for planning

So much craft supplies. Think Crayola to origami to 3D printing. Ribbon and fabric scraps, I wanna make my bestie a happy Monday card
Small projects, crafts like origami
Small building materials, building software, Lego, Kinects, and other building blocks.
Room where is possible to work with hands and do small experiments, without the need of a lab.

Software, hand tools
Soldering equipment, basic electrical components, possibly nicros and some small motors
Some blocks and models to help visualize molecules (more for chemistry students but could be used for other disciplines), papers and pens for drawing.
Some DIY tools and crafts that would be useful for students in their everyday lives.
Some games and magazines for students to have fun.
Someone you can book to teach you the basics of 3D printing.
Someplace where students have a free realm to choose what they want to do and be able to create something new. A safe and comfortable space to be able to enjoy that process.
Something creative. something with a lot of gizmos and gadget: a place where a wild idea can come to life. a place where you can go to, and find the stuff to "shape" your idea into something real.
Somewhere to make models of technology or science ideas/concepts could be useful as another way to remember or create study materials. Also the ability to explore pottery, painting or wood working could be a good stress reliever for students working in non-ritmic areas.

Explaination

Room
Quiet
Quiet areas with plants and windows and some nice soothing art work and colours
Quiet zones. Some libs are too noisy, not clean, guns are under the table and desk, very unpleasant really not too sure.

Research ability to make new things, collaborate.

resources and supplies for students

Resources for development and learning

Resources for students that are completing more creative degrees, such as the fine arts, architecture or computer programming/software development.

Resources that can be used to create media that may be required for presentations such as posters.

Robotics and 3D printers

Robotics using legos, toys, electronic chips. And also buildable psc such as raspberry pi's and gadgets

Robotics, classes and DIY, for people who want to learn how to build simple robots and have tournaments.

Room and resources for students to create projects for their studies

Room where is possible to work with hands and do small experiments, without the need of a lab.

Rooms for presentation, practicing presentation, and a group work area

round table

Round table

Science models. Poster and presentation helping material and space.

Scientific poster tools. Graphing board.

see below

See ETC Studio in College of Education. sites.usask.ca/make

Several 3D printers, computers with the appropriate software.

Several 3D printers, computers with the appropriate software. Tutorial times for students to sign up for an how to use the space.

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Several large tables and enough moving chairs. Maybe with scissors, glue and paper.

several sets of tools including soldering irons, wrench sets, screwdrivers, grounding wires (for working with computers), pens, wire strippers, and digital multimeters.

It should also have several work areas that have a table, chairs, and a power bar (like the ones in the CSSS lounge area)

Should include 3D models or the ability to create some.

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Should include 3D models or the ability to create some.

Should include TAs at certain times for specific classes to help you understand and make connections to material covered in class. Visual aid and explanation

Should include things that are interactive for presentations- smart boards, projectors, etc

Simple and accessible materials should be included to allow students without expertise or background in this type of creative pursuit of knowledge to benefit from the space.

Simple tools that people wouldn't normally have at home such as a soldering kit, smaller screwdrivers, etc.

Sky's the limit

Small building materials, building software, Lego, Kinects, and other building blocks.

Small projects, crafts like origami

Smart boards

So much craft supplies. Think Crayola to origami to 3D printing. Ribbon and fabric scraps, I wanna make my bestie a happy Monday card

Soap bars and surgical tools

Organic chemistry model kits Lego blocks 3D printers Ipad/computers for planning

Software development tools

Software for building 3D Structures

Software programs to help create digital art

Software, hand tools

Soldering equipment, basic electrical components, possibly nicros and some small motors

Some blocks and models to help visualize molecules (more for chemistry students but could be used for other disciplines), papers and pens for drawing.

Some DIY tools and crafts that would be useful for students in their everyday lives.

Some games and magazines for students to have fun.

 Someone you can book to teach you the basics of 3D printing.

Someplace where students have a free realm to choose what they want to do and be able to create something new. A safe and comfortable space to be able to enjoy that process.

Something creative. something with a lot of gizmos and gadget: a place where a wild idea can come to life. a place where you can go to, and find the stuff to "shape" your idea into something real.

Somewhere to make models of technology or science ideas/concepts could be useful as another way to remember or create study materials. Also the ability to explore pottery, painting or wood working could be a good stress reliever for students working in non-ritmic areas.

Sort of like a workshop, or studio

Space

Space containing multimedia system that allows watching and listening to educational and scientific movies, films, documentaries

Space for creativity and relaxation - maybe arts supplies

Space that enables students to collaborate and make their group project together. It must have bigger spaces and bigger tables. I think it would be very relevant for all range of students who are doing a hands-on project.

Space to be creative, materials that students can use as tools and also as inspiration.

Space to move, a degree of flexibility for individuals that desire it, knowledgeable staff (real live people) capable of providing assistance when required.

Space to work on building tech and someone to help with problems.

Space to work on projects

Space which includes access to equipment that would help with design and testing that students might not have access to elsewhere such as 3D printers and basic mockup materials.

Space with hand-on tools for digital and physical creation - 3D Printing - Drawing tablets - Adobe Photoshop/Adobe Illustrator tools - Music recording, creation, and mixing tools

Space with stuff to make

Spaces should be adequately sized to which library they are in. E.g. Science library should have more science related resources (i.e. Computers and software relating to science) as opposed to the law library.

Spaces not overly congered spacious, comfortable seats, and bright preferably natural lighting or natural surroundings

staff who can give support to users

stand up and sit down options

Staplers, hole punch

Stitching

Stress relief activities allowing students to have a creative outlet

Stress relieving things to make/take apart

Student should have workstations where they will have access to equipment such as 3D printers, PCB fabrication, soldering tools, and computers which have come loaded with all appropriate software to interface with the equipment.

Group workstations where a group of students can work on a project would be a added plus and would benefit many students.

Students are always looking for more creative and "fun" ways to study. In order to facilitate this, that may include the use of craft supplies. I think this section should include fun markers, scissors, coloured paper, coloured pens, things like this.

Stationery

stuff from classes, such as anatomy. It would be a nice place for visual learning students to study.

stuff necessary for projects or assignments.

Supplies and equipment that could be used to make various projects.

Supplies and resources

Supplies and the space to build things

Supplies for a variety of projects, hosted DIY sessions.

Supplies for arts and crafts as a de-stresser tool

Supplies for crafts: paint, paint brushes, other writing and art creating stencils, materials useful for creating visual projects.

...
Supplies for experimentation for a variety of subjects ranging from magnets to chemistry sets to paints
Supplies for students to use and also activities to take your mind off studying and improve mental health
Supplies that may be needed for school projects.
Supplies to make diagrams or study materials.
Supplies to make diagrams, posters and other things that class projects may need.
Support-variety of presentations.
Support for science and engineering students to get hands-on experience with prototyping.
Support for use of AutoCAD programs and the use of 3D modeling and printing. Tutorials on design program available around the university.
Suppor creativity in academics.
Table, white board, printer.
Table/chair/long area providing a setting for collaborative work/study.
Tables and chairs Computers 3D printers.
Playdough lego offer/ art/craft supply.
Tables, chairs at more space to sit down and study.
Tables, chairs, assistance for research.
Tables, easels/white boards, etc.
Tables, chair, software, good lighting, transformable space, electrical outlets, bookable rooms - perhaps for an artist or perhaps for a programmer.
Tables, colored printer, chairs, paper cutter, stationary supplies, etc.
Tables, rolling chairs, iPads.
Table/whiteboards for easy collaboration Access to technology/information (i.e., WiFi, computer stations, USB connections.)
Teacher assistance for students.
Technological/mechanical objects for engineering students, art/creation tools.
Technology and people associated with the technology that expands interactive learning and visual presentations with an edge. The technology itself is useless without people who know how to utilize it.
This space should include a place where student can look for aid in visualizing their assignments or work problems such as 3D problems the space to create things, both by manually manipulating materials, and by conversation. I guess this cannot be a "quiet" space so embrace the noise and chaos as creativity. The sufficient technology necessary to make the space useful.
The thing about the Maker Space that I would definitely use in the future is the 3D printer.
There are many problems to set up a maker space, but I think we should have a space like this, or there is a similar place in the university is good enough for me. I mean that it is not must be in the library.
Things for making visual presentations.
Things from basic arts and crafts to learning to make animals.
Things people actually want to do.
Things that allow you to explore new options.
Things that could be used in a any kind of project, such as poster paper, markers, glue, etc.
Things to do with your hands. Knitting supplies, sketching, painting, various art supplies. A rotating variety of arts and crafts maybe even sewing supplies.
Things which allow students to collaborate and interact.
This is not the just to make the university look modern, but advanced technology and maybe then it could be one of the top 5 best universities in the world.
This space would include the ability to craft different posters as well as help for PowerPoint.
This space could include 3D printers, design software, & electronics that allow for design of simulations and scenarios. Important consideration should also be given to the layout & interior design of the space itself (i.e. design to encourage open collaboration & innovative thinking, similar to the layouts of many Silicon Valley giants).
This would involve a traditional art space where students could colour, paint and be involved in creative endeavours.
This space needs to be opportunistic. A place where people can go and just build. This space would also need to be staffed so that students could interact with someone experienced to help their ideas become reality.
This space would be used for moving the Saskatchewan, and Saskatchewan community to an inclusive place which is healthy and vibrant…so for social planning.
This space should include a 3D printer. It should also include technologies that will enhance the life of all students who learn visually and students who learn physically (hands on work).
This space would include a studio for sound editing, a green screen, a tripod and lighting effects.
This space should include areas where students can use art to relax and create, such as craft-like supplies, maybe a 3D Printer, a pottery or building area so people can use their hands and such.
This space should include media where students can use art to create various objects/concepts from technology and would also have staff members or upper years students who would be able to assist those who need help in their projects.
This space would provide resources that one can use to create various different objects/concepts from technology and would also have staff members or upper years students who would be able to assist those who need help in their projects.
To be honest I probably wouldn’t use any of the “spaces” to enhance creativity and hands on learning.
To include the technology platforms to allow people to interact between one another, to promote collaboration and creativity.
To be able to design and create objects using a 3D printer would be really neat.
To be honest I am not sure, it is unlikely I would use it at all, but it does look interesting.
To be honest I probably wouldn’t use any of the “spaces” to enhance creativity and hands on learning.
To be able to design and create objects using a 3D printer would be really neat.
Tools & equipment for creating and testing prototypes (3D printers, laser cutters, woodworking tools), electronics lab (soldering equipment, arduinos, raspberry pi, computers, software)
Tools and equipment for use by a student, long with a place to create projects, a reliable locker to store them, and a large environment welcome to all so that I can build things with my friends.
Tools and materials to create innovative devices and techniques.
tools and resources not readily available to students and staff even printing needs like - lamination, binding tools and resources to explore careers in creative and design related fields of work. Architecture, film, media.

