

HOOD

THE MAGAZINE OF HOOD COLLEGE

FALL 2019



WHAT'S
POSSIBLE
WITH A
LIBERAL ARTS
EDUCATION?

ALUMNAE HALL



- ➔ LIBRARY
- ➔ COMMENCEMENT
- ➔ REUNION

EVERYTHING!

BETTER TOGETHER



"The Learning Commons will build relationships across campus by providing technological and academic support, tutoring, research instruction and study and collaborative spaces under one roof."

**-Kathryn Ryberg, reference
and education services librarian**



Transforming the Hood College Library into a Learning Commons

By Toby Peterson

Director of the Beneficial-Hodson Library and Technology Center

THE BENEFICIAL-HODSON LIBRARY AND TECHNOLOGY CENTER WILL UNDERGO A MAJOR RENOVATION BEGINNING IN JANUARY 2020. IN THIS FEATURE ARTICLE, TOBY PETERSON SHARES THE EXCITING PLANS FOR THE LIBRARY THAT WILL TRANSFORM THIS BUILDING INTO A DYNAMIC LEARNING SPACE, MEETING THE STUDYING, COLLABORATION, RESEARCH, ACADEMIC SUPPORT AND SOCIAL NEEDS OF OUR STUDENTS FOR DECADES TO COME.

WHY MUST THE LIBRARY CHANGE?

Academic libraries were initially designed as static places to collect and preserve print collections. As the central symbol of the academic mission of an institution of higher education, these buildings were often lavishly appointed and prominently situated. However, interiors were often confining and difficult to navigate, lighting was dim or severe, and furniture was uncomfortable for long stays.

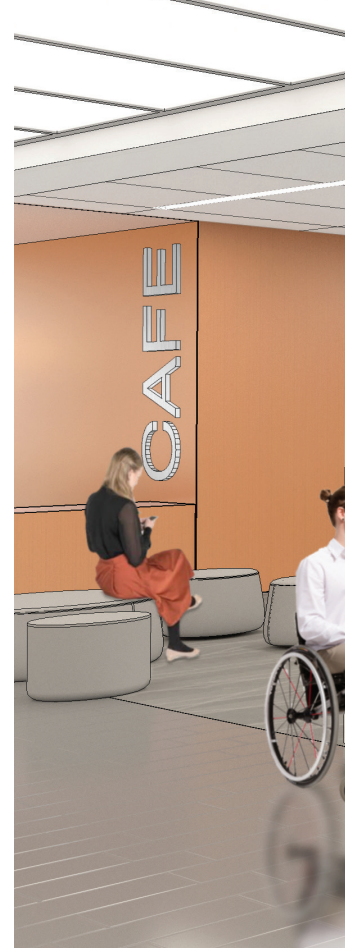
When the Hood library moved from the Apple Center to the Beneficial-Hodson Library and Technology Center in 1992, it expanded collection space, improved environmental systems to preserve the collections and enhance the comfort of its occupants, and increased study space. That same year, dial-up internet services were first offered commercially, heralding the complete transformation of how we access, retrieve and store information. The digital revolution resulted in a building whose function became incompatible with the needs of today's students and other library patrons.

In addition to a central brick and mortar location where students can access materials, students also need adequate space

“THE SUPPORT AND THE RELATIONSHIP BUILDING WITH THE LIBRARY TEAM WILL MAKE LEARNING COLLABORATIVE. HAVING OFFICES LIKE I.T. AND ACADEMIC SERVICES IN THE LEARNING COMMONS WILL MEAN WE WILL SEE EACH OTHER AND SHARE AND APPRECIATE THAT IT DOES TAKE A ‘VILLAGE’ TO SUPPORT HOOD UNDERGRADUATE AND GRADUATE STUDENTS.”

—KATHLEEN BANDS, PH.D.

PROFESSOR OF EDUCATION AND PROGRAM DIRECTOR FOR THE DOCTORATE OF ORGANIZATIONAL LEADERSHIP AND DOCTORATE OF BUSINESS ADMINISTRATION



to meet, study, read, research, and retrieve digital materials and resources. Also, the rise of computers and technology changed the way faculty teach. Students are increasingly being asked to work in groups, complete coursework using multiple types of media and sources, and submit assignments online.

This fundamental shift in research and pedagogy has prompted librarians to transform our own teaching styles to support learning. Librarians have vastly altered library collections and processes to respond to the way people now use libraries, both physically and virtually, to meet their academic goals. In addition, librarians have played a critical role in teaching students how to access, evaluate and use digital resources. The Hood librarians’ ability to respond to these

changes and meet student needs has been limited by the physical layout of the library.

The crafters of Hood’s Master Plan recognized this need for the library to evolve to meet the changing needs of our community. They envisioned a renovation that would result in a flexible, inclusive learning environment with needed resources to support the institution’s intellectual community. This philosophical shift drove the vision to create a learning commons at the core of our library.

So, what is a learning commons? According to the 2011 EDUCAUSE article, “7 Things You Should Know About the Modern Learning Commons,” a learning commons is “a place where students can meet, talk, study, and ... it brings together the functions of libraries, labs,

lounges and seminar areas in a single community gathering place.” In other words, a learning commons is designed to be the hub of active, engaged, collaborative learning on campus and supports the central academic mission of the College.

