THE "EXTENDED AND EXPERIMENTING" LIBRARY

learning commons service integrations as a strategy for a sustainable and vital library

▮▬▮ Hampshire College

Hampshire College aerial Fall 2015

✳ FIVE COLLEGE
CONSORTIUM

THE LIBRARY AND INFORMATION TRANSFER CENTER

HAMPSHIRE COLLEGE   AMHERST, MASS.

The Extended and Experimenting College Library
Configurations and Functions
of the
Academic Library in Transition
by
Robert S. Taylor
Hampshire College

February 1969

THE HAROLD F. JOHNSON LIBRARY

HAROLD F. JOHNSON LIBRARY CENTER
Hampshire College/Amherst, Massachusetts

A library can no longer be only a sophisticated warehouse storing and dispensing knowledge to students who happen to come in its doors. Instead, the library must be a center for the creation, use and distribution of knowledge in a variety of media, communications-oriented rather than book-object-oriented.

The challenge for libraries is the creation of a new institution merging the best of the traditional library with a readiness and capability to make maximum use of innovation in communications technology. To do this several things are necessary. First, the library must contain not only books, but all forms of media relevant to the educational process, not as additional packages but as integral parts of the learning process. Second, the library must extend itself to responsibilities not normally included in the conventional library. Third, the library must be open-ended.

and operation in the last third of the twentieth century. To serve as a proto-
type for the coming decades the Hampshire College Library will:

. . . **combine** book library, bookstore, computing center, display
gallery, and Information Transfer Center.

. . . be the **nerve center** of the campus connecting the Library

electronically with student rooms, faculty offices, class-
rooms, other libraries, and information processing networks.

. . . have its materials ordered, cataloged, and marked by a com-
mercial firm so that **staff energies may be directed toward
help to the user.**

. . . demonstrate the economies possible through the **automation of
library processes.**

. . . **experiment with student operation** of the Library so that stu-
dents, under professional guidance, will be serving their
peers.

. . . explore and develop an **active role for the Library in the teach-
ing and learning process.**

THE HAROLD F. JOHNSON LIBRARY AT HAMPSHIRE COLLEGE, AMHERST, MASSACHUSETTS

47 YEARS LATER...

Redefining the Academic Library

Managing the Migration to Digital Information Services

Redefining the Academic Library: Managing the Migration to Digital Information Services, published by the University Leadership Council in 2011

http://library.sjsu.edu/files/documents/Redefining_academic_library.pdf
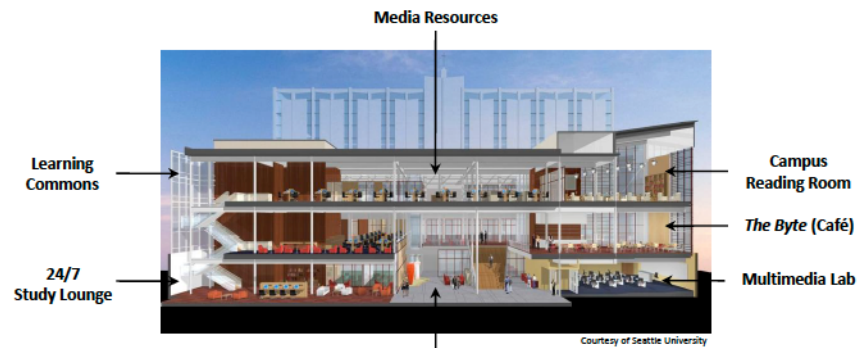
LEARNING COMMONS

The Library as a Social Learning Space
New Libraries Support a Range of Academic Activities

SEATTLE UNIVERSITY

Lemieux Library & McGoldrick Learning Commons, Seattle University

Media Resources

Learning Commons

Campus Reading Room

The Byte (Café)

24/7 Study Lounge

Multimedia Lab

Courtesy of Seattle University

HAMPSHIRE STRATEGIC PLAN

LIBRARY LEARNING COMMONS STEERING COMMITTEE

- Library Director and Chair of Steering Committee

- Dean for Curriculum and Assessment, Associate Professor of Cognition & Education, and Co-Director of the Center for Teaching and Learning

- Senior Associate Dean of Advising

- Creativity Center Associate Director

- Critical Social Inquiry and Digital Pedagogy Librarian

- Assistant Director of IT for Technology, Teaching/Learning

- Director of Information Technology

- Dean of Humanities, Arts and Cultural Studies, and Professor of Comparative Literature