Tools for art and 3d printers as well as traditional shop type tools.

Tools for creating animations/3D models with someone being present in the room that is knowledgeable on the topic to help with beginners or those that are more experienced.

Tools for design, like 3D printers, computers.

Tools for preparation of quality presentations/innovative designs.

Tools such as 3D printers, work space, material commonly used by students to be borrowed.

Tools that allow creativity and learning, like 3D printers etc.

Tools that allow groups to work together.

Tools that allow individuals to create manufactured works that they wouldn't be able to create alone. Tools such as 3D printers.

Tools that students can use to create projects and collaborate to create new ideas.

Tools that students can utilize to further their education.

Tools to assist with making posters.

Tools to assist with projects and conference presentations.

Tools to design and create prototypes of innovative ideas.

Tools to help imagine 3D problems (ex: snatoms).

Tools to put things together.

Tools to work on projects that students may want to build.

Tools, print tutorials for using equipment available, not sure what else, this is a new concept to me.

Tools, training, emphasis on open source solutions.

Undecided

Unknown.

Unsure

 Unsure in regard to specific tools or programming should be made available to students, but currently there are no tools available that I am aware of that students can access in order to have the option be creative and innovative in terms of technology. Especially in a library like Murray which is frequented by Arts students. Perhaps there is an unlocked potential there.

Unsure of what would exactly be contained, but any such assets would likely be invaluable for my program (B.Eng).

Unsure.

USB ports to charge and connect to media Bluetooth and wifi equipped (large bandwidth).

V a ri e ty of technology.

Variety of 3d printers (from different companies), 3d software and printer materials (resin, abs, pla) heated bed printers, large printers and possibly if funding is available metal 3d printers along with resources for 3d design.

Variety of equipment

Variety of tools and equipment.

Various computer softwares, laptops, poster board, construction paper and other art supplies (markers pencils etc) 3-D models for chemistry.

Various creative outlets and areas of interest.

Various sizes of paper and drawing materials/printing materials.

Various tools and equipment.

Very interested in 3D printing technology and how we can incorporate this into our programs at the U of S.

Visual and hands on learning tools.

Visual learning to help with understanding of vast concepts.

Wall made of white board.

What we learn things and recreate them to the best of our knowledge.

Whatever most users of the space deem as important or necessary.

White boards

White boards, computers etc.

Windows. Comfy chairs and standup or walk areas, an area sponsored by new tech developers with relevant technologies.

Woodworking.

Wood working tools and supplies. Welding machine for mini projects.

Woodworking tools, power tools, clay crafting, tools or devices that allow a creative break to be taken.

Work stations and new equipment to compete with technological innovations that are readily available in industry.

Would be very good at offering more ways for people to learn.

Would give myself a hands on experience in observing the primary, secondary, tertiary and quaternary protein structures in three dimensions. Not just proteins, in other biomolecules and chemical structures.

Would not let me put it back not sure what it is?

You had me at '3D printers'.

you had me at '3D printers'.

White boards.

white boards, computers etc.

Windows. Comfy chairs and standup or walk areas, an area sponsored by new tech developers with relevant technologies.

Woodworking.

Wood working tools and supplies. Welding machine for mini projects.

Woodworking.

woodworking tools, power tools, clay crafting, tools or devices that allow a creative break to be taken.

work station area, 3-D printer, smaller room for discussions or group learning.

work tables, short term storage for material/projects, 3d printers, computer stations.

workshops to introduce students to the new technology. Lots of space as they will fill up quickly accessible washrooms and fountains.

Workstations and new equipment to compete with technological innovations that are readily available in industry.

Would be very good at offering more ways for people to learn.

Would give myself a hands on experience in observing the primary, secondary, tertiary and quaternary protein structures in three dimensions. Not just proteins, in other biomolecules and chemical structures.

Would not let me put it back not sure what it is?
**QUESTION 14**

Are there other types of spaces that have not been included in this survey that you think should be a part of University of Saskatchewan libraries?

- A less formal or expensive bar than Louis, maybe a campus pub?
- Bring back the arcade and pool tables, possibly in the campus pub
- Online classes schedule and online classes help
- Visiting student status, correspondence, and web base course style study group theatre rooms in which to create a more cohesive learning environment and culture for students across distant campuses
- 24-hour open
- 3D/4D model interact room where students can play along models to learn visually, e.g., human anatomy, animal anatomy, chemical molecules, physics
- A center focused on developing healthy habits that users can carry through to all aspects of their life. It would need meal planning for students on a budget that is healthy and free of added preservatives and added sodium, that is not fast food. We also need a space where people can go to get help for the anxieties and pressures they are facing while in university. This center should offer all sorts of options so students can keep their physical and mental health in check while going through school. Students should have the option to learn how to properly schedule their days so they aren’t cramming and relieving stress by drinking heavily. The space should be open, welcoming and accommodating.
- A coffee shop
- A coffee shop with longer hours on weekends
- A coffee shop/cafe
- A community kitchen that has tools and appliances available for students to cook homemade food on campus, a space for students to have anonymous conversations with others who don’t want to talk to a faculty staff member
- A friend bench like they had in a Saskatoon school, for those looking to establish new connections in the city
- A greenhouse sort of experience with working areas. It would be very nice to see a bit of green in the winter
- A library should be a place where you can find resources and educational tools to help you with your classes, as well as a space that separates you from others and allows you to focus. When I think of a library, I think of peace and quiet and a place to get work done. A rest or relaxation area where you can converse or meet with others that has nothing to do with classes should be separate, but somewhat close to the studying space.
- A lot of spaces have been included in this survey. A snack shop/cafeteria with healthy, well-priced items would be great! I would also love to see a study break exercise area. Even with those bouncing ball chairs, yoga mats, resistance equipment and standing desks. Having an area to encourage taking physical activity breaks would be amazing!
- A more casual place and relaxed atmosphere for students to unwind after a harsh exam. This could either be included in the gaming lab or wherever else there to help relax. Play some guitar, listen to music or take a nap
- A more comfortable learning location
- A new Starbucks in a renovated library. The traffic at the Murray one is insane now that the college one has been removed. The workers are constantly swamped and there is usually a huge line up
- A petting zoo
- A place for all majors. A place with a schedule for each major. Those who are interested in each major can use this space to find answer for their questions
- A place for upper years to help out first and second years with studying and getting used to university life
- A place that provides information on proper eating and sleeping habits. Small healthy food restaurant
- A place to meet puppies daily to make your day better
- A special collection room that can be used for individual study and to view special collection material
- A special space for eating
- A study space with an indoor fountain and surrounded in greenery and sunshine so that even in the winter there is a place to study and feel happy
Continued library support staff how are available when you have inquiries.

Departmental special collections

Dining commons

Display areas for special collections, interpretation book exhibits, travelling book or manuscript displays. Comfortable, attractive washrooms. Meeting rooms where faculty, graduate student, campus visitors can meet.

Doesn't matter to me what spaces are added - as long as they are designed in a way that they don't need constant supervision or policing (e.g. quiet study areas should very obviously be “quiet” to any users so students do not have to call someone to exist noisy people, etc.). Basically, whatever is added should be promoted in such a way that there are no questions asked - this space is for this...

Dog friendly areas

Disabilities for quick shot maps

Early childhood education demo classroom in education library

Easy access to high quality refreshments

Eating friendly areas

Efficient spacing and resources to help anyone with disabilities physically or sensory related

Ergonomic furniture in these current study areas in some areas - terrible for those with injuries or back issues

Exam rooms for DSS students

Exercise space

Exercise space

Expand gathering spaces like Starbucks. Separate Starbucks “talking” gathering space from “studying/quiet” space. For example, people with headphones on take up hours at the Starbucks tables when they need a quiet study space and other people want to talk/soothe (and even hold informal meetings) at Starbucks. It is a nice gathering place, but there is usually NO FOOD.

Food

Food area

Food options available on the ground floor of the library

Food service

Food vendors

Free coffee

Further wet meal libraries

Gender neutral washrooms, and water bottle filling stations.

GIS software accessible to graduate students to make maps to support their research
golf simulator and putting green

group study areas, where a small amount of talking is allowed, but doesn’t have to be closed off rooms like the group project rooms

Group Study Rooms - where did this go?

Group study rooms are really good. They limit distractions for studying and facilitate group projects.

have an art gallery, more lamps for students who wanna stay late, and a store like 7-11 so students can go and grab some food once they are tired.

Having bike pedds or something similar at tables so people can be active and studying at the same time.

High light rooms with blue lights that decrease SADD in the winter

Honestly the most important place for me is a decently quiet place to eat and I've found a lot

In the health science library, make more like that!

Increase their academic drive as well as improve the quality of the work environment at the current Starbucks location.

I love the Help Centres that are in the Library and use them often. I'm sure a few more like a Computer Help Centre and Biology Help Centre would be helpful.

I think that this survey is pointing to a misguided idea of what a University library is for. It should be a place for learning and should have spaces that help students who feel isolated on such a huge campus.

I think that most of them have been covered by this survey.

I have never been to the library.

I just feel these are too many lounge areas that aren’t effective for study. We need more desks and good study spaces and then separate areas to robot and refresh with plants and relaxation available.

I know it has been included but I can’t emphasize this enough how much I would love to have a maker space.

I know sleep/nap area option was provided but I just wanted to emphasize how important that one is. Sleep Pods are a must. I think everyone on campus that is not a resident here would agree.

I know that this survey is pointing to a misguided idea of what a University library is for. It should be a place for learning and should have spaces that help students who feel isolated on such a huge campus.

I love the health science building, make more like that!

I love the Help Centres that are in the Library and use them often. I’m sure a few more like a Computer Help Centre and Biology Help Centre would be helpful.

I think that this survey is pointing to a misguided idea of what a University library is for. It should be a place for learning and should have spaces that help students who feel isolated on such a huge campus.

