1. Sarah - The Undergraduate Student

- **Age:** 20

- **Background:** Full-time undergraduate in biology, tech-savvy, on-campus resident.

- **Needs:** Regular access to study materials, group study rooms, research papers, and printing facilities.

- **Goals:** Quick reservation of study rooms, easy access to online databases, and mobile-friendly usage.

- **Pain Points:** Confusing navigation, difficulty in finding specific resources, lack of real-time support.

- **Behavior Patterns:** Often browses on mobile, uses library resources for both group and individual study, occasionally attends workshops/events.

- **Quote:** "I want to find and book what I need quickly so I can focus on my studies."

2. Dr. Thomas - The Faculty Member

- **Age:** 45

- **Background:** Associate Professor of History, conducts regular research, and mentors students.

- **Needs:** Access to specialized collections, long-term room reservations, collaboration with colleagues.

- **Goals:** Simplified research access, collaboration tools, and clear information on library policies.

- **Pain Points:** Inadequate information on rare collections, complex reservation procedures for recurring bookings, lack of personalized support.

- **Behavior Patterns:** Primarily desktop user, long-term planning, collaborates with other faculty.

- **Quote:** "I need the library to be a seamless extension of my teaching and research."

3. Emily - The Non-traditional Learner

- **Age:** 32

- **Background:** Part-time student, full-time worker, mother of two, returning to school after a break.

- **Needs:** Flexible hours, remote access to resources, personalized guidance.

- **Goals:** Efficient use of library time, integration with remote learning, friendly user interface.

- **Pain Points:** Limited time on campus, difficulty in navigating complex systems, need for tutorials.

- **Behavior Patterns:** Evening/weekend usage, remote access, reliance on support services.

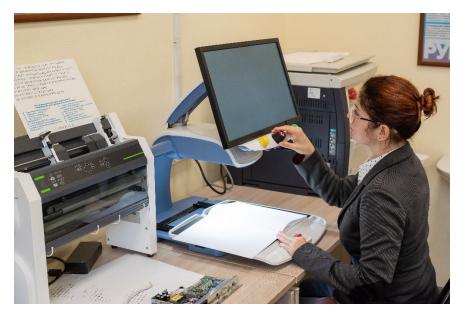- **Quote:** "I need the library to fit into my packed schedule, not the other way around."

4. Michael - The International Student

- **Age:** 26

- **Background:** Graduate student in Engineering from Brazil, English as a second language.

- **Needs:** Multilingual support, cultural orientation, help with academic writing.

- **Goals:** Cultural integration, academic support, community connection.

- **Pain Points:** Language barriers, lack of understanding of local academic practices, need for community.

- **Behavior Patterns:** On-campus usage, participation in library events, collaboration with peers.

- **Quote:** "I want the library to be a place where I feel welcomed and supported."

5. Laura - The Library Staff Member

- **Age:** 38

- **Background:** Library assistant, manages reservations and assists with user queries.

- **Needs:** Efficient management tools, communication with users, analytics, and insights.

- **Goals:** Streamlined user support, tracking of resource utilization, enhancing user satisfaction.

- **Pain Points:** Inefficient systems, lack of integration between tools, gaps in user feedback.

- **Behavior Patterns:** Constantly interacts with various user types, uses administrative features, observes user behavior.

- **Quote:** "I want to ensure that everyone finds what they need and leaves the library satisfied."

6. Kayla: The Visually Impaired Community Member

- **Age**: 42

- **Occupation**: Local Business Owner

- **Tech-savvy**: Moderate

- **Accessibility Needs**: Visually impaired; uses a screen reader

- **Goals**: To access local historical records and newspapers for her blog

- **Pain Points**: Difficulty in navigating due to lack of alt-text and poor screen reader support

Scenario: Sarah wants to look up old newspapers and city records to write a blog about the local history. She is concerned about the accessibility of digital resources.

7. John: The Anxious Undergraduate

- **Age**: 20

- **Occupation**: Undergraduate Student

- **Tech-savvy**: High

- **Accessibility Needs**: Experiences anxiety, especially in crowded spaces

- **Goals**: To reserve a quiet study room for focused study sessions

- **Pain Points**: Complex reservation system and lack of information about quieter study spaces

Scenario: John needs to find and reserve a quiet study room for his midterm exams but finds the process intimidating due to his anxiety.

8. Emily: The Deaf Graduate Student

- **Age**: 27

- **Occupation**: Graduate Researcher

- **Tech-savvy**: High

- **Accessibility Needs**: Deaf; requires captioning for videos

- **Goals**: To access research materials, particularly video lectures and webinars

- **Pain Points**: Lack of captioning on video content and online seminars

Scenario: Emily needs to access recorded lectures and webinars for her research but is hindered by the absence of captioning.

9. Robert: The Elderly History Buff

- **Age**: 67

- **Occupation**: Retired Teacher

- **Tech-savvy**: Low

- **Accessibility Needs**: Mild arthritis affecting motor skills; prefers larger text

- **Goals**: To browse digital collections of historical books

- **Pain Points**: Small click targets and complicated navigation systems

Scenario: Robert wants to explore the library's historical book collection online but struggles with navigation due to small click targets and small text.

10. Aisha: The Mother with Sensory Sensitivities

- **Age**: 35

- **Occupation**: Stay-at-home Mom

- **Tech-savvy**: Moderate

- **Accessibility Needs**: Sensitive to bright lights and high contrast colors

- **Goals**: To find age-appropriate reading materials for her kids

- **Pain Points**: Bright color schemes and flashy animations causing discomfort

Scenario: Aisha is interested in borrowing some children's books for her kids but finds the website's bright colors and animations overwhelming.