McMaster University
LIBRARIES
Inspiring Innovation and Discovery

Knowledge Commons
Service Model Working Group Report

Submitted to
G.R. Hill, Chair
Knowledge Commons Project Review Committee

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If faculty, scholars, and students can now obtain information in any format and access it anywhere on campus, then why does the library, as a physical place, play such an important role in the renewal and advancement of an institution's intellectual life? The answer is straightforward: The library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focussed, service-rich environment that supports today's social and educational patterns of learning, teaching, and research. (Freeman, 2005)

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Context: A Changing Environment Creates New Challenges

The Knowledge Commons project is taking shape within a context of *change*: institutional change at McMaster; change in the evolving paradigm of the North American research library; and within the changing discourse on public architecture in a digital age. At the institutional level McMaster University's academic plan *Refining Directions* challenges academic units to meet university-wide academic priorities and to work in specific ways to meet those goals. Research libraries across North America are undergoing a paradigm shift affecting all aspects of their operations:

Research Libraries: Paradigm Shift	
From	**To**
Mission	
passive collections of knowledge	active learning spaces + collections (print and digital)
how do libraries work?	how do scholars learn?
printed word	digital information -> 3D modelling
internal focus	external focus
ownership	access
information as limited commodity	information glut requiring assistance
Interactions with users	
library staff passive; users come to us	reach outside the library - faculty outreach; website as virtual service
service culture	learning culture
telephone + email for reaching remote users	larger virtual component (chat, IM - instant messaging)
user acceptance of library-designed services	expectation of customized, convenient services
guardian/custodian	collaborator/partner
telling	teaching
Physical Space	
primarily collections	increased "people" space
primarily independent study	collaborative learning
"monastery"	"marketplace"

Rethinking Public Architecture in a Digital Age

> ... librarians need to think more about architectural design because in the digital age, users of physical libraries will want to experience something in a library that cannot be had in the office or home, and that something is the drama of community. Library buildings that communicate and foster a sense of that awe will be a centripetal force on our increasingly silo-ridden campuses, drawing people in and facilitating contact between faculty and students and between colleagues in different fields. (Frischer, 2005).
>
> The greatest challenge in designing a learning commons is to ensure it is conceptually "owned" by learners, rather than by librarians or teachers. A learning commons must accommodate frequently changing learning tasks that students define for themselves, not information-management tasks defined and taught by library or academic computing staff. Library design should not be dominated by a concern for information resources and their delivery. [It should] incorporate a deeper understanding of the independent, active learning behaviours of students and the teaching strategies of faculty meant to support those. (Bennett, 2003).

By viewing change as opportunity, the University Library can address all three challenges. The Commons is an opportunity to align the Library more closely with the University's academic priorities. It provides the Library with an opportunity to be an innovator amongst research libraries. And by making flexibility, universal design and user-centred planning the focus for our Commons implementation the University Library can physically embody our design and service objectives within the Commons space.

Project Background

March 2004: Knowledge Commons *Concept & Feasibility Study* Completed.

- ☐ The University Librarian commissioned the Study in order to determine whether it would be physically possible to build a Commons on the 2nd floor of the Mills Library, and to estimate the costs involved.

January 2005: Service Model Working Group Established.

- ☐ While the *Concept & Feasibility Study* focused on the physical aspects of the Commons, the Service Model Working Group took a step back and reviewed the *idea* of a Knowledge Commons. How could a Commons help the Library contribute to the academic mission of a research-intensive university?

  The Service Model Working Group's goals were to:
  1. articulate service objectives for the Knowledge Commons
  2. propose an innovative, effective service model(s) to meet those service objectives

Working Group members reviewed best practices at other research libraries, reviewed the literature, made several site visits and talked about the idea of a Commons with a variety of stakeholders:

- ☐ Mills Reference: all librarians and library staff members
- ☐ Services Heads: Jeannie An, Kathy Ball, Elise Hayton, Donna Millard
- ☐ University Library IT staff members
- ☐ University Technology Services: Paula Brown-Hackett, Sheila Lynott, Peter Draksler
- ☐ Centre for Student Development: Trent Copp, Tim Nolan, Desmond Pouyat, Kim Shaw, Peter Walsh
- ☐ Health Sciences librarians: Dorothy Fitzgerald, Neera Bhatnagar & Liz Bayley
- ☐ Centre for Leadership in Learning: Erika Kustra
- ☐ Security Service: Sgt. Cathy O'Donnell

The Commons was also discussed with:

- ☐ the Arts Library Users Committee (March 10)
- ☐ Science and Engineering Library User Committee (March 10)
- ☐ Student Library Advisory Committee (March 9)
- ☐ participants at the Campus Consultation on Library Spaces (March 22)
- ☐ Kathy Garay, who then talked about it with the Refining Directions (Undergraduate Education) "Where Students Learn" working groups

Project Assumptions

In preparing this report the group made the assumptions that:

- ☐ the Commons will be operational by September 2005
- ☐ the Project Review Committee will consider this report by June 15, 2005

Recommendations

1. Name

1.1 "Knowledge Commons" has been the working title for the Project. After much consultation, discussion and reflection, we recommend changing it to "Learning Commons." This name is more active and better reflects our commitment to enhancing learning at McMaster.

1.2 Branding/Marketing Plan
The Project Review Committee should develop a branding & marketing strategy. This could be done in conjunction with a business professor, as a class assignment.

2. Mission Statement

The Learning Commons is a vibrant, user-centred learning facility enhanced by information technology. The facility:

- ☐ integrates scholarly resources, information technology, software, expertise, instruction and study space
- ☐ provides a stimulating learning environment that fosters innovation
- ☐ develops students' ability to access and organize information to succeed at McMaster... and beyond
- ☐ develops lifelong learners and knowledge workers
- ☐ integrates expert research, writing and technical assistance in a state-of-the-art facility
- ☐ is a showcase for the Library's wealth of electronic and print resources
- ☐ facilitates a variety of student learning opportunities to support the full range of the discovery process: from identification and collection of information to creation of the final essay, spreadsheet or presentation
- ☐ builds an inclusive community through a shared purpose in discovery and learning
- ☐ is a gathering place for students and researchers
- ☐ enhances McMaster's reputation for innovation, creativity and excellence

3. Service & Design Objectives

3.1 **Owned by Learners**: To provide an innovative and stimulating learning environment and make the Library a vibrant extension of the classroom. Services will be designed with learners in mind. Our three main learner communities are:

Undergraduate Students, who are:
- ☐ learners: doing assignments, reading, studying, working individually and in groups
- ☐ social creatures
- ☐ technologically savvy
- ☐ teachers: increasing number of upper year undergraduate TA's

Graduate Students, who are:
- ☐ learners
- ☐ teachers: some carry heavy teaching responsibilities

Faculty, who are:
- ☐ partners in the learning process
- ☐ instrumental in the students' use of libraries
- ☐ experimenting with new forms of teaching

3.2 **Inclusive:** To be inclusive by providing group and individual learning spaces, and by embracing universal design principles ["The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. (NCSU CUD, 2005)"].

McLay will be designed and configured to facilitate group learning and the Reference Area will be designed and configured as individual study and work space.

The working group considered how best to meet the needs of users with visual, physical and learning disabilities. We determined that two types of learning spaces are necessary:

- ☐ open - access to general computers in a large, public space. We propose to meet this need by installing some adaptive programs on all "general" computers and by creating an Adaptive Technology (AT) "Hub" for software/hardware which is too expensive to put on all of the general computers

- ☐ enclosed - students need quiet space if they: have learning disabilities and need to eliminate external distractions, or if they have low vision and need to use a voice-activated program. Students also sometimes need to discuss

private issues with a staff person. We will address these needs by providing 3 bookable consultation rooms equipped with "Adaptive Technology Plus" workstations.

3.3 **Collaborative**: To design services collaboratively (initially: Mills Reference, Library IT, Centre for Student Development and University Technology Services). To promote collaborative learning.

3.4 **Accommodates the social**: To design in recognition of the need for social space.

3.5 **Protects the traditional:** To protect contemplative, quiet spaces in the Library. To link e-resources with the wealth of print resources in the Library.

3.6 **Excellent Customer Service**: To build innovative, effective customer services which:

- ☐ include both encounter-based transactions (IT & Research Help Desks) and relationship-based services (consultations)
- ☐ provide a new mix of service points: Research & IT Help Desks/ Consultations/Virtual Help
- ☐ give a prominent role to web-based services
- ☐ restructure our service interactions to meet various learning styles
- ☐ replace an aging reference service model in light of developments in learning, communication & information technology
- ☐ address the need for reference AND technical help
- ☐ involve roving (getting out from behind Help Desks) whenever possible
- ☐ provide backup systems for key services (printing)
- ☐ are based on existing customer service standards

3.7 **Learning Enhanced by Information Technology**: To develop a technical infrastructure which supports our service objectives.