I have never been to the library.

I feel this survey has included all the spaces that I could think of to add.

I get the impression that your gaming lab concept only has video games. There are social type games ranging from monopoly to Dungeons and Dragons. Maybe if you have a maker space you could have contests for teams to develop new board games? Things like that can help create friendships that can help students who feel isolated on such a huge campus.

I know that this survey is pointing to a misguided idea of what a University library is for. It should be a place for learning and should have spaces that help students who feel isolated on such a huge campus.

I can’t think of anything else, you have everything covered. :)
space available should serve its main purpose.

I think the libraries now is pretty good.

I think the library should be used as classrooms because there are other times all sound like a big waste of money.

I think we need a larger space for mental health awareness, or a larger gym so it’s not so crowded 24/7.

I think you did a pretty good job of covering it.

I think people had already covered all things

I would be an absolute crime to get rid of any of the stacks with books and journals. These media are incredibly important as it not only builds skills in students, but also provides a myriad of resources that are not available through online source. Furthermore, a very valuable research technique is to find a book you need, then browse the shelves in that area for further success. I’ve found books this way that I hadn’t seen in the online searches and I’ve found many of them very helpful and relevant to my research and even to my curiosity. Physical libraries with physical copies of books and journals inspire academic creativity and curiosity - this cannot be overstated. My alma mater undergraduate school attempted to reduce the floor space for stacks, thereby eliminating a number of physical books and journals and NOBODY was happy and it was a big detriment to the university library. Libraries are more than just books, but they are also their core repositories for physical knowledge and research that on run out of batteries and that you can read when the power is out (i.e. books, journals, papers, reports, maps, etc). Add whatever you feel is best for current and future students and researchers, but DO NOT, I repeat, DO NOT DO so at the expense of te stacks. If you think about great university libraries, they all still have their stacks. This may mean adding onto Murray or other buildings, so be it. Being a cutting edge on library would look extremely short sighted without the books and journals.

I would not need it if I’m wronging if there were places to have some time alone to pray or meditate would be useful. I went to the worship in the library once and there was a person praying and then washing her feet. I think the university should consider a washroom in the library once and there was a person praying and then washing her feet. Maybe I misinterpreted the situation. Maybe the washroom is adequate for this. Just a thought

I’m retired and don’t spend any time at the university.

I’m very excited about the nature of some of the spaces identified in this survey, however, I’m not sure if they are probably housed in a library space. However, the thought of providing these spaces collaboratively with other existing units on campus every much a desirable possibility.

Idk

If the library would have rest room is better

If you investigate how private universities receive their funding, you will find the alumni are a significant source. One of the major factors in the size of such libraries is the amount of money that is available to students. I think the University pays a lot of attention to technology and science based subjects, but there is not a lot of representation for students who focus on liberal arts, humanities/social sciences. It would be great if the University made an effort to celebrate the works of these students through various ways, such as presenting art works from students and faculty throughout the campus and not just concentrated in one hallway or small gallery in one building that doesn’t see a lot of foot traffic. I think that having a space dedicated to performance art, guest lectures, etc would be a wonderful idea for students and faculty to access and use upon their own organization (once approved by designated department). I believe it will give departments or student organizations the opportunity to create and generate interest in specific topics, as well as provide an on-campus space for art to flourish. I also think it would be beneficial for the University to create a more inviting atmosphere for their libraries. Anyone who walks into Murray, for example, to study, do research or work without sitting in a space so dull and seat-limiting. Perhaps a designated coffee/tea station, plants throughout, etc would make the space more accessible.

In the health libraries it would be great to have a space which 3D technologies, such as that for studying anatomy could be used. This would be a great resource for the various students in health sciences. In this question [drag 5 items to rank your top library spaces] the research collaboration area wasn’t listed and I think that is still important. Included in the green space to be an outdoor or hydroponic garden where some food production/agriculture learning and research can occur. individual study areas

Individual study spaces that are soundproof and allow students to work without having to worry about disturbing those around them would be very useful. Individual studying spaces

indoor small part - gardens

Informal group study spaces

Informal group study spaces

It would be interesting to establish mindfulness spaces. The library of the inner mind needs stewardship too. It would be soothing to have classical music playing in certain areas (It is proven to aid in concentration and memory). It just because I choose things that I would benefit, that doesn’t mean that another person’s needs are not as important as mine. I may not need those I didn’t pick out other people do need them.

I just make sure there are enough plug-ins, please.

Just more study places with desks and chairs that have plug in outlets for chargers etc.

Just regular study spaces with tables, chairs, and computers is what most students would use.

Late night coffee/tea/healthy snack offerings.

Learning centre, IT is a science centre.

Leisure book section, a small area of modern and popular fiction books for simple reading enjoyment.

Libraries are about collections: this should have been offered as a choice above along with the non-library activities. Without that choice, there is a skewed survey.

Libraries should be separate from religious practises of any kind

Like the u of c full books should mostly be digital for easier access. Also more natural light

lots of windows

lounge and coffee room

lounge area: can eat, study, relax

lounges

lunch room with microwave and skill

Meditation or prayer room. Space for health issues like anxiety, OCD, ADHD where someone does not want to be around people

meditation potpourri in the Headspace office

Model spaces after Ryerson University Student Learning Centre for ideas on layout, design & content

more boardrooms like the one in ESB

more cell phone charging stations and/or USB or AC power plugs at all or new study spaces

more food court in location price

more food options

more food vendors for library users on weekends and after hour.

more QUIET areas please. I feel like the library is a place that is meant to be quiet. We should have more quiet areas than just the 5th floor.

more Quiet Zones in libraries/ better enforced

more quite area individual study compartments

more room for individual, quiet studying

more boardrooms

more study rooms and more individual study spots

more study rooms would be very much appreciated, quiet study spaces where the "quiet" part is actually enforced are incredibly difficult to find.

more study sessions

more study space

more study space (tables, group study rooms, etc) less lounge-type chairs

more study space for both groups and individuals

more tables and chairs

more water fountains or water bottle refill stations

more windows, and tables and chairs near the window

movie room, place for people can watch video or movie for education and relief stress.
Movie theater for group film study sessions. Move movie theater lighting, lounge like chairs with a table in the middle, and a projection screen to plug a laptop into and play your film. Maybe a popcorn dispenser near by.

Moving tables and chairs like the engineering library now has multi use meeting rooms.

Music Recording Studio

My only and most important thing is: 1. More individual study carrels in quiet areas, these fill up during exam season. 2. 24/7 study space, including holidays. Being a student is a 12 hour a day, 7 day a week job. Including holidays.

N/A

N/A

N/A

N/A - all things I can think of have already been suggested.

NA

NAP PODS

NAP pods!!! Can't stress this enough. Somewhere to take a 20 minute nap would be huge for student that are at school all day.

Nap room.

Nap room.

Nap room. Nap pods. Anything we can nap in. Nap pods, a safe place for students to rest and catch up on sleep. Similar to what is present at the University of British Columbia.

Napping room

Napping room/area.

Napping spaces.

Need more plug ins in the open area spaces

nil

No

No

NO

N/A - all things I can think of have already been suggested.

No I can't think of anything else but I would like to say that sleeping pods would be great and would get used and would help to refresh the students brains when they do not have enough time to go home in between classes. Also, although I personally wouldn't use child/friendly spaces as I do not have children. I included it in this list of the most 5 important because there are students who are parents and require this type of support.

No I think this covers the majority of them!

No idea

No lots of great ideas!

no offers

no thanks

No these are great ideas!

No. These look very exciting!

No, but a number of the above are already available on campus. Why change it? For example, there are music practice rooms in the Education building, and art displayed in many places (the link between Murray and Main library, Kenderdine, etc). I strongly oppose change for the sake of change - this is a waste of scarce resources. Also, I strongly oppose mass deletion of print resources. Digital resources are extremely important, but please don't get rid of print resources to create gaming labs, technology sandboxes, etc. It shouldn't be an "either/or" question. But if it is, I strongly choose print resources

No, but it is from a rural site and would like to see some sort of study area / library space here even to work on group projects etc.

No, but these 3 would be amazing.

No, but these are such excellent ideas!

No, but with the green space/atrium it would be really nice to have outdoor plug-ins at the tables and reliable wifi access

No, everything is included.

No, everything was covered that I could think of.

No, I think all spaces have been covered.

No, I think any of these additions would be awesome though. Especially an increase in study spaces, both private and communal.

No, I think that this survey was very clear, concise, and covered everything I would have thought of and more. Thank you!

No, I think the library services are quite good right now. Extended hours during midterm or finals might be beneficial, and more group study rooms would benefit as colleges have increasing group projects and collaboration needed for different classes.

No, I think U of S libraries provide great spaces to enhance my learning experience here.

No, I think you've covered it. I like the idea that students with small children can have a place in the library, and that we could have students do poetry readings or performances there, as well. Green space is a good idea, and a place to rest, as well.

No, not at the moment.

No, not that I can think of.

No, the listed spaces are comprehensive.

No, there is none that came to mind.

No, this was a very comprehensive study.

No.

No.

No, But please. For the love of all that is holy. Do not encourage children on campus. They are very distracting and the field trips in geology cause enough commotion.

No, it is all here.

None.

None.

None come to mind.

None come to mind. Current facilities serve my needs well.

None I can think of.

None than I can think of, you guys did a great job of thinking of new spaces we could use at the University! not.

None that come to mind.

None that can identify.

None that I can think of.

None that I can think of at the moment.

None that I can think of.

None that I can think of.

None that I can think of.

None that immediately come to mind.

None.

no

None.

None.

None at the moment.

None at this moment.

None at the moment.

N/A - all things I can think of have already been suggested.

Not at this moment.

Not exactly. Only a few things would help; less paper/ink to keep track of, better organization of the computer work for group sessions, more comfortable seating.

Not exactly a gaming lab, but a place that supports the use of gaming computers, television and consoles so that people can bring their own games or equipment to set up group sessions, game nights and competitions. There is a massive gaming community on campus and allowing them to host events could end up raising a lot of money.

Not too far.

Not something that I can think about.

Not sure.

Not that I can think of.

Not that I can think of at this moment.

Not that I can think of off the top of my head.

Not that I can think of right now.

Not that I can think of right now.

Not that I can think of.

Not that I can think of, at the moment.