- Assistant Professor of Computer Science and Game Design

- Dean of Natural Science and Associate Professor of Microbiology

- Rehamping Student Representatives

- Hampshire Student Union Student Representative

- Director of Foundation and Government Relations

- Associate Director and Project Manager, Facilities and Grounds

our process

Understanding the Current State

- Identifying Stakeholders
- Mapping the Ecosystem
- Understanding Users
- Creating Personas
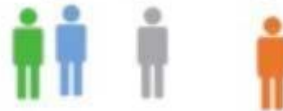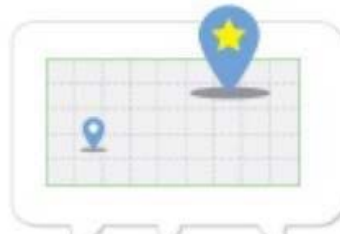
Envisioning the Future

- Developing a vision
- Articulating the value proposition
- Understanding the ideal experience

Developing the Service Strategy

- Selecting the partner model
- Creating the blueprint
- Designing the interaction
- Testing and refining the concept

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Gathering input

Butcher Block Paper	Online survey	Observations	Interviews	Small, focus-group discussions
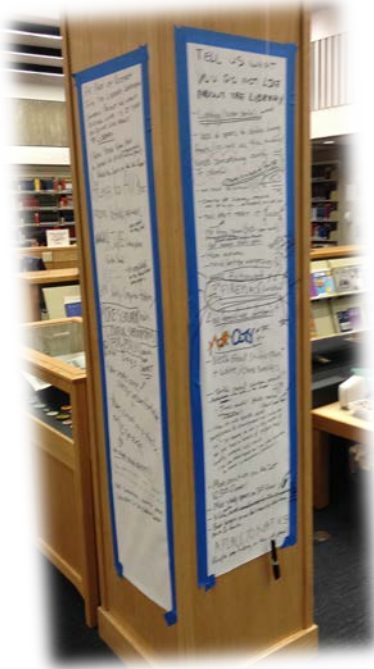
LIBRARY LEARNING COMMONS VISION

LIBRARY LEARNING COMMONS VISION

At Hampshire College, "to know is not enough". This philosophy underlies a vision for the commons as providing a clear pathway to discovery, knowledge acquisition and knowledge production.

The space, built flexibly and managed dynamically, will bring together and nurture the unique Hampshire need for both the individual/collective, known/unknown, reflective (meditative)/active by providing for collaborative and individual work in a technologically and academic-resource-rich environment.

The commons will foster community, creativity and curiosity, supporting Hampshire's student-driven curriculum and faculty's intellectual lives.

RESEARCH AND ENGAGEMENT

Joan Lippincott, Associated Executive Director of the Coalition for Networked

Information (CNI) offered this advice:

"many spaces look much better after the renovation but lack a corresponding service program that takes full advantage of the space and technologies."

RESEARCH: DESIGNING LIBRARIES

RESEARCH: SITE VISITS

Colorado College
Occidental College
University of Massachusetts Amherst
Williams College

HAMPSHIRE COLLEGE

LIBRARY LEARNING COMMONS
SERVICE STRATEGY REPORT

MARCH 2015

brightspot

KNOWLEDGE COMMONS PARTNERS

- CENTER for ACADEMIC SUPPORT & ADVISING

- CENTER for DESIGN & INNOVATION for SOCIAL CHANGE

- CENTER for TEACHING & LEARNING

- COMMUNITY ENGAGEMENT (CE) & OUT-OF-CLASSROOM LEARNING

- CENTER for INTERPRETIVE & COMMUNITY ENGAGED RESEARCH

- GAME DESIGN & development

- GIS and RESEARCH

- CREATIVITY center

- INFORMATION TECHNOLOGY

- LIBRARY ACCESS services

- LIBRARY ADVANCED MEDIA / MAKERS LAB

- LIBRARY RESEARCH services

- SUMMER programs

- TRANSFORMATIVE SPEAKING program

- QUANTITATIVE RESEARCH center

- WRITING program

Learning Commons Partnership Models

A range of partnership models can be applied to integrate various service providers into the Learning Commons (LC). One model does not need to apply to all advising partners / groups (e.g. one group can function on a visiting model while another is embedded).

EMBEDDED
All advising spaces are located in the LC and retain a distinct identity, but staff are integrated organizationally within the LC.