3.8 **Flexibility for the Future**: To plan the renovations to accommodate change. We know that the Commons will bring more people into the library. However, we do *not* know: how usage patterns and user traffic will flow; how the introduction of productivity software will change usage patterns; how users will remake the space (if permitted) to suit their needs; how information technology will evolve over the next decade.

4. Service Model Recommendations: Fall 2005

4.1 **Pilot Project:** Implement a package of services for the Commons as a "Pilot" Project for 2 years, to be developed and reviewed on an ongoing basis, with formal reviews at:

- ☐ three months: December 2005
- ☐ eight months: May 2006
- ☐ twenty months: May 2007

4.2 **Hours**: The Commons will be open and staffed whenever the Mills Library is open. After the Research Help Desk closes, Commons staff will be limited to UTS Student Consultants only. Commons Hours will be reviewed regularly, and in conjunction with UTS Student Computing Centre Hours.

4.3 **Services in McLay**

4.3.1 Service Hours: McLay will be open during all regular library hours; during the library's traditional "extended hours" (exam periods) the hours will be extended to 24/7.

4.3.2 Research Consultations: Librarians may hold office hours in the Consultation Rooms as a followup to instruction sessions. Students and faculty may book an appointment with a librarian for:

- ☐ research advice
- ☐ assistance in structuring a comprehensive literature review for a thesis topic
- ☐ followup on an instruction session
- ☐ help with a class assignment
- ☐ consultation on designing class assignments & availability of resources for large introductory courses
- ☐ in-depth research consultations

4.3.3 IT Help Desk: University Technology Services Student Consultants will provide frontline assistance in using information technology effectively for scholarly purposes. They will help with:

- ☐ accounts (WebCT, Learnlink, MAC ID, LibAccess, RACER etc.)
- ☐ printing
- ☐ wireless, MacConnect
- ☐ support for productivity software
- ☐ adaptive technology
- ☐ troubleshooting hardware/software problems
- ☐ referrals to Library IT staff for in-depth problem solving

4.3.4 Writing / Authoring Help: Centre for Student Development staff and peer helpers will offer:

- ☐ writing clinics & appointments
- ☐ assistance managing citations using RefWorks & Write 'N Cite
- ☐ advice on writing papers
- ☐ referrals to the Academic Integrity Office and policies
- ☐ help in creating presentations

4.3.5 Referrals

- ☐ all Commons staff will provide knowledgeable referrals to campus services

4.4 Services in the Reference Area

4.4.1 Service Hours: unchanged from 2004/05

4.4.2 Research Help Desk: Librarians and Library Assistants will provide expertise & assistance in finding, evaluating and using scholarly information sources effectively. The Reference Desk will be renamed "Research Help" Desk. Staff will:

- ☐ provide point of need instruction & research advice
- ☐ referrals to university services

4.4.3 IT Help Desk (see 4.3.3)

4.5 Related Services

4.5.1 Virtual Help: Amanda Etches-Johnson is leading a Summer Pilot Project (with Cathy Moulder & Roger Periard) to investigate the feasibility of offering this service as part of the Commons service model. A Virtual Help service could:

- ☐ create a strong HELP web presence (our key virtual service point)
- ☐ present a single point of contact for users (who currently must diagnose the nature of their problem and forward it to the "right" email)
- ☐ employ a triage model: reference staff monitor & respond to inquiries sent to a centralized email & IM (instant messaging) address (e.g. library@mcmaster.ca) and refer, as needed, to specialized addresses (e.g. thoderef, library IT)

4.5.2 Wong E-Classroom: Work with new partners to use this excellent teaching and learning space in new ways, for example:

- ☐ optional classes for specific courses (e.g. ArcView)
- ☐ followup to in-class "Mobile Teaching Unit" sessions
- ☐ Research @ your library® workshops (librarian + CSD)
- ☐ finding & working with data (librarian + Data Specialist)
- ☐ sessions requested by groups of students who need help with a particular research tool or search methodology in order to complete an assignment (librarian + self-identified 'at risk' students + CSD)
- ☐ IT skills for students and library staff (Library IT staff + CSD)
- ☐ peer mentoring for academic skills development (CSD)
- ☐ writing skills workshops (CSD + librarian)
- ☐ RefWorks workshops (librarian + CSD)
- ☐ professional development workshops for library staff
- ☐ workshops for faculty and TA's (librarian + CLL)

4.5.3 Gateway Data Room: Implement the Service Objectives recommended in the McMaster University Library Data Working Group's "Recommendations on Library Data Service Implementation" March 18, 2005.