Not that I can think of, however for me to use most of these wonderful ideas I would need the space to be supported, so I could at first learn HOW to use the different labs, makerspaces, or media studios.
class materials would be a godsend. My home is much too loud to concentrate. I need multiple research papers or my textbook, hard chairs become uncomfortable quickly. Being able to sit comfortably somewhere with mandatory quiet to read...

Quiet study spaces with lounge furniture please! Although quiet study spaces with individual cubicles/tables & chairs were offered if I am trying to read them. only by walking around did I find potential reads. I never would have come across them through technology. Please don't lose the books. It is something most take for granted but looking in this small library and finding very old interesting books. I can't wait to get those rooms (eg for Skype interviews or classes). Whoever designed the SB area Murray Main did a great job, just make more like this.

One is that the Murray library is in need of a major renovation at least on the upper floors. Another thing that is very bothersome is how loud people can be on the 4th floor of the Murray Library, by either eating obnoxiously loud, making noises, talking, etc. So maybe some type of soundproofing dividers between each private study corridor would help.

One universal lounge for all the on-campus dorms, to get to meet more people living in your building.

Staff lounge(s)

Piano practice room

Staff lounge(s)

Overnight study space

Open concept. Have a very open concept to whatever is brought in. Appeals to the young adult.

Appendix | 6.0

Not that I can think of.

Not that I can think of. I think having relaxing/sleeping spaces would be awesome.

Not that I can think of. These are all great ideas that would appeal to diverse students.

Not that I can think of. I am not aware of anything.

Not that I can think of.

Nothing I think

nothing in particular I can think of at the moment

nothing new but... More rest and several spaces.

Nothing that comes to mind.

Nothing that readily comes to mind.

Offices for graduate students and researchers.

One is that the Murray library is in need of a major renovation at least on the upper floors. Another thing that is very bothersome is how loud people can be on the 4th floor of the Murray Library, by either eating obnoxiously loud, making noises, talking, etc. So maybe some type of soundproofing dividers between each private study corridor would help.

Please put standing desks somewhere. Please. We all sit far too much.

Please also make it a place where adults can fit into contraptions of a playground etc.

Please make sure there is a lot of double paned windows and greenery like plants perhaps. Also, an adult playground. One that is wheelchair accessible but

Please don't lose the books. It is something most take for granted but looking in this small library and finding very old interesting books. I can't wait to get those rooms (eg for Skype interviews or classes). Whoever designed the SB area Murray Main did a great job, just make more like this.

Nothing I can think of.

Nothing that readily comes to mind.

None that I am aware of.

None that I can think of.

Nothing I think

Nothing that comes to mind.

Not that I can think of. These are all great ideas that would appeal to diverse students.

Not that I can think of. Not that I can think of. Not that I can think of.

Nothing I think

Not that I think

Not that I think

Not that I think

Not that I think

Nothing in particular I can think of at the moment.
The area that allowed students to borrow experiment equipment or perform the experiment

The idea of sound proof music spaces is a great idea. To add to that suggestion, in order to help offset the cost of said rooms, they could also be rentable to the public. Saskatoon has an immense music scene and artists are always looking for a place to rehearse. The hours of rent for these rooms should go as late as possible as well. Each room could sign a waiver deeming them liable for the room or the hours the room is rented.

The library really needs more working and study areas.

The media-production studios should be available to ALL students. There is lots of creativity in every college, and I believe it is a shame that is not currently offered. We are behind there, and that should be addressed asap. Informal Performance/swerespace makes sense to implement on every level, and may provide additional income. When hours study space is a must, a simple baro system has been discussed in law, and I believe it would be beneficial.

Demands on our time are growing year to year, and Library should be flexible to this need. I am a musician, and I find it hard to believe there is nowhere (other than the piano outside of arts) for me to play uninhibited. There are lots of bands in our community, and a simple pm space would go a long way in promoting the arts. (For example, our College band "The Dissent" pays upwards of 400$ a month for access to a nice pre space (outside of the university))

The Law library basement is a perfect place for a test pilot of the rest/unwind space. It is awealth space right now, and almost all the books are available online in some way. Understanding that people unwind differently is also key. Having a basic set of body weight/cable machines to let off some steam would be great, some yoga mats, soundproofing, and some games and couches are really all you need. I think greenspace is very important. I only rated it so low because I know you are going to implement it regardless.

The medical school needs 24 hour accessible quiet study space that is available exclusively for medical students.

The most important areas would be after hours study spaces. These are NEEDED.

the place where the students can eat lunch or dinner. The food court is too crowded everyday during lunch and busy time.

the reference desk (the librarians) are extremely helpful and are a necessary part of the library.

The suggestions in this survey are great. I sincerely hope to see the development of these for future university students.

There should also be "Standdesk" available for students around campus.

There should be a daycare centre for parents available. If you have a child, I’m sure focusing on studying would be extremely hard and parents of young children deserve a chance to do well in school as well.

This is a wide array of spaces to add to the library and I feel that because of the large space available in the library many of these spaces could be great ideas. Personally, I would recommend making easily understandable directions to certain spaces in the library. My first few attempts at finding individual study spaces was quite hard. I came as a graduate student and had no clue and spent a lot of time wandering to find these places.

This is more of a feature than specific space, but I think outdoor windows are of utmost importance in library spaces. There are plenty of windows already in Murray and the Health Sciences libraries, but I am unsure of other libraries on campus or plans fr future spaces. Having outdoor windows allows natural light in and offers a reminder that the whole wide world is out there. Students can feel pretty gloomy pretty quickly if they get stuck studying in one of the windowless carrels on one of Murray Library’s upper floors. If we had a dome like the Joe and Rika Mansueto Library at the University of Chicago I would never leave.

As the land ties into the green space, I just think that in general picnic tables etc. placed outside as an area to study would be awesome.

This might not have anything to do with Libraries, but many students work late into the night on projects. There is no place to get anything to eat and take a break after Macs closes.

Trampoline room

Unknown

Unsure

Virtual Reality tools and resources

warm, cozy places, maybe a fireplace??

We need a nap room!!!

We need access to the videos, slides of the Art Department that are no longer in the Art Department building. It should be at the Arts and Science building, not at the education building. The Murray library is the building closest to the Arts & Sciences teaching classroom.

We really need more study commons and tables and chairs. I know it was included but that’s what we really need. Extended library hours and after hours study spaces or extended hours for the libraries we do have are most important for me.

We, really, really need more ‘social’ study areas. I do student mentoring and there are very few places to go and talk that are not also serving food.

There aren’t enough tables for doing group work unless you want to be in absolute silence. We need areas where people can study and talk.

What I liked about a previous university library I studied at that could apply to Murray (and sort of does) is that the higher up you went on the buildings, the quieter they became. There was still lots of individual study space, but you didn’t need to try and find a corner alone for it.

24 hour study space could also be nice (though there are plenty of pros and cons) as it provides a safe environment to study, particularly during exam time.

Windows, lots of double pane Windows.

Yes, I would like more spots to eat lunch

You’ve listed more than I would have thought of on my own!
QUESTION 20

Do you have any other comments you would like to share with us?

I am in a specialized program with the College of Education. Thus we have our own space to utilize with our own library and familiarity of culture. I also study at Gordon Oakes where I feel more at home. I would use Murray if the space was more inviting.

- print materials continue to be critical to learners, especially as a learner age 50+ and as a distance learner. Libraries foster a sense of community - libraries in conjunction with their staff are a ‘go to’ resource for accessing information - hopefully sustainability considerations will be part of the planning process
- if you do make a new library, put more windows in. Windows bring in natural light and make studying less depressing - TURN DOWN THE A/C IN MURRY LIBRARY please
- individual study desks - area in the murray library smells “sour” (third floor especially) - not sure if area is cleaned on a daily basis. Chairs are kind of old.

This would sometimes deter me from using the library. Need more individual/private study areas.

Library is my favorite place to get things done. The library is a great place to relax and research.

1 Protection of personal computer. 2 Adjustable temperature (Sometimes causes a headache if stay there for a long time because of the ventilation system in the Science Library) 3 Extended hours during examination period (like to 11 pm)

A “new” area sounds like a great idea. Sleep pods and quiet areas would be very convenient for long days where there isn’t time to go home between classes but you need a moment to yourself.

A few more computers in the Science library would be very beneficial, as I have been in there a couple times where there are all occupied.

A Maker Space is an excellent idea and I was actually hoping that one already existed when I came to campus. I really hope this can be implemented during my 4+ years of studies.

A Maker Space would be amazing!

A place to nap and relax would be very beneficial.

A travelling library to visit off campus locations for support

Add more plug-ins and a snack area to buy snack items between studying.

Agriculture needs a library

Again after hours study space is the most important.

Again, I filled this survey out based on what I know I would have preferred when I was a student and what I would like to see for future students.

Again, I feel that there are comfortable places to sit in the quiet study spaces. Sitting hunched over a table on a hard chair for consecutive hours trying to read materials makes my back sore and my bottom numb. Armchairs or couches in quiet spaces would be greatly appreciated. Thank you.

Again, napping pods would be appreciated.

Again, sleep pods at the WCVIM. Please!

A Maker Space is an excellent idea and I was actually hoping that one already existed when I came to campus. I really hope this can be implemented during my 4+ years of studies.

Child friendly areas would be a great asset for the university and libraries. May university students have children and in times when you can’t find childcare but would like to study on campus, I think that would be perfect. Being a parent and having two children, I know I would definitely make use of the child friendly areas.

Child friendly spaces are a must!!! So many students with children and not much for them to do on campus.

Child friendly areas would be amazing so I don’t have to pay extra child care when I need to get resources for papers or exams.

Close the whole library and repurpose the space, free up the on going costs. Everything is digital that’s what’s not going to change, only speed up.

These ideas for use of space are mostly “bull” that might be nice if the university had enough money for such luxuries and all other needs are more than what’s available.

Since that’s not the case, the library and re-invest for the 21st century. Obviously archives and stuff of historical or artistic significance are worth keeping, but the library as a repository of information is as obsolete as the horse & buggy.

Combining the children’s literature collection with programming for children would be a great link to our community.

Comfy chairs are key!

Connect outdoors with the indoors when making a new library. Natural light is great I love being outside and if I can see out it makes me more productive and feel better.

Creating these areas for the all new emerging technology seems really cool to me and I would be for it all the way.

