Service Philosophy
About the Learning Commons

The Learning Commons is an evolving collection of UBC-selected learning resources that guide students through a process of discovery. Through an emphasis on student-driven initiatives and shared-decision making, we enrich the academic support and enhancement experience of all UBC students.

The Learning Commons is your first stop for resources and tools that will help you learn more effectively. Here are a couple of suggestions to get you started:

- **Quick Links for Students**: offers suggestions for the 7 most important resources for students on this site.
- **Study Toolkits**: offer a guided tour on topics from presentation skills to exam prep, and info on new and standard technologies that can make your studying a lot easier.

Learning Commons Locations

- Chapman Learning Commons
- Canaccord Learning Commons
- UBC Okanagan

Collaborators

Content Contributors

- Center for Teaching, Learning and Technology
- UBC Student Development
- SCI Team
- Faculty of Arts
The New Service Model (NSM) process began in Fall 2007, when a group was convened to advise the University Librarian on priorities and directions for “new service models” that would build on the Library’s traditional strengths (including the depth of our collections and the quality of our services) to ensure that Illinois remain as much a leader in the provision of library services in the twenty-first century as it was throughout the twentieth. Based on a synthesis of ideas from the Library faculty and staff, strategic priorities and input from the campus community, the New Service Model (NSM) Program involves nearly two dozen projects to be pursued over the next few years, as articulated in Library Services for the 21st Century at the University of Illinois at Urbana-Champaign (April 21, 2008).

2009 New Service Models Report
The 2009 New Service Models Report (June 4, 2009) reviews the projects launched during the first year of the NSM process and provides an update on current planning and initiatives. A one-page Executive Summary is also available.

NSM Blog: Reflecting on the Future of the Library
Tue, November 24, 2009
Libraries Explore Big Ideas to Overcome Small Budgets - Chronicle of Higher Education (11/22/09)
Sun, November 8, 2009
The Future of Print Collections
Tue, September 29, 2009
Libraries of the Future (and the future of the library)
Sun, September 7, 2008
Ithaka report explores librarian & faculty views on changing research practices
Thu, August 28, 2008
UC Berkeley Library’s “New Directions”

Planning for New Library Service Models

Background

Over the past several years, the service and collection models that defined excellence in academic libraries throughout the 20th century have been challenged by new models of scholarly communication, new mechanisms for licensing and accessing digital content, the introduction of transformative technologies like the World Wide Web, new methods for teaching and learning, new approaches to interdisciplinary scholarship and scientific inquiry, the arrival of a new generation of faculty and students who, as "digital natives," bring new approaches to information use (and higher expectations for access to digital services and content), and broad changes in the higher education environment.

As the University Library works to meet the challenge set by the Provost to design exemplary library services and collections for the new century, we believe that the best way to make progress toward our strategic goals, and to provide support for the strategic goals of the University of Illinois, is to embrace new service models that recognize the increasingly interdisciplinary nature of academic inquiry, the critical importance of digital information resources, and the opportunities for collaborative approaches to the provision of library services and collections using information technology.

Statement on Library Services Available

The University Library has issued a statement on library services and the factors contributing to the New Service Models process.

New Service Models Final Report Available

The New Service Models final report, "Library Services for the 21st Century at the University of Illinois at Urbana-Champaign: Final Report and Recommendations of the Budget Group Plus," including a message from the Provost (2008), is now available for viewing.

Open Meetings on New Service Models

Join University Librarian and Dean of Libraries Paula Kaufman for a discussion of the new service model proposal and review process on the following dates.

Open Meeting Dates, Times, and Locations

- January 24, 2008, 3:30pm-5:00pm, Grainger Commons, Grainger Library  [View presentation slides (.ppt)]
- February 8, 2008, 9:00am-10:30am, Room 66, Main Library
- February 12, 2008, 3:30pm-5:00pm, Heritage Room, ACES Library

These Town Hall meetings are open to all Illinois faculty, students, and staff.
New Service Models Guiding Principles

• Deep engagement in research, teaching & learning communities
  – Respond nimbly to evolving needs and use patterns
• Interdependence
  – There are no islands, we are in this together
• Resilience
  – Flexibility & depth of staffing to cover core and emerging areas, staff absences/breaks
• Continuing commitment to building strong, responsive collections
Digital Reference Consolidation Pilot Support

Please share your comments, questions, and content regarding the consolidation via the blog or the quick links and training areas of the site.

Proposed Staffing Model
All reference desk staff responsible for digital reference (Wilson, SciEng, Magrath, HSL) will answer chat questions and process/refer/answer e-mail questions during assigned desk shifts (see General Expectations and Guidelines for more specific information on managing multiple interactions). Chat questions will roll to the national queue if no staff member is able to assist due to interactions with other patrons. When only one desk is staffed (some evening and weekend hours) and providing Digital Reference support, e-mail questions will have lower priority over in-person interactions and may be left in the queue to be handled on the next business day.