4.6 Staffing

4.6.1 Management: The Commons will be managed by two Library Coordinators, one from Reference and one from Library IT.

4.6.2 Planning: Services will be planned collaboratively by:

Mills Reference Lead: Barbara McDonald. Responsible for:

- ☐ staffing Research Help Desk [Frances McCrone]
- ☐ staffing Virtual Help Desk [TBA]
- ☐ web presence for the Commons [Amanda Etches-Johnson]
- ☐ organizing instruction sessions [Olga Perkovic]
- ☐ scheduling consultation rooms & Wong e-classroom [Diane Wales]
- ☐ e-learning initiatives [Nora Gaskin]

Library IT Lead: Paul Otto. Responsible for:

- ☐ liaison with Sheila Lynott re: hiring & scheduling UTS Student Consultants [Kathleen Fletcher]
- ☐ co-supervising UTS Student Consultants [Kathleen Fletcher]
- ☐ resolving problems referred from IT Help Desk [all IT staff]
- ☐ creating FAQs for technical problems [Debbie Hargot]
- ☐ assigning projects to UTS Students [Wiktor Rzeczkowski]
- ☐ maintaining equipment & software [Roger Periard]
- ☐ providing backup systems (e.g. printing) [all]
- ☐ user authentication/authorization [Wiktor Rzeczkowski]

University Technology Services Lead: Sheila Lynott. Responsible for:
- ☐ hiring and training UTS Student Consultants
- ☐ co-supervising UTS Student Consultants [with K. Fletcher]

Centre for Student Development Contact: Peter Walsh
- ☐ scheduling writing centre hours (in conjunction with B. McDonald)
- ☐ staffing writing centre
- ☐ developing workshops to be offered in the Wong E-Classroom

4.6.3 Front-Line Staff
- ☐ Research Help Team [current staff & librarians who work at the Mills Reference Desk]
- ☐ Virtual Help Team [TBA]
- ☐ IT Help Team [UTS students]

4.7 Training

4.7.1 Virtual Help Team: Training Sessions using IM (instant messaging)
Date: weeks of May 23 and 30
Lead: Amanda Etches-Johnson

4.7.2 Research Help Desk Team: Word, Powerpoint, Excel training
Date: Summer/05
Lead: Debbie Hargot, Library IT

4.7.3 UTS Student Consultant Training Day
Date: Saturday, August 27, 9-5
Leads: Sheila Lynott, UTS
Debbie Hargot, Library IT

4.7.4 UTS Student Consultants: Specialized Library Training
Date: Week of September 5
possibly late afternoon; 2 sessions of 2 hrs ea.
UTS Student consultants start work Sep. 12 in UTS Labs
Leads: Debbie Hargot, Library IT
Barbara McDonald, Reference
Kim Shaw, CSD
Need: Working Alone in the Commons SOP [Paul Otto]
Library "Bible" (manual) [Paul Otto, Barbara McDonald]
Topics: Tour of Library; Library Policies & Procedures
Library IT Problem Reporting System
Adaptive Technology (unless this is covered on Aug 27)
Library Equipment (e.g. photocopiers)

4.7.5 Clarification for Circulation & Stacks Control staff: What to say when Research Help Desk is closed
Date: early fall
Leads: Barbara McDonald
Elise Hayton, Circulation Services Manager

4.7.6 Customer Service Refresher (emphasizing paradigm shifts)
Date: late summer/early fall
Leads: Vivian Lewis

5. Physical Space Recommendations

5.1 Floor Plans: General

5.1.1 Consider the long term benefit of:

- ☐ creating a single entrance with double doors into the Commons (across from the washrooms) instead of two separate entrances. In this scenario the Wong Quick Access Area would be the main entrance, there would be no doors to lock during the 24/7 service hours, and the consultation/group rooms would be located away from the noise of the main entrance. An added advantage would be that the noise near the Reference Area Research Help Desk would decrease. Although people would have to walk farther from the main staircase and elevator to reach the entrance, there would be a single way in/out of McLay whether it was during 'regular' hours or 24/7.

- ☐ reversing the locations of Quick Access and consultation space.

- ☐ increasing the area available for consultation and group/quiet space in the 24/7 scenario by removing the stairway.

5.1.2 Accessibility: verify that furniture, doors (i.e., levered handles, door openers), width of aisles, emergency mechanisms, signage and configuration of service points meet accessibility needs. A wheelchair-accessible washroom is needed on Level 2 within the area designated for 24 hour service. A washroom designed to allow attendant assistance would be preferred.