Cubicles in Murray should be cleaned.

Don’t be scared to incorporate more digital books. It will free up a lot of space.

Don’t forget that there is not a lot of study space in the other buildings on campus and so even though we should be looking at what a future library should look like and contain we are restricted a library by what is missing from the rest of campus - students need effective study space.

Don’t forget the books before adding the latest trends. Library’s can be enjoyed for what they are, so don’t try so hard to appeal to people who want to be something else.

Don’t listen to what people want, they have no idea what they need. Great designs are created by people with great visions, not by focus groups.

Don’t make any drastic changes to the HSC library - anything, get rid of all the lounge chairs and bring in more tables with adjustable office chairs.

Thanks

Don’t monitor for students.

During breaks we like to drink good coffee. It would be nice if there was a cafeteria next to the libraries.

During finals and busy times Murray library is very dirty which is disturbing and makes it hard to study.

End library bright and used but not much is used and not cold in there in winter. got chillers used but it is cold in there in winter. Gov publications was good but now a social area for group work. Geology nice but limited summer hours. Wish there was a graduate student study commons in a library. In more space and than
OSA Commons. Need safe places to work away from home. Education needs a Starbucks in the library. Just like Murray enabling community access to library spaces would be great, but the lines between campus and wider community could be really beneficial. Engineering library needs more color in comparison with the others, students could feel sad or depressed easily in this library, students need a friendly, vibrant and colorful place to study in order to have creative ideas. Thanks for this change. Enhanced access to all stack library services. Ensure study spaces have adequate plug ins that are close to the tables. The number of desks between tables due to computer cords are a tripping hazard and if someone trips on it they could get hurt and the computer could be smashed. Also, natural light is nice to be able to work inside and have a feeling for the time rather than walking outside and getting a shock of how dark or cold it is. Even though I don’t use the library I see a very strong need for students & instructors to have this source available to them. Everyone goes to arts and science library because best place to meet with friends and there is a Starbucks. To study everyone goes to higher levels of libraries to find quiet. Expand and enhance physical spaces. The cashiers and consistency of how physical and digital ‘spaces’ interact throughout the project. Expand the gym please! At peak hours it can be impossible to get the proper equipment. Expanding the amount ‘study rooms in the busy library’ would be nice. Also making some rooms bigger to allow a bigger group to be there. Extend the opening hours. For me at least, it is very handy and convenience to be able to access public library materials and DVDs etc at the campus libraries. For some research. Fully applaud this initiative. Go Team Go. Gaming lab and piano room to relieve stress. Get another study. Good Going! It is a good survey. Graduate students in English have study spaces assigned to them in Murray library. They are in desperate need of expansion as space is cramped. As many as 23 students are often required to occupy a single study carrel. Given that a graduate student’s life can include being a research or teaching assistant, and even a lecturer, there is a need for more office space for our graduate students, especially those who need to meet with undergraduate students. Great changes to the engineering library! Will definitely be using that more. Great survey - loved the visuals. Group study is so important in some programs - including Nursing. Getting space for a group to meet is sometimes a challenge. Great group study rooms are not prevalent enough, and a number of students would benefit if there were more. Great new technologies and online access to books and articles should take away from the space hard copy books. This coming from a book lover! Having a super fun filled day and skull!!! I have been in the Murray library for a couple of years, but when I was undergrad, the upper floors badly needed to be cleaned and/or renovated!!! Having a little place where I can go. Having digital textbooks would be wonderful to reduce our cost of education. Having lots of open concept work space. Having these extra spaces and tools would really help to not only set the library ahead but also the student experience. Having total closed off cubicles would be nice! Health science library is also great. Health science library is open both in summer and winter. Health Sciences library can be loud and distracting because it is located on campus. A library similar to Health Science but dead silent would be perfect. Health sciences library is the most productive space for work for me. Comfortable with views of the outside with lots of natural light. hope some actions come out as a result of this survey. Hope that the computer stations be more private. Just avoid people talking into other people. Hopefully I can see the completion of this project within the time I go to school here. Hours are not the best. Definitely in need of more quiet study rooms like the one on floor two. I absolutely love and value the Education Library. The library staff are exemplary: helpful, friendly, knowledgeable, and accommodating. They are wonderful resources to my students and to me. The environment is reflective of what a postsecondary institution stands for: a place of learning, curiosity, interest, celebration of diversity, and comfort. I would love to see a coffee bar in the Education Library. I access library resources on an almost daily basis but it is through the internet. It is unusual for me to go to the physical structure. So many of my responses are done in terms that I would like the library to have for my students. I also enjoy the science library but I believe you should be allowed to eat in there. It isn’t great when you need to stop studying to sit outside and eat. I also go to Murray library all the time as well. Right now there is NOT enough study space, study rooms, requires plug ins for electronics however if adding more study space it would be nice if health sciences was open longer (extended hours), particularly around finals. I also love the health sciences library. I also use Murray library quite study spaces and think the furniture needs to be changed here. They are very old. I also use the STM library often (although it is getting renovated right now because it has such a friendly environment.) I also visit the Science library as well very often! I am a dedicated library person, both as a student, alumni and staff member. While I understand that the way in which we used libraries will be constantly changing, I truly believe we need a space for physical books. That tactile experience is important. I am an out of province student living in residence. Music is a very important thing to me and I find it frustrating that there are no opportunities around campus to just sit down and play instruments, a big sacrifice you’d have to make as you can’t feasibly bring something like drums into residence. I appreciate the support for recreation and sport but more focus on music would be excellent as I see it as not only a creative outlet and opportunity to meet people, but a huge stress reliever as well. Creative Commons would be a great place to implement something like this. I visited the Ryerson SIC a few months ago and really loved the open, bright floors. The atmosphere is half the battle when it comes to study spaces. It is a gorgeous building and I think something like that at the U of S would be welcomed by staff and students alike. The media options at the TIDL at the U of C are very enticing. Another creative/stress outlet. Excited to see what the future of the universities hold. Thank you. I am excited to wait the progress of these changes. I am quite astounded at some of the things that you are trying to build into the library. Completely overlapping with activities of the Colleges. Is there no coordination at this University? I am rating at the end of December. That is why I put “no” in most of the categories as to whether I would make use of the space. I am very happy that you recognize this as an issue, and excited to see what you do with it! The areas you are putting is just what we have been needing. I am very happy with our library (Murray) holdings, especially its collection of Univ. of Cambridge Journals and Oxford University Press Journals. I am also very happy with the Interlibrary loan service. I am very pleased with the partial withdrawal of books from the Engineering Library, engineering students no longer have need of them. Technical information is readily available online. I would encourage the removal of all books from the Engineering library other than recent journal publications and current editions of textbooks. I would encourage the extension of the Engineering Library’s hours as well. I am working full time and only taking one or two classes at a time, so use of the libraries are limited compared to a full time student. I don’t think new technologies and online access to books and articles should take away from the space hard copy books. This coming from a book lover! I am working on my second degree, my first was in engineering. Having experienced two very different colleges, one commonly was the need for a library. As an engineering group there are several reports that state the importance of a library. It would be nice to have a library. Engineering students (as well as many other colleges) do a design project as a capstone on their degrees, presentation rooms suitable to invite people from industry to be valuable. Having spaces for interdisciplinary collaboration - rooms that encourage and facilitate multiple expertise working together - would be of great benefit, especially for masters and PhD level students. I’d love to see spaces that encouraged interdisciplinary work and made it possible for colleges to have events like interdisciplinary design competitions (an example could be engineering, commerce, and health science students working on a design problem related to medical issues). I applaud the effort to reinventing the library. You are headed in the right direction! I appreciate being invited to participate in the survey. The responses will clearly be different for different demographics. I answered for what I would use, not necessarily for what the students like. I am a student for. I obtain nearly all the articles from the online resources but there should still be a ‘bricks and mortar’ collection of books. I am very pleased with the library; it has shown me how important they are. I think the library plays a very important role. I appreciate the thought going into moving forward with library spaces and the awareness of how different groups use the library. I also believe that there should be one core library space (not several/or per college). The resources are not there to support such an investment. By having one single core library, it can be specialized and contain all the essential elements serving all colleges. The more remote library spaces can be converted into much needed storage space. I can’t effectively answer most of these questions about space because I do not use the libraries in the same way that students do. I wouldn’t need space for visualization, presentations, etc. Honestly, I don’t even know what those types of spaces mean (if you do!!!) I would actually disregard my survey results because the only uses that I can think of for myself are to have some privacy and go relax somewhere that’s quiet. Have a meditation space away from other people. And to socialize, meet a friend for coffee. I currently like the library, but a gaming area would be an awesome way to unwind and games do have a large value in teaching as well. I do believe it is important to keep print books.
I believe we still need a place for books. Books may not be done away with, despite news of their demise. Many people still like them.

I do not go to Murray because it is the nicest library. I go because it is easy to access.

I do not have children but I still think childhood spaces could benefit other students. Some of the technology-enhanced rooms seem gimmicky and unlikely to be used by a vast majority of students. They seem like something a specific college could provide if they’re necessary (e.g. in the Computer Sciences department) vs a general use library. Presentation rooms and group study rooms help students across all disciplines study together, either for a group project, or just to be together instead of in isolation, without disturbing others. I definitely use these a lot.

I don’t know how, but it will be fantastic if parents will be able kids under 12 in the library (even for college lv). I don’t think my responses are that useful. While I think the library is very useful, I wouldn’t make use of most of what it has to offer as I don’t need it for my studies.

I don’t want to see the libraries disappear.

I want the university to have the same standards of care for the public as for the students.

I love the idea of a rest area to be able to sleep and take a break. I feel like I would be more productive if I could study at the university but have the space to rest.

I love that the USask Libraries are always working to make spaces and provide services that are relevant and accessible. Thanks!

I love the STM library! The study area is really well designed. I also love the law library and education library. All of these libraries are quiet and easy to study in. Of one of my biggest things I like in libraries are big windows, bathrooms, water fountains, good wifi, and quiet. A green space in a library would be really relaxing!

I loved a quite place to study and read with no noise from people surrounding me. I often feel uneasy being alone in the library at night, thus avoid it. I have small children and could use a quiet place to study, but do not feel the libraries are always safe.