COLLABORATIVE
Groups provide complementary services in an integrated manner.

STOREFRONT
Key service point is in the LC but office and back-of-house are elsewhere

VISITING
Scheduled hours in the LC in space shared with other groups or users

SATELLITE
Dedicated space in the LC for selected services and/or hours; main service point is elsewhere

CO-LOCATED
All front- and back-of-house spaces are located in the LC, but groups remain separate organizationally

integrated within the LC

organization

distinct

none

scale of dedicated space

high

COLLABORATIVE SERVICES

WHAT SERVICES WILL BE INTEGRATED ACROSS PARTNERS?

Seeking to offer broadly-applicable services to Hampshire College students and faculty that create connections between parter groups and various aspects of the academic experience, participating partners generated a list of collaborative services for each service category alongside individual services they will provide in the future LLC.

RELATIONSHIPS + REFERRALS:
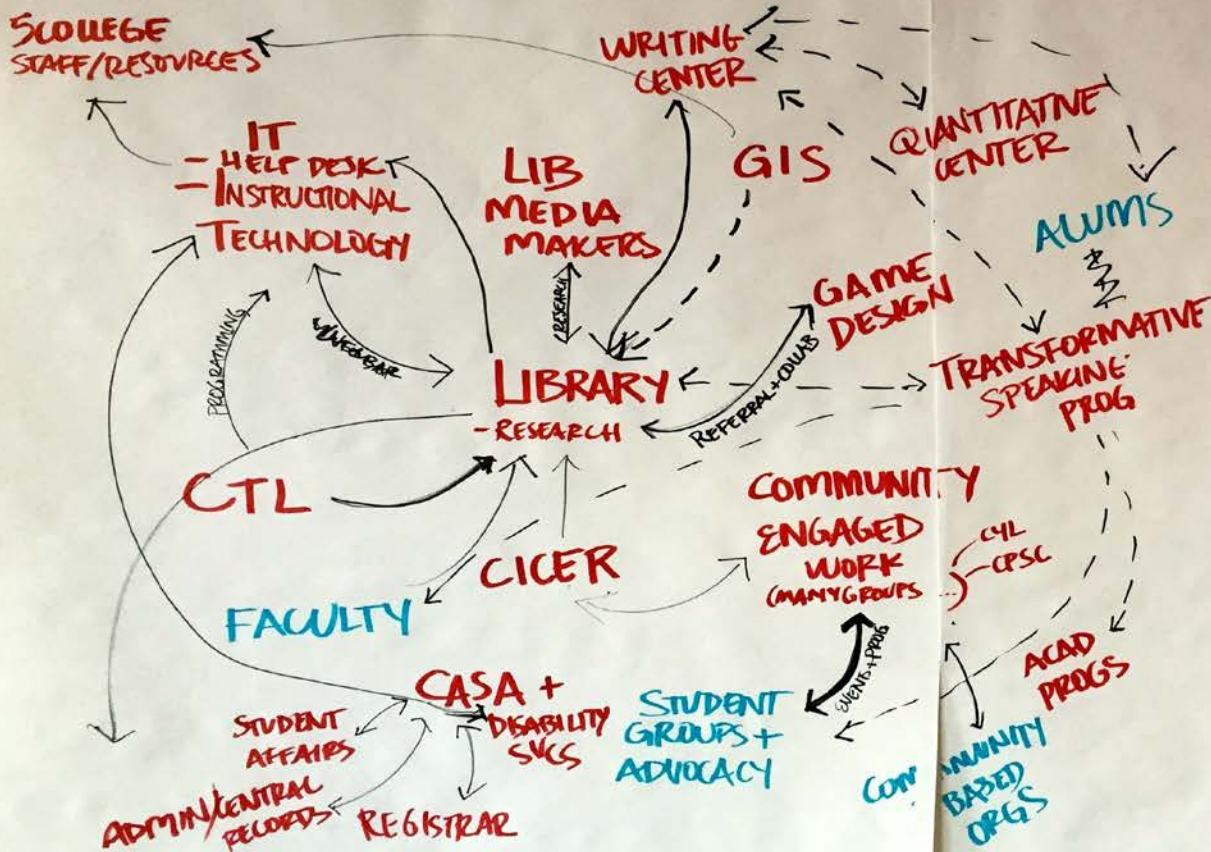
Legend:
— CURRENT REFERRAL/COLLAB
---- POTENTIAL COLLAB