Contact the Digital Reference Consolidation Team with any questions:
Kristi Jensen, Chair
Mary Schoenborn, RRC Co-chair
Tony Ihrig, RRC Co-Chair
Virginia Gunville Bach
Scott Marsalis
Emily Reimer
General Expectations for Managing Reference Interactions

- Digital reference services provide assistance by email or chat to University of Minnesota students, faculty, and staff; researchers from other institutions; University of Minnesota alumni; and external patrons trying to locate information specific to our collections.
- In general, we do not do people's research for them, rather, we help users get started with their research and teach them to find and utilize library resources and collections. Exceptions may be made on a limited basis as staffing allows and in exceptional circumstances. Some exceptional circumstances might include helping a patron determine whether it is worth their time to travel to the University to do their research (especially when traveling great distances), to help a patron utilize special collections, and to help a patron with unique and local materials within our collections. Other exceptional circumstances may be determined and noted at each service point.
- In general chat sessions are meant to answer short, straightforward questions. For tricky or overly long chat questions (more than 15 minutes), determine if it might be best to follow up more quickly via phone or referring patrons to a reference desk. E-mail follow-ups for more in-depth questions may be appropriate as well.
- Help the person you are with first - online or in-person. If you are busy with an online chat session, make eye contact with those approaching the desk and explain that you are helping someone else right now and will be with them ASAP. Get the first person started, explain that you need to get another person started and help the 2nd person, etc. If other desks are open, a chat question could be handed off (if it is a baseline question that anyone might be able to answer) or if the chat session has already gone on beyond the recommended time frame (~15 minutes), you can make a referral to a visit in-person to a reference desk or follow-up later via e-mail.
- If not working with another patron, answer chat and e-mail questions as they arrive. If busy with a patron, allow another desk or the national queue to address chat interactions.
- Answer/process/refer email questions while at the desk and not working on in-person or chat reference questions. This takes priority over other work you may bring to the desk. Make sure that all e-mail questions receive a response, even if it is just a note indicating that we are working on their question, within 24 hours.
- Follow documented e-mail reference procedures to claim e-mail questions in order to avoid duplication of effort.
- Enter all interactions (chat and e-mail too) into DeskTracker. Each interaction with a patron in QuestionPoint is a separate interaction and requires a separate DeskTracker entry.
Why Not... re-Imagine the library around student learning experiences?
What we heard from our patrons?
Students desire...

- A “third space”:
- Not their dorm room
- Not their classroom
- Their in-between space (a la Starbucks “third space”)
- A place to study, discover, socialize, have fun
Students desire...

- Multiple spaces that serve different types of learning experiences:
  - Flexible areas for group study and individual study
  - Group study rooms (equipped with technology)
  - Quiet study and silent study
  - Spaces for not so quiet study and general social interaction (and food & drink!)
Students desire...

- A technology-rich environment:
- Technology to support all their learning activities in the library

Yes! to more technology to support learning: More and better computers, presentation practice rooms, check out of laptops, iPods, cameras, and other gadgets

No! to gaming
Faculty desire...

- Collaborative spaces for interaction with students:
  - Instruction lab for collaborative workshops to enhance student learning; for example Center for Teaching Excellence, Instructional Technology Services, University Writing Center, Instructional Services.

- More services that save time:
  - They love deliverEdocs and Get It For Me!

What else can we do to top that?
Things we Are re-Imagining...

- Service Transactions vs. Service Experiences
- What is it like for our patrons to...
  - Enter the library?
  - Check out a book?
  - Print an article?
  - Ask for help?
  - Study with their friends?
Why Not... re-Imagine the library

Things we are re-Imagining...

Can we...

- Make things easier?
- Consolidate service points
- Save people time?
- Provide options for self-serve where possible (give our patrons the choice!)
- Offer more online access for services, as well as, resources
- Be more intuitive?
- Furnishings that help define space
- What else...?
What is the Research Commons?

The UW Libraries Research Commons is intended to meet a new set of student and faculty needs that are emerging with the growth of data-driven research, digital scholarship and interdisciplinary studies. The space provides a collaborative environment in which students and faculty can come together to share and discuss research, as well as get support for all steps of the research process: searching, writing, publishing, funding. The Research Commons is a place to collaborate and connect with fellow students and faculty on research projects. It is a place for workshop and presentation opportunities, and a place to discover what your peers and colleagues are researching.

The ground floor of the Allen South Library was transformed over the summer of 2010, utilizing Capital Projects funding from the Office of the Provost. Data and wireless upgrades were generously provided by UWIT. The Research Commons Advisory Board provides recommendations on services to be offered within the space, including consulting, workshops, salons and presentation space.

The University of Washington Libraries is enthusiastic about the possibilities that this project opens for UW students and faculty doing research, and believe that the Research Commons will go far in furthering our mission to enrich the quality of life and advance intellectual discovery by connecting people with knowledge.

Learn more about the development of the Research Commons on our blog:

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