I often go to Starbucks in the library and see a book that I would like to read, but I don’t carry my card around so I can’t take it! Would be great to be able to have my card on my phone. (Could do this as a pilot with groups of paired students)

I often utilize reading rooms in the agriculture building and it would be great to have extended hour reading rooms, especially during finals.

I only know there is one library tour in Murray library. I hope there will be one library tour can introduce all of the library on campus. Compare each other like services, study room and so on. Therefore, students will understand more.

I really appreciate the work you are doing for libraries, because it is on the best location for a student. Thank you for making students a part of the team for the change. (The only thing that you absolutely have to know, is the location of the library) — Albert Einstein

I really am excited by the idea of sleeping/resting spaces as long as they are private and quiet. I would also like more spaces in the library where I can eat and work without feeling like I’m making too much noise.

I really appreciate that you provide us with study space. I know our university is always growing but surveys like this are great to consult with us. It would be good if you could send them to everyone or do a more basic version to all students or in person at the libraries. Thanks!

I really appreciate the US making an effort to upgrade our libraries.

I really benefit from the group study rooms [we book], but I find it quite annoying to have to move every 1.5-2 hr, because we often end up moving around from up to 4 times, over the course of an intense and productive study session. Rooms should be bookable for longer. I know the key is access and sharing, since it might be limited, but adding more rooms, or altering the booking system is encouraged.

I really hope some of these new spaces can get implemented!

I really love how you are looking for ways to enrich our learning by possibly implementing some of these spaces!

I really like the concept of a maker space, resting areas, and music practice rooms. I think all three would be consistently used by the students.

I really like the idea of childhood spaces. However, I think that these spaces need to have considerations for those other students who do not have children so our children are not disturbing others.

I really like the library staff in the Murray library, they are always cheerful and helpful!

I really like the nature light in the Science library, it makes it very pleasing to be there. I just put a little quiet sometimes.

I really like the study rooms.

I really liked having all of the activities during finals, like coloring and snacks and dogs and such. I think those should be around more frequently. As university students, we’re expected to act like adults, but really, a lot of us just come from high school and need breaks and fun stuff to do without being judged for it.

I really love libraries and I think they’re vital to study, especially as students reach more mature years of study. It would be useful to provide a lot of information to students about how to navigate the library resources aside from providing tours. One could set up a page of info on usask.ca (if there isn’t one already). I think this is a great way to connect with the students.

I think the USask Libraries are always working to make spaces and provide services that are relevant and accessible. I honestly think this is so valuable to students who study on campus and students who live off campus. I think the libraries are a great place to study and read with no noise from people surrounding me. I often feel uneasy being alone in the library at night, thus avoid it. I have small children and could use a quiet place to study, but do not feel the libraries are always safe.

I think a maker space in a library would be much more beneficial than a gaming area. Gaming happens already on all devices and is often a distraction.
Maker spaces are much more hands on and give opportunities to create something real and practical, reuserecyclable products, visualize and test new technologies but not get phased out. I think that if there were some of the library spaces that are in this survey I would use the libraries a lot more than currently as several of these spaces seem important. I think more natural lighting in study spaces is vital, most of us students who come here to study don't have adequate spaces at home to do so.

I think that libraries are places to get work done, research, and earn. They should really focus on that. I don't think places to lounge, relax, etc belong in the library, places to study independently or to work on group projects. Library spaces keep me focused and on task. If we take all of the books and journals out we need to make sure the university has more free accesses for students to online sources. I usually go to the Health Sciences building (not necessarily the library) to study because of the abundant natural light. One thing not mentioned in this survey was the importance of natural lighting - it has a big effect on mood and productivity for may students. The learning commons classrooms on second floor would be perfect.

I think group study rooms are fantastic. One of my favorite places to study is in empty classrooms. The more space you have to interact with your fellow students in a productive manner, the better. I also like simple things such as functional spaces with outlets, and lots of personal desk space (if talking about a individual cubby). A group space should have a plug into a projector and simple speakers and easy to operate devices and white boards. The libraries are places to get work done, research, and earn. They should really focus on that. I don't think places to lounge, relax, etc belong in the library, not that they aren't important. Those sort of spaces should be found elsewhere on campus. Our massive library spaces should be used to help the student's academic/research/industrial careers as much as possible. Media rooms, visualization rooms maybe should be placed in specific colleges where they are most used. For example, perhaps everyone should have a maker room, and arts should have the mediamart. If students want to use the space for either from any college, they still can, just need to take a walk. The worst would be a room in a library that is not used by the students of that specific college. Art Galleries are also important, but don't need to be in a library setting. All efforts/funding should go into above mentioned objectives. There are art gallery spaces across the campus which can be used for art, such as the KennethHui. A few other notes: there should be lots of charging stations (outlets on each table sort of thing), strong wifi, plenty of free space for individuals, and lots of group rooms for people that need to get together.

I think bringing in music rooms would allow people to be creative while taking a break from the everyday books. Whether it's just a place to throw some vinyl on a turntable or a room to play an instrument.

The atmosphere and feel of them makes you want to learn and absorb. I hope libraries change with our new technologies but not get phased out.

I think children and library at a university do not go together. Children are loud and people are trying to study. This doesn't matter if there is a designated area of the library or not. I think there should be some sort of daycare, or babysitting service set up separately. I think group study rooms are a great idea. One of my favorite places to study is in empty classrooms. The more space you have to interact with your fellow students in a productive manner, the better. I also like simple things such as functional spaces with outlets, and lots of personal desk space (if talking about a individual cubby). A group space should have a plug into a projector and simple speakers and easy to operate devices and white boards. The libraries are places to get work done, research, and earn. They should really focus on that. I don't think places to lounge, relax, etc belong in the library, not that they aren't important. Those sort of spaces should be found elsewhere on campus. Our massive library spaces should be used to help the student's academic/research/industrial careers as much as possible. Media rooms, visualization rooms maybe should be placed in specific colleges where they are most used. For example, perhaps everyone should have a maker room, and arts should have the mediamart. If students want to use the space for either from any college, they still can, just need to take a walk. The worst would be a room in a library that is not used by the students of that specific college. Art Galleries are also important, but don't need to be in a library setting. All efforts/funding should go into above mentioned objectives. There are art gallery spaces across the campus which can be used for art, such as the KennethHui. A few other notes: there should be lots of charging stations (outlets on each table sort of thing), strong wifi, plenty of free space for individuals, and lots of group rooms for people that need to get together.

I think that the University is looking at innovative ideas to take the student experience to the next level - great work! It would be nice to see as many recycled materials as possible in the development of the new space. Thank you!

I think that libraries have helped me tremendously to get journals for my essays. If we take all of the books and journals out we need to make sure the university has more free accesses for students to online sources. I also use the online material such as the journal papers a lot for my research study. Online library has been my major source of references for writing manuscripts as well as for my teaching course. I'm also following a certificate course in Heritage Language teaching so I also visit libraries like the Education library and Murray to get reading materials. I would use the Leslie and Irene Dube HLTH Sci library, but it doesn't have as much space.

I think more natural lighting in study spaces is valuable to the students who come here to study. I've been to a number of study spaces at UVa, most of us students who come here to study don't have adequate spaces at home to do so.

I think library spaces are very important to this university. My college requires significant amounts of print research to be done, and I find it useful to have places to study independently or to work on group projects. Library spaces keep me focused and on task. If we take all of the books and journals out we need to make sure the university has more free accesses for students to online sources.

I think that you should make all of the new study rooms like the ones in the veterinary medicine library. I think the libraries on campus are great. Before putting money into a gaming room or sandbox for example, maybe some of the existing libraries could be renovated to be more comfortable and modern. Personally, I'm not sure how much the fancy resources presented in this survey would be used. Presentation rooms are useful but there are plenty of spaces across campus that work as presentation rooms at the moment. I think the library is key to a healthy medical college and extended health sciences community. I usually go to the Health Sciences building (not necessarily the library) to study because of the abundant natural light. One thing not mentioned in this survey was the importance of natural lighting - it has a big effect on mood and productivity for may students. The learning commons classrooms on second floor would be perfect.

I think that if there were some of the library spaces that are in this survey I would use the libraries a lot more than currently as several of these spaces seem important. I think more natural lighting in study spaces is vital, most of us students who come here to study don't have adequate spaces at home to do so.

I think that libraries should have more quiet study areas, and make sure that the studying space is key to a healthy medical college and extended health sciences community. I usually go to the Health Sciences building (not necessarily the library) to study because of the abundant natural light. One thing not mentioned in this survey was the importance of natural lighting - it has a big effect on mood and productivity for may students. The learning commons classrooms on second floor would be perfect.

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I think library spaces should be many more copy of coursebooks so that student can borrow. Most of us just buy a book for one time event then resell it to someone. It might not even possible if teachers decide to use newer version of the textbooks.

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It would be nice to have more group meeting rooms available to all students. Rooms similar to the group meeting rooms in Edwards school of business, on get togethers; OR just for light studying/reading.

This is possibly an indication that other libraries require additional study space, or better enforcement of noise complaints. It seems like a lot of non-law students come to the Law Library in search of quiet space. Although this is great, the Law Library does often get crowded.

It is very important that U of S makes journals available online to its students, faculty and staff to help their research.

It is important that the library continues to focus on providing books and study spaces to students. The fancy new spaces from this survey are nice but they increasing the number of cubicles for individual studying would be great!

Increasing office space for grad students would be fantastic. Currently, we are 3 to a room which is difficult to manage.

Invest more money in making up to date course textbooks available. Look at Umeå university for an example.

Investing more money into creating a separate collection of short-term checkout books for a maximum of 24 hours that you can take out of the library (similar system and collection to the 2 hour in-library reserve textbooks), that would be awesome!! It would utilize it for writing papers and doing longer readings. This could work in conjunction with the extra hours library space, and allow students to access resources easier and for longer periods.

If you guys have enough money to build this shit you should put your student fees. We don't need ridiculous technology in the library, we need reduced tuition rates. Some of these are absurd expenses that nobody really needs, which just goes to show that this university is making way too much money. If you want to give something back to students, just give them back some money, instead of building massive futuristic libraries.

If you make smaller study room [4-5 people] make sure that they are sound proof. The reason people pressure those spaces because they don't feel as much pressure to be silent as they do in the normal [law] library.