Diagram nodes:
- S COLLEGE STAFF/RESOURCES
- IT — HELP DESK — INSTRUCTIONAL TECHNOLOGY
- LIB MEDIA MAKERS
- WRITING CENTER
- GIS
- QUANTITATIVE CENTER
- ALUMS
- GAME DESIGN
- TRANSFORMATIVE SPEAKING PROG
- LIBRARY — RESEARCH
- CTL
- CICER
- FACULTY
- COMMUNITY ENGAGED WORK (MANY GROUPS)
- CYL, CPSC
- ACAD PROGS
- CASA + DISABILITY SVCS
- STUDENT AFFAIRS
- ADMIN/CENTRAL RECORDS
- REGISTRAR
- STUDENT GROUPS + ADVOCACY
- COMMUNITY BASED ORGS
- PROGRAMMING
- WEBINAR
- RESEARCH
- REFERRAL + COLLAB
- EVENTS + PROGS

HOW DO GROUPS/STAFF MEET?
- PROJECTS
- STUDENT NEEDS
- LUNCH

NOT ALWAYS / CODIFIED WAY
- DON'T KNOW ALL POSSIBILITIES
  → "COLD" TRANSFER

LEARNING COMMONS PARTNER MODELS

HOW WILL PARTNERS PARTICIPATE IN THE LEARNING COMMONS TO DELIVER SUPPORT?

WAYS FOR PARTNERS TO DELIVER SERVICES WITHIN THE LIBRARY LEARNING COMMONS:

To the right are four Partner Models, which describe a range of ways that current academic support groups could deliver services within the future Learning Commons, and the spatial needs that each model may require, and the scale at which they could be involved.

Increased presence in Learning Commons; Increased space needs

	VISITING	**COLLABORATIVE SATELLITE**	**COLLABORATIVE HOMEBASE**	**EMBEDDED**
Description	Visiting partners provide semi-frequent consultations and / or programs in the Commons. As a result they share a variety of spaces on an as-needed basis, under a highly flexible model.	Collaborative Satellite partners have scheduled, predictable hours in the Commons in space shared with other advising groups or users. While their primary service point is elsewhere, Collaborative Satellite partners deliver selected services frequently and predictably enough (e.g. 9-5, Mon-Th).	Collaborative Homebase partners have a dedicated space in the Commons for services and/or hours delivered on a frequent basis. With their primary service point in the Commons, these partners require dedicated space to interact with students.	Embedded partners have a permanent presence in the Commons, and provide distinct and collaborative services. As a result, they have access to dedicated front and back of house space though keep their autonomy while in the Commons.
Potential Space Needs	- Shared open consultation spaces - Shared consultation rooms - Shared event / meeting space for groups	- Shared open consultation spaces - Shared consultation rooms - Shared event / meeting space for groups	- Dedicated open consultation spaces - Dedicated consultation rooms - Shared event / meeting space for groups	- Dedicated Open consultation rooms - Dedicated Private consultation rooms - Shared event / meeting space for groups - Dedicated back-of-house office / workstation / storage space
List of Groups by Scale	• Summer Programs • Career Options Resource Center (CORC) • CASA & Accessibility Services • Center for Design • Game Development • Writing Center	● Writing Programs - Fellows ● Community Engagement, Out-of-Classroom Learning	● Transformative Speaking ● Quantitative Res (QRC), Center for Interpretive and Community-Engaged Research (CICER) & Geographic Information Systems (GIS) ● CASA PARC Mentors	● IT ● Creativity Center ● Librarians ● Library Circulation ● Maker Space, Advanced Media & Game Play, and Media Services ● CTL ● CASA Learning Specialist

List of Groups by Scale

● Large Partner

● Medium Partner

● Small Partner

SERVICE POINTS & ADJACENCIES

HOW MANY AND WHAT TYPES OF SERVICE POINT ARE NEEDED?

Below is a detailed description of services that are delivered at each of the 5 types of service points: Orientation, Transaction, Consultation, General Doing and Specialized Doing. For the time being every location where services are delivered is called a "service point," however each "point" of service could take a variety of forms in the space, e.g. a large desk, several podia, open meeting spaces, enclosed rooms, etc.

ENTRY / ORIENTATION:
As users and visitors enter the space they have the option to stop at a concierge service point to talk with staff or view information about what is available in the Learning Commons and where it is located. Users who prefer self-service can get information and sign up for events on their own at kiosks.

