Demonstrating Relevance: Reinforcing the Value of the Art and Architecture Library through Outreach and Assessment

This session demonstrates ways to use outreach and assessment to reinforce and communicate the value of academic art and architecture libraries to our communities.

One way to overcome the challenge of connecting undergraduate art students and the academic library is to change their perceptions by demonstrating that the library can be a site for exploration, inspiration, research, and innovation by artists. Alex Chappell will discuss the Library Artist in Residence program at Claremont Colleges Library, in which a professional artist creates new artwork that engages with library spaces or collections while also working with art students and installing a public exhibition of the artwork in the library.

The University of North Carolina Charlotte’s architecture branch library is creating a proposal for a flexible space redesign based on the needs and use patterns of students. Sara DeWaay will give an overview of the assessment methods used including surveys, flipcharts, and observation, as well as the incorporation of students’ ideas into the design process through an advisory group and creative brainstorming activities.

Kristina Keogh and Stephen Patton will discuss their research into closings of art branch libraries and will offer recommendations for tracking and sharing consistent data about art libraries in a normalized manner, allowing art librarians to begin making connections among their peers. Through these means, the assertion of the unique nature of the art and design library can be evaluated and current and potential future value can be assessed and advocated for in anticipation of guiding change.

Speakers

Alex Chappell, Arts & Humanities Team Leader, Claremont Colleges Library
Sara DeWaay, Arts & Architecture Librarian, University of North Carolina Charlotte
Kristina Keogh, Head, Fine Arts Library, Indiana University Bloomington
Stephen Patton, Chair of Systems, Indiana State University