If other libraries had the computer facilities that the Department of Computer Science has in the Spinks building, I would spend more time in those other libraries. If there was a fireplace with comfy chairs, even desks, I would definitely take advantage of that. We don't have to study in a warm relaxing

I'm excited to see changes to embrace and better utilize technology in order to help keep our students' works progressive and relevant. I'm so glad that the university is conducting this survey. I think that having areas for relaxation [i.e. sleep pods] is extremely important for students' well-being. I know that there are many students who commute to school (myself included) that would love the opportunity to take a nap, etc. during their breaks, but it isn't feasible for them to drive 30+ minutes home to do in the middle of the day.

I'm very happy to see that the University is invested in its libraries. I've most visited the library in STM.

If all the resources in the library were available online, it would create more space for studying for students.

If new spaces are built or redesigned, I would lose most of natural lighting big windows, I get little enough sun as it is with our Canadian winters, so I don't like being locked up in a dark, windowless room for end study

If other libraries had the computer facilities that the Department of Computer Science has in the Spinks building, I would spend more time in those other libraries. If possible, add more hot water machines!

If the temperature of the library could be turned up in the fall and winter, that would be greatly appreciated.

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More individual space with power plug in engineering library.

More libraries should be like the health sciences library, especially the vet med library as we need more places to study. The vet med library is cold, uncomfortable, small, not enough windows.

More library space in general would be nice, as I find it too loud and not enough private space to study in the library.

More lounge areas. Easier to student when comfortable.

More opportunity to bring pets in.

More power sockets please.

More retail space would be very useful as well (ie starbucks).

More scanners available for use would be nice. Health sciences only has one. Also, for whatever reason the quick use computers designed for short term use of a few minutes aren’t connected to printers. When I need to use a computer for only a few minutes it’s usually because I just need to print something.

More single quiet study areas is a great idea. This is one reason why I have been deterred from using the libraries. I find that the private cubicals are always full.

More sockets to charge phones, laptops and other electronics.

More spaces geared towards smaller groups/better sectioned off or even more flexible - sometimes only a few people are in an area meant for several and it can be awkward to plug down beside them in a space that seems designed for only 1 group (example, ig lounge seating in Murray Library).

Perhaps a good compromise would be the same comfy lounge seating but in chairs that can be moved around. Also, more chairs at the long table near the Starbucks and group study rooms in Murray! Thanks!

More spanish literature

More study carrels in the law library needed!

More study rooms placed in Agriculture building

More study rooms / quiet areas to study would be a great addition to libraries.

More study rooms.

More study spaces and quiet lounging spaces are essential.

More tables in Health Science library.

More tables to sit and study with. During certain times during the day the Murray library gets really busy and it is hard to find a place to study at.

More tables, rather than comfortable chairs.

More tables!

Most of the time, study rooms in Health Science [corridors] gets too warm.

Murray is to loud.

Murray is usually quite dirty. More group study rooms for students would be great!

Murray library need some relax places, like we can sleep on the sofa or something.

Murray library needs more lounge areas and tables and chairs on the second floor.

Murray library never has enough room. I have an hour break between 12:30-1:30 and it is such a high time that there is no room to just sit and focus. I wander around for the majority of my break. Unless I go up to 3rd floor Murray, and even then it’s a MWF that I’ll get a spot there.

Murray library really needs an update, very outdated, especially for the main library on campus.

Murray needs MORE communal space to sit at tables with other students, but not lounge style as it is not conducive to work. Wider table work spaces.

Music and media production rooms would be a fantastic resource for U of S students as this equipment and software is often too expensive to purchase individually.

Music rooms would be awesome. Slides would be even cooler. Green space would help oxygen flow to the mind to increase productivity.

My favorite place to study are the leisure study rooms. They usually aren’t busy and allow me to work privately or with a few people in an isolate area without have to book ahead of time. Make more places like that.

My favorite place to study is the soil science lounge in Agriculture and Biosciences. Love the atmosphere in there.

My favorite kinds of study spaces are the spaces that are somewhat secluded from the main traffic, because people passing by can be really distracting when trying to work.

My personal preference would be creative spaces, but the vast majority will be resting space which would be much appreciated.

My responses are based on the fact that I have only one week left at work - leaving on an extended holiday followed by retirement.

My son attends university and my other two children will be attending in January and in Sep 2017 , so whilst I do not visit the libraries there were some very good ideas in this survey that will benefit them greatly as students.

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None, thanks.
None.
Nope.
Nope, good survey!
Nope, thanks.
Nope.
not a student
Not at the moment
not at this time.
Not at this time.
not being a student I tend to use public libraries, however I would use the rest areas in green space to help unwind and the meeting rooms are a great
idea.
not really.
Not really.
Not sure why I was asked to participate in this survey.
As a staff member for more than 25 years, I have never had occasion to use the library services so any answers I’ve given are likely not helpful to the library.
Again, “does not apply” would likely have been my choice to a number of the question rather than “not” for the majority of the questions.
Not that I can think of.
not yet.
Note that I have labelled many of the spaces as things that I would not use. This is because, as a faculty member, I have my own office for such activities,
such as study space. Nevertheless, I believe that these spaces are very important to the student community.
Nothing.
Now that I have finished a BA in history and am studying Ed, I miss the Murray Library, and take any excuse to go there. I prefer to study in the quiet study
room on the first floor in the north wing. I think that is the most useful place for me. I have also used the Law Library because it has that similar feature, a
room where many students are coming to study in silence is helpful for me. If the cubicles can have a bit range of technological resources is helpful, too, e.g.
usb ports and power outlets, etc. signal should work there too. The other thing that would be very useful would be a rest area. I have chronic back
pain, and having a place to go where I could do my prescribed physio stretches without having to pack up and hike to the gym, or find an outdoor space
would be very useful. It would also be useful to have a comfortable, safe place to nap on campus.
Often one person will be sitting at a table meant for six people in the libraries. Many people would prefer to sit alone while studying so offering more
small tables would invite more people into the library.
One thing that would be very beneficial to the libraries on campus, specifically the Murray Library was if there was some sort of card swipe system that
would connect to screens on the main floor of Murray that would tell students how many computers/ study pods/tables are available on each floor so that
students can spend less time looking for places to study and more time doing the actual studying.
Our campus desperately needs longer safe study hours.
Overall, the U of S has great library spaces. Despite being in the Health Sciences building, I still prefer the Murray library the best.
Personally, I think the most important job of the library is to provide study space along with books/journals/etc. During finals it is always crowded so more
study space would never hurt.
Please add a new Starbucks!
Please arrange more study areas please.
Please clean the computer keyboards every once and a while.
Please consider reviewing restaurant and food vendors - it is very depressing that the only things you can really get are the worst types of unhealthy foods
if you can’t afford a meal plan. A shake-up of the food vendors is way overdue.
Please consider reviewing restaurant and food vendors – it is very depressing that the only things you can really get are the worst types of unhealthy foods
if you can’t afford a meal plan. A shake-up of the food vendors is way overdue.
Please consider the number of needed plug ins in all future study spaces. Also, the Health Sci library could use a bigger (or another one on the second
floor) bathroom.
Please continue to keep the quite/individual study spaces. These places allow students to be away from all the business outside and concentrate
peacefully on their studies and/or assignments. Over my 8 years at the UofS, I would say I used the study spaces/area the most out of all the other
resources available.
Please do not charge this library and keep paper copies of the books. Not everyone wants to stare at a computer screen and I love being able to pick
up a hefty textbook and read through it.
Please do not turn the library into another art gallery!!
Please don’t bring more childcare space than that which is in education building. This is a place for students, most of which can barely survive meal to
subsidized meal. The majority of which do not have children. If funds of our tuition are to be allocated to something, it’s best for the benefit of all students,
not just a select percent. Also, we don’t have enough quiet space as is, don’t propose we lose even more.
Please don’t decrease library funding.
Please don’t expend funds on fancy things, we just need the basics but we could use newer and more comfortable chairs, etc.
Please don’t feel the need to increase tuition further to fund these things. It’s not worth it for the students.
Please don’t get rid of the political science section in the stacks. Also, your first ranking question was malfunctioning on my phone and I couldn’t answer it.
Please don’t remodel the education library, the slightly older feel is less distracting. Just add outlets.)
Please get a technology sandbox.
Please give us more social study areas! We have next to nothing. I’ve come to Murray quite a few times with friends and we couldn’t find anywhere to
collectively work on an assignment; and then we end up leaving campus or taking up too many tables in one of the cafes.
Please have a computer science library.
Please include move places to add money for printing other than the front desk.
Please keep the knowledge of books present on campus!
Please make a LOT more quiet study spaces, rooms, cubicles, etc. During finals it is exceedingly difficult to find places to study that aren’t crowded, full, or
very loud. Thank you.
Please make image of Art work more available to student. It would also be nice to have more videos on Artists work.
Please make some nap rooms.
Please make some of these proposals happen! Having a 3D printer students could access, additional practice rooms for music, and places to unwind (nap
pods) would be amazing.
Please provide printing facilities in the residence halls.
Please put a Starbucks in the education library.
Please refer to my comment earlier regarding the library’s place at the University.
Please take away the loads of couches that are found in places like health science library. They take up a lot of space and limit the area available for
tables and chairs which are much more conducive to studying and good posture.
Please try to have a representative sample, I don’t feel that I am representative of any significant subset of students.
Provocation of child friendly spaces will be increasingly important to help support and encourage working mothers that they really can care for their child
and complete their education/continue their job. This could be especially helpful in helping retain women in science.
Really excited to see what is to come!
Really really want a nap room or sleeping pods. It would always good to have extended studying hours as well. Most students I know use the library
simply as a place to study so that should be kept in mind.
Regarding Health Science Library - Please extend library hours during weddings. Please add more individual canals on the upper floors.
Rest, and Unwind space is very important. Also standing stations are something that should be considered because as many have heard “sitting is the new
smoking”.
rb and Science stacks are nice and quiet, but I hear they can be creepy and dangerous at night, maybe some security.
Rugs are really gross in the Murray Library.
Safe study should be brought back for midterms.
Science library’s working hour could be little bit longer.
Sleep pods are great idea.
Sleeping pods are an excellent idea! Many people sleep in the library. Sleep is essential for consolidating information and sleeping in chairs is bad for
your back so it only makes sense to implement sleeping pods.
Sleeping pods would be great
Sleeping pod!!
So far the backing system is working well. And process of buying new references is efficient.
Some libraries could use a facelift such as Murray when you compare it to Leslie and Irene Dube Health Science
Some of the tables in Murray have power bars, that would be wonderful to have more of those under the tables for when you want to spend extended
time on your own computer studying at working on online assignments.
Some of these suggestions fall outside what I think the library’s proper role should be - e.g. why would the library provide music space or a games lab?
If these are necessary for study or academic purposes, it seems likely that the fine arts department is the computer science department would offer such
facilities. If these are for student enjoyment and fun, are students likely to do these activities in the library or in other locations? [e.g. dorm rooms, at home,
in their colleges]. Nor does the library need to provide presentation space - there is plenty of presentation space available around campus. I’m not sure
why the library is seeking to move into these areas.
Sometimes when I go to the Murray library to use the study cubicles, they are completely full and I wonder where to go where I can have a bit of privacy.
The law library should be restricted to law students. This is a huge complaint at our college as general undergrads are too loud, and take up space that allows for increased recognition of the fact that it is not something we can take for granted, nor is it something we should be priveleged. The hours of the library could be extended on the weekend during the school year. I think they should open earlier on Saturdays for students. The greenhouse/atrium area would be incredible. With graduate students studying common topics would be helpful to network and discuss various ways to incorporate methods and different study research techniques. Study spaces is very important - for both individual and group study. Tell the bookstore that they shouldn't organize their books like a library. Thank you for all the effort everyone puts into maintaining the libraries! Thank you for taking me to complete the survey!! Thank you for trying to make our libraries the most sacred, safest and innovative places for students. Thanks for providing all of these resources for the students. Thanks for taking my opinion into consideration! Libraries rock!! Thank you for trying to make our libraries the most sacred, safest and innovative places for students. The study spaces in Health Science are interesting and helpful with the floor to ceiling whiteboards. The sleep pods would be amazing. The rest/unwinding space is a much needed necessity, since now there is no place on campus that you can go to rest that has privacy. The study pod would be amazing. The online has proven to be very convenient so far. The library is where I go to study or do homework because I feel like I am less distracted and more productive there.