TRANSACT:
The primary place for transactional support in the Learning Commons is the Quick Circulation service point. At the Quick Circulation point users can check out or return materials of any format (books, video cameras, games, etc.). They can also use nearby self check-out machines and printing and scanning stations, which are supported by staff at the Circulation service point.
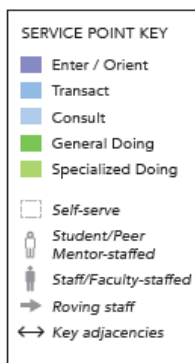
GENERAL "DOING":
The General "doing" service point / zone offers a variety of individual and group study and work spaces, supported by library consultations and other specialized staff.
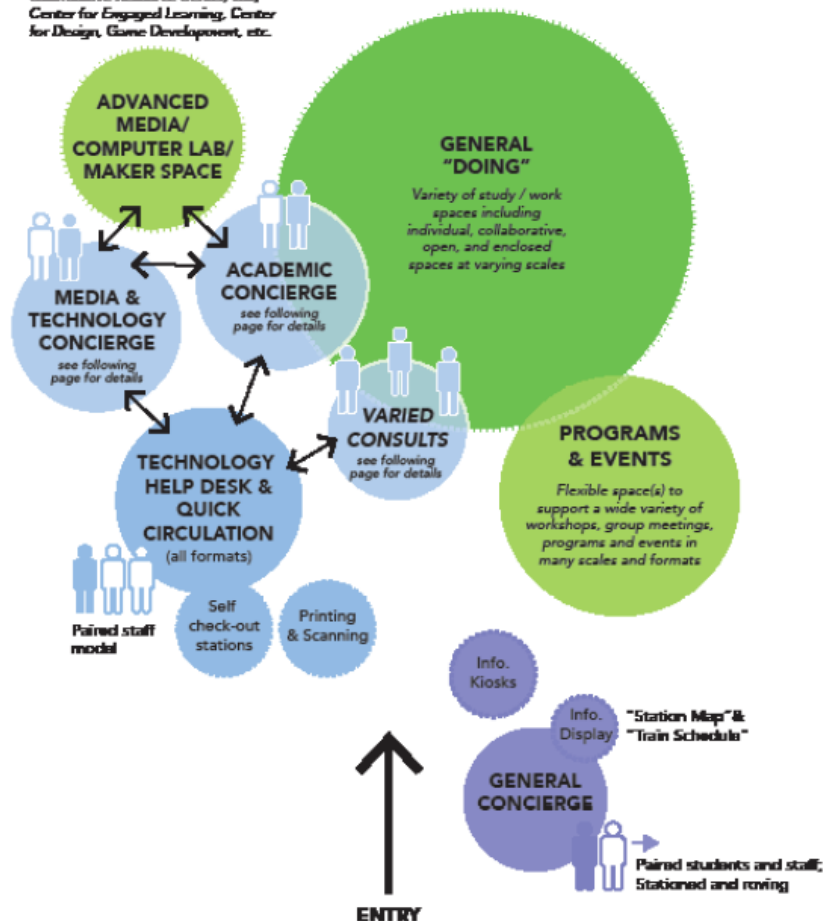
CONSULT:
There are two primary service points where ~5 - 30 minute service interactions take place: the Academic Concierge and the Media & Technology Concierge. Each of these service points integrate support from the Library and other partners to provide in-depth support on their respective areas. In addition to these two defined consultation service points, there could be several other consultation service points / spaces to support a variety of consultations delivered by other partners on a rotating basis. Consultation service points can be located within or between general and specialized "doing" areas, offering support to users where they are working or learning.

SPECIALIZED "DOING":
Throughout the Learning Commons there will be a number of spaces where users can access specialized support and technology to create, connect and collaborate for longer durations of time. These service points could be shared and collaboratively supported by partners, and can relate to consult spaces.

SERVICE POINT KEY

- Enter / Orient
- Transact
- Consult
- General Doing
- Specialized Doing

- Self-serve
- Student/Peer Mentor-staffed
- Staff/Faculty-staffed
- Roving staff
- Key adjacencies

Including Library media & Makers Lab, Quantitative Resource Center, GIS, Center for Engaged Learning, Center for Design, Game Development, etc.

