Applying CPR
Collaborative Partnering in Research
Librarians and academics as research partners

Naomi Mullumby & Sarah Charing
with Blair Gardiner and Karen Kealy
Library commitment to professional development

Culture of forming collaborative partnerships
New opportunities for professional staff engagement
The beginnings...

ARCHITECTURAL DESIGN COMPETITION

NEW BUILDING FOR THE FACULTY OF ARCHITECTURE BUILDING AND PLANNING

University of Melbourne Faculty of Architecture Building and Planning Jury
Project Brief Process Expression of Interest Competition

Competition Winner Announced

Competition presentations

Short Listed Finalists

Date created: December 1 2007
Last modified: 16 February 2009 15:23:35
Author: General Manager, Faculty of Architecture Building and Planning
Maintainer: Tony Zara, Faculty of Architecture Building and Planning

The University of Melbourne ABN: 86 003 705 224
CRICOS Provider Number: 00116K - More Information
Disclaimer & copyright | Accessibility | Print
Email: webmaster
Research topic:
Library in the pedagogical building
'Let's be brief(ed)’: Library design, education pedagogy and service delivery

Abstract

University libraries are increasingly being reassessed in the role they play in supporting student learning and academic research, in managing evolving pedagogical practices in education and in service delivery modelling. The University of Melbourne for a number of years have embarked on a series of library refurbishments with the opportunity in 2010 via a new building programme to provide a purpose designed library facility embedded in the new Melbourne School of Design building for the Faculty of Architecture, Building and Planning. This facility offered the opportunity to reflect on and consider the current and future role of a library embedded as it is in a faculty dedicated to built-environment design research and education.

This paper will discuss some of the issues that arise in the historic linkages that libraries develop with faculty-based programmes, as well as assessing library layout and design and integrating these with service delivery systems.

Introduction

University libraries support student learning and academic research and engage with evolving pedagogic education practice. This is informed through collaboration between built environment design consultants and library professionals in assessing library design to align with service delivery models. Research underway at the University of Melbourne seeks to explore procurement process methods, the role of designers, the design brief and consultation process in producing architectural responses to education pedagogy and service delivery outcomes in new and refurbishment works in academic libraries. The construction of a new library on the central campus grounds at the University of Melbourne, offered the research opportunity for a pilot study to be undertaken in developing research investigation into library design and service delivery modelling.

In November, 2014 the Melbourne School of Design (MSD) at the University of Melbourne opened its new building. The building, designed in partnership between the Melbourne firm John Wardle Architects and Boston based architects, NADAA, had four guiding aspirations as part of its design brief:

- Bulk Pedagogy,
- The Academic Environment,
- The Design Studio, and
- The Living Building.

The Library that supports the Faculty of Architecture, Building and Planning (ABP) was given a prime location on the ground floor, embodying all four of these aspirations. This paper looks at the current focus in libraries towards a user-centred, service oriented philosophy. It discusses these in the context of the new University of Melbourne Architecture, Building and Planning (ABP) Library as it is situated in the new Melbourne School of Design (MSD). It examines how the aspirational aspects of the design brief were communicated and interpreted in the design response of the library and the role of library professionals in the design briefing process and collaboration between built environment design.
Why collaborate?

• Academic requirement
• Publications
• Research Profiles
• Build expertise
Multidisciplinary research

- Methodology
- Process
- Academic rigour
Benefits of the Partnership

• Blair's relationship with architects and professional contacts
• Karen's experience of large scale library redevelopment
• Our knowledge of the library's user group
• Different perspectives
• Research and writing experience
• Foundation for further research
Challenges

• Time
• Priorities (ours / academics quite different)
• Confidence
Rewards

• Collegial relationships
• Confidence
• Building research profile
• Practical experience
• Engagement with professional writing and presenting
• Broader scope for research and publication
Conclusion

• Creating opportunities
• Building organisational culture
• Developing skills and expertise
• Contributing to research output
Credits

Acknowledgements:
Geoff Arnold
Scott Drake
Meaghan Dwyer
Jenny Ellis
Stephen Georgalas
Andrew Hutson
Karen Kealy
Professor Tom Kvan
Stefan Mee
Nader Tehrani
Anne Thompson
John Wardle
Jasmine Williamson

Images:
Peter Bennetts
John Gollings
Naomi Mullumby

Thanks to:
Karen Kealy
Blair Gardiner
Sophie Kollo
Ruth Mcconchie