The most important thing would just be more study space, more study space, during finals in frustration as there just isn't enough room for everyone. The Murray library can get way too loud at times. Students talking and visiting with one another. I am surprised the library staff allows this to continue. The Murray library is just a waste of space and money, no one I know ever goes there. The Murray library is often very dirty during after hours. The problem is not necessarily with custodians, but with student habits. More pressure on students to be clean and responsible in the library would benefit the student body. The Murray library really needs updating. The stacks haven't changed in 20 years since I completed my B.Ed. The Murray library strikes me as being gross because it is so heavily populated and people often sleep there (I witnessed someone collapsing, falling at the mouth). I feel sometimes like being in Murray equates to being in a McDonald's play place—very germy. I think that some of the furniture seems like it is saturated with germs and smells and should be replaced!

The Murray really needs to be reorganized, the tables are covered in graffiti and its just not that inviting to study. Maybe add more tables. The music practice rooms in the music department are hardly soundproof, and gaining access to them should be easier for non music students. The new Leslie and Irene Dubie is a great addition to the library services. The amount of study rooms is great, and needed. I would use this layout as a platform going forward of how to create an effective library space. The online has proven to be very convenient so far. The popcorn dispensary might be a new innovative vending machine, watch your popcorn pop right in front of you at $2.50 a bag also the movie theater group room would advertise and likely incline students to buy into that. Might pay for itself. The renovations that were done at the vet med library have been wonderful but obviously need to be done in other areas on campus as well. The space in our library is often occupied by students who do not regularly attend the college, which makes it difficult for the resident students to find a quiet, safe place to study. The rest/unwinding space is a much needed necessity, since now there is no place on campus that you can go to rest that has privacy. The study pod would be amazing. I would truly love to see occur because it would actively help stressed students and the idea of therapy dogs there on a more regular basis sounds like a brilliant idea. The sleep pods would be amazing. The small computer area in the Murray library is always dirty. The space is not enough for the number of students. Most of the times I don't find a place to sit. It is very crowded. The study spaces in Health Science are interesting and helpful with the floor to ceiling whiteboards. The support staff are extremely important to the whole experience, having someone to go to with questions who can answer them. The upper floors of Murray are designated as quite study places, yet it seems that this practice has been unenforced. While I would like to see more study spaces in general, those that are designated as quite spaces are redundant if the aspect of quiet go unenforced. This is especially prevalent around final exam periods. The vet med library has no individual study space, which I find very unusable when there is only group rooms to study in. There are not enough study rooms available. Group study rooms are needed and there needs to be many many more added to each library as they are nearly impossible to get, especially in the law library.

There could be more use of colour and comfort in the Murray. There is a definitely not enough space to accommodate all the students who want to use the space and the upper floors are not as welcoming as the ground floor.
There is not enough seating. There is not much collection in the engineering library space. The engineering library could be probably be combined with the Sciences library to optimize the utilization of space. The engineering library is being used as a collaborative work and becomes noisy at times for the faculty offices facing the library side (on 2nd and 2nd floor). Using the space as a quiet study space area would be helpful.

There is too much lounge seating and not enough actual study space.

There needs to be a better system for the sit backs line up, more tables and less weird couches that have little tables that suck. there needs to be longer after-hours available at all libraries. Even if its library card accessibility after-hours so people can have a quiet place on campus to study.

There needs to be more individual quiet study stalls.

There should be a library (even a small one) in the kinesiology building.

There should be more group study rooms for students to use as to as they are always very booked up.

There are great imaginative ideas for future library resources.

These questions were hard to answer given that my work position does not require me to use the current library facilities. I do not know what students/ instructors could use so tried to answer the questions based on my role and what might bring me into the library more often - whether it was work-related or space that would be utilized during my lunch break.

They really should have a really big library so books aren’t scattered around campus. think rest and unwound area and after hour area or at least one of the 24hr-library are essential and immediate need

This is a great initiative. I used University libraries a lot as a student and cannot emphasize enough the value of spaces to focus on one’s studies as well as places to focus on something completely different for a little while.

This is a worthy initiative. While I am staff and don’t need, from my student days i see changing needs (varying hours, child-friendly spaces) to accommodate the variety of students that want to study here.

This is much needed and would be much appreciated.

This library desperately needs better direction/maps for students to find specific aspects of the library.

This planning is about the future... it’s for students and staff/profs who will use it in the future. So that said, it needs to be applicable to things that will be used/viable in the future... i.e., media and presentations using that media will be a part of the future. There needs to be forward thinking technology available - technological items and spaces that are not widely available for people ‘at home’ so they will be used. That said, there still needs to be some space for physical books/journals tat are not available online.

This visual music stuff isn’t really needed since we don’t have programs for it. focus on more study spaces in which students can focus on their studies.

This was so neat

Though it is not considered a library, I do prefer the student space in the Gordon Oakes RedBear Student Centre building.

This is Library would be awesome.

To me and several other students it is most important that the libraries would finally become more quiet and cleaner. Too many students and some faculty are too loud in the library and hide our studies, sometimes so much that we just go home.

Transforming the library to a place with no books is not a good idea. You should strive to keep at least half of the books in the library.

Ultimately, very little reason to physically visit a library other than for old books as most items are now online.

University of Saskatchewan libraries have an excellent opportunity to create a sense of belonging for Indigenous Peoples and increase Indigenous inclusiveness by showcasing Indigenous artwork, providing information on Indigenous culture and society, and hiring dedicated spaces for ceremonies, prayer and smudging.

We need better hours at the Starbucks especially on Fridays and weekends.

We need beautiful and well illuminated big library

We need more informal (rooms that don’t need to be booked) group study areas - like the breakfast rooms in Health sciences building.

We need more study rooms and a rest/unwind area

We need more study rooms like the ones in health science closer or inside the agriculture building

We need nap pods!

We should have a Nap Room and Puppy/Kitty Room. This would really help with stress and exhaustion, especially during term paper/Final season.

While the focus of the libraries should undoubtedly be on students, keep in mind that many staff for certifications and other ongoing education initiatives. My favorite place to study is on campus and to do that, I need an individual study area with large work surfaces to spread out.

While there are many colleges that do not use their libraries for physical resources, there are also many colleges that rely on them and many students who learn/work with physical resources over digital resources. In addition, some libraries, like the College of Education, hold one of the largest collections of Aboriginal authored resources. Collections like that would be terrible to lose.

Why can’t we access the 2nd floor conference rooms in the science library from the second floor door by the CIC. Instead a group of 25+ nursing students is walking through the Library talking about Sims lab on the way to the conference rooms on the second floor every hour for 3 hours. Just a waste of time and disrespectful to the people using the library at the time.

Why do all this just to hike up our tuition again? It seems unnecessary to just spend money on new ‘spaces’ we all live somewhere and that’s our own ‘space’. There are already sufficient conference rooms and study areas around campus. Why spend more money

Why does the Murray library vents blow cold air sometimes.

Windows and outdoor/green space is a must - not just to encourage learning but also improve student welfare.

Would like to access to most high impact journal papers

Would like to see more pagan friendly displays

Would love a library space with a Starbucks in or near the PAC as there is nothing for kinesiology students beside a very small study room.

Would love longer hours at the Health Science library on weekend!

Would love more healthy food available in the library.

Would prefer individual computer stations.

Why have 3 times it’s always a freaking zoo in there lol like why can’t people be quiet at the freaking library? hard to focus

Yes please do not digitize print resources! Books need to be kept as print copies!!! That’s why they are books! Half the time something is supposed to be online, it isn’t. Also, please do not destroy library spaces to implement ‘other’ spaces. Please read previous comment yes why ask staff member located away from these resources to rate issues where there is no interest!!

Yes I wish the library could make rules for girls all comes to the library to put on love heels shoes often times shoes high heels disturbed reading as they moved back and front. Am a girl too sometimes ashamed how some girls disturbed others from reading. library supposed to be a quiet arena please if can work on the heating system too sometimes the library so cold that we have to leave. Please look unto the above-mentioned. Thank you

You need more classes about dinosaurs

You need to do further research on how graduates students and faculty research can be accommodate by this library master plan. taking space from physical books and journals and replacing them with high tech rooms that are only suited for specific programand majors does not foster our research endeavors. It favours a corporatization of the university where attracting undergraduates with shiny new technology and fun rooms is the main priority.

Grad students need WAY more of a voice in this process! Please talk to us!