ADVANCED MEDIA/ COMPUTER LAB/ MAKER SPACE

GENERAL "DOING"
Variety of study / work spaces including individual, collaborative, open, and enclosed spaces at varying scales

ACADEMIC CONCIERGE
see following page for details

MEDIA & TECHNOLOGY CONCIERGE
see following page for details

VARIED CONSULTS
see following page for details

PROGRAMS & EVENTS
Flexible space(s) to support a wide variety of workshops, group meetings, programs and events in many scales and formats

TECHNOLOGY HELP DESK & QUICK CIRCULATION
(all formats)

Paired staff model

Self check-out stations

Printing & Scanning

Info. Kiosks

Info. Display

"Station Map" & "Train Schedule"

GENERAL CONCIERGE

Paired students and staff; Stationed and roving

ENTRY

COMMONS CONCIERGE

CONSOLIDATED CIRCULATION POINT

ACADEMIC CONCIERGE

Media & Technology Concierge

PEER MENTOR PROGRAM

Peer mentors Ajmal Jackson-Brown and Fangzhou Zhu host drop-in mentoring sessions at the Library Info Bar
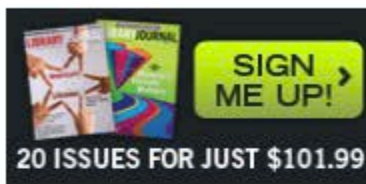
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THE HAROLD F. JOHNSON LIBRARY AT HAMPSHIRE COLLEGE, AMHERST, MASSACHUSETTS

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Mellon Foundation Grants $1.2 Million to Hampshire College Library Redesign

By Lisa Peet on February 25, 2016 Leave a Comment

Harold F. Johnson Library at Hampshire College
Photo credit: Harold F. Johnson Library

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Green OA and the Interoperability

Hampshire College
Knowledge & Wellness Commons

Bruner/Cot

KNOWLEDGE AND WELLNESS COMMONS
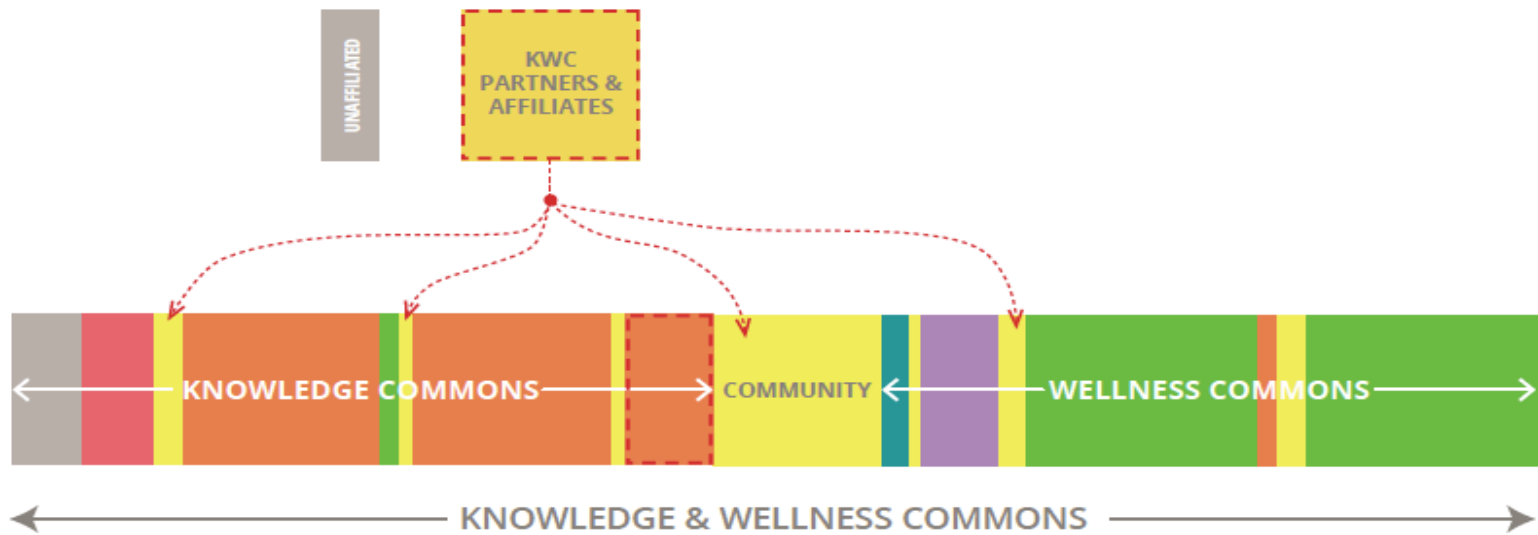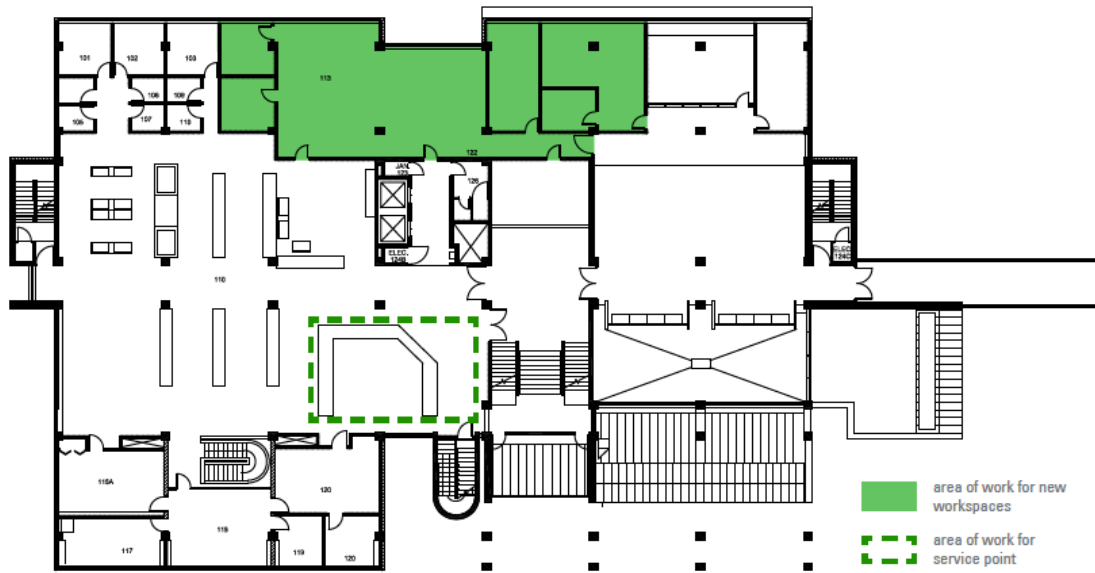
Bruner/Cot