FINDING THE RIGHT MIX

To design the learning commons, Hood formed a programming committee in fall 2018 composed of faculty, students and academic support staff. This committee visited several college libraries to help inform the group’s thinking of what would work best for Hood. The committee also identified the strengths and weaknesses of our existing library.

Hood librarians surveyed students studying in the Whitak-



RENDERINGS CREDIT: SCHWARTZ/SILVER ARCHITECTS INC.

er Commons to learn why they preferred that space over the library. Students value 24-hour access, close proximity to food and beverages, comfortable furniture and being around peers. What students value most about the current library is the quiet spaces, availability of group study/project rooms and technology. Guided by this feedback, the programming committee's challenge was to capture the essence of engagement, energy and collaboration valued in Whitaker while also expanding access to group project rooms, individual study rooms and study environments to support varied learning styles.

Using this student input, the committee worked with an architectural firm, Schwartz/Silver, to design the learning commons and the final design was

approved by the Board of Trustees in June 2019.

FROM CONCEPT TO REALITY

The learning commons will bring together the functions of libraries, information technology, writing and tutoring services, and accessibility services. The centralized location of these services on the first floor will provide students with critical support in one convenient and easily accessible location, and will facilitate greater collaboration and a holistic approach to academic support. There will be a service desk in close proximity to the main entrance where students can get help from any one of these offices, from IT to academic services.

Flexibility will be a crucial as-

pect of the design. Moveable furniture and multi-purpose spaces support learning in different forms, from undergraduate study sessions to graduate seminars and all-day doctoral cohort classes. Many spaces within the building will be convertible, allowing users to create study rooms, yoga studios, or spaces for presentations, poetry readings or art displays.

Food and beverages will be available to provide the comforts needed for extended stays, which may include overnight; a portion of the learning commons will be accessible to the Hood community 24 hours a day, 7 days a week.

Since students prefer to receive answers from their peers, the library, IT help desk, and academic services will combine efforts to create a shared

“THE LEARNING COMMONS WILL BE A NEEDED SPACE DEDICATED TO THE TWO MOST IMPORTANT THINGS FOR STUDENTS: LEARNING AND SOCIALIZING.”

—ELI NICHOLSON '19, A MEMBER OF THE LEARNING COMMONS PROGRAMMING COMMITTEE



CREDIT: SCHWARTZ/SILVER ARCHITECTS INC.

“READING ROOMS AND PROCESSING ROOMS ARE ESSENTIAL COMPONENTS OF A SUCCESSFUL ARCHIVE. THEY ALLOW THE SAFE HANDLING OF MATERIALS BY PATRONS AND GIVE SPACE FOR CLASSES AND STUDENTS TO ENGAGE WITH COLLECTIONS THROUGH INTERNSHIPS AND CLASS TRIPS OR ASSIGNMENTS.”

—MARY ATWELL, HOOD ARCHIVIST

workforce of students trained in navigating the new landscape of centralized academic support services. This centralization is often referred to as the “one-stop-shop” for critical student support services in a learning commons. We will create rich experiences for our student workers by developing roles with increased levels of responsibility in the commons,

enabling our student workers to chart their own course.

We recognize the value of our archives and special collections, and we hope to encourage more scholarly research using these materials. These collections distinguish our holdings from those of other academic libraries. In other words, they are what make us unique. We will bring these collections forward and intro-

duce a reading and processing room for researchers.

The library and learning commons will continue to welcome members of the Frederick community to use the building and library print materials. A guest Wi-Fi network is also available. Group study/project rooms will be reserved for students, and the building will be available to students on a 24-hour basis.

PROJECT TIMELINE AND COST

As currently planned, in January 2020 the Beneficial-Hodson Library and Technology Center will close for renovation. Library staff will retain access to the general collection to pull requested books and other materials for patrons as needed. The library will remain closed for the spring 2020 semester and throughout the summer. It will re-open in fall 2020 with the following new features:

- » 50 percent increase in study seats
- » 16 new collaboration rooms
- » Café
- » Office of Academic Services
- » Information Technology help desk
- » Tutoring spaces
- » Archives and special collections space with dedicated reading room
- » Computer lab
- » Seminar-style classroom space for three doctoral cohorts
- » Increased daylight from glass walls on south and east sides (facing Rosemont Ave. and Martha Church Dr. respectively)
- » Expanded board room
- » Improved ADA accessibility and energy efficiency

The total projected cost of the renovation is \$7.2 million dollars. The funds needed for the project will come from grants and individual philanthropy. We are thrilled that the State of Maryland has committed \$2.9 million to jump-start the project. 🏰

To support the creation of this new, dynamic learning commons, please consider making a gift at hood.edu/gifts, or by calling Nancy Gillece, vice president for institutional advancement, at **301-696-3700**.



BLAZER BRICKS AND ADIRONDACK CHAIRS

Etch your name into Hood history.

More than 100 years ago, the founders of Hood College laid the foundation for this great institution—brick by brick. Now you can continue this legacy by purchasing your own brick paver in the Jeanne Zimmerman Gearey '52 Plaza near Alumnae Hall starting at \$350, or purchase a signature blue or grey Adirondack chair on the residential quad honoring your Hood student or graduate for only \$500. Each chair will have a plate engraved, permanently affixed to the back of the chair.

Please contact Brooke Winn, MBA'18, director of annual giving, at 301-696-3717, winn@hood.edu or visit hood.edu/bricks for more information