bridge level floor plan

HAMPSHIRE COLLEGE __ mellon summer work

area of work for new workspaces

area of work for service point

CONCLUSION

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RESOURCES

Coalition for Netowrked Information (CNI) Designing Libraries for the 21st Century Conference

Learning Space Toolkit http://learningspacetoolkit.org/ -- an online resource that includes tools, worksheets, and other documentation developed by **Brightspot Strategy** and the North Carolina State University Library, AECOM, and the Institute of Museum and Library Services as part of the process of developing and planning The Hunt Library at North Carolina State University.

The Association of College and Research Libraries. A division of the American Library Association. *Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries*, 2000.

Council on Library and Information Resources. *The Center of Excellence Model for Information Services* by Joy Kirchner, José Diaz, Geneva Henry, Susan Fliss, John Culshaw, Heather Gendron, and Jon E. Cawthorne, February 2015.

Kuh, George D. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter,* 2008, American Association of Colleges and Universities (AAC&U), Washington, DC.

Lippincott, J. , (September 8, 2014) "Library Learning + Community" available at https://www.youtube.com/watch?v=mD9uNlMHVLw (accessed April 15, 2016)

Redefining the Academic Library: Managing the Migration to Digital Information Services, 2011, published by the University Leadership Council Education Advisory Board, Washington DC.

Taylor, R. (1969), "The Extended and Experimenting College Library: Configurations and Functions of the Academic Library in Transition," Unpublished Report, Hampshire College Library Records, Hampshire College Archives and Special Collections, Amherst , MA. See more at https://dspace.hampshire.edu/handle/10009/831.

QUESTIONS/DISCUSSION

More Information & Keep in Touch!

- Sites.hampshire.llc.edu

- Sites.hamphsire.theharold.edu

- https://www.hampshire.edu/library/harold-f-johnson-library

- Twitter: @haroldfjohnson

Thank you!

- Jennifer Gunter King, Director of the Library

- jking@hampshire.edu or @jgunterking