5.1.3 Invite Tim Nolan, Desmond Payout and Trent Copp (Centre for Student Development) to review the Architect's proposed floor plans before they are finalized.

5.2 McLay: Consultation Space

5.2.1 Create an office for the Special Needs Assistant (recommended minimum size= 130 sq. ft.)

5.2.2 Create 3 interchangeable consultation rooms to be shared by several groups (e.g. librarians meeting with students, student with a disability meeting with a tutor, CSD writing clinic, Virtual Help Team). Physically the rooms need to:

- ☐ accommodate four people
- ☐ be wheelchair-accessible
- ☐ contain work table & chairs
- ☐ contain one workstation with specialized adaptive technology
- ☐ be soundproofed (for Dragon Naturally Speaking)

- ☐ have windows (interior) with blinds for privacy, if needed

The consultation rooms would be bookable by library and CSD staff and students with disabilities. Once usage patterns and needs are better known, the rooms could be opened up for general student use.

5.3 McLay: Group Space

5.3.1 Reduce the density of workstations to approximately 75 wired computers

5.3.2 A revision of the current layout could increase the flexibility of the group learning space. Suggestions: a "pod-like" approach with a mixture of table sizes; design in four quadrants rather than two halves; intermingle the workstations and powered tables instead of separating them.

5.3.3 Make a hub of five "Enhanced Adaptive" workstations, to be located near the Special Needs Assistant's office (see also section 7.1).

5.4 McLay: Service Point

5.4.1 Locate the service point in order to establish good sight lines of all entrances/exits and services (e.g. printers). Suggestion: Looking at Scheme A of the *Concept & Feasibility Study*, configure the service point near the pillar which sits directly above the wording *112 seats at 80 computers.*

5.4.2 Configure the area as a rectangular, desk height service point to accommodate:

- ☐ 2 staff workstations
- ☐ staff printers
- ☐ a public printer hub with easy access for users & staff

5.5 McLay: Wong Quick Access Area

5.5.1 The Quick Access Area will be named after the Wongs. Make this the only Quick Access area in McLay (we only need one, not three as in the current plan).

5.5.2 There should be eight general stand-up workstations in this area, clearly marked as having a 10-minute time limit.

5.5.3 Add a networked printer to the Quick Access Area, a valuable service for students who need to be in and out quickly.

5.5.4 House the two photocopiers in this area.

5.5.5 Install a large LCD panel at the entranceway; to be used for promoting library services, workshops, etc.

5.6 Reference Area

5.6.1 Ensure that the layout permits wheelchair access.

5.7 Reference Area: Service Point

5.7.1 Install a sit-down workstation at the Research help desk. Modify the desk to accommodate a wheelchair and/or a chair for users.

5.7.2 Remove the shelf from the IT Help Desk. Make ready for wireless laptop.

5.7.3 Install new signage on the bulkhead over the service desk.

5.8 Location of Printers, Scanners & Photocopiers

5.8.1 The McLay networked printer hub (including 2 printers and 1 scanner) needs to be part of or near the service point for staff assistance. The Reference networked printer hub (1 printer) needs to be near the IT Help Desk to facilitate staff assistance.

5.8.2 Photocopiers should be located in the Wong Quick Access Area.

5.9 3rd Floor Mezzanine

Reference staff have suggested making four group study rooms (rather than 6) on one half of the mezzanine, leaving the other half - the Newspaper Reading Room - as a quiet reading area with small (4-person) reading tables, couches and coffee tables. Since rooms L108 and 109 are going to remain as group study (at one point they were under consideration as staff/service space), these two rooms could be wired as part of the Commons project (for a total of six wired group study rooms).

5.10 Related Service: Gateway Data Room

Adopt the floor plan in the McMaster University Library Data Working Group's "Recommendations on Library Data Service Implementation" March 18, 2005 as part of the Commons Project.

5.11 Security. Preliminary discussions with Security suggest that the following features should be considered:

5.11.1 Install a security gate at the Tower exit point.

5.11.2 Install four security cameras:

- ☐ at Tower entrance
- ☐ at Tower exit
- ☐ in washroom hallway
- ☐ in McLay as a general room camera (could be taken over by security at midnight)

5.11.3 Fit the McLay fire pull station with a glass cover which would then function as a 2-stage alarm to dissuade false alarms.

5.11.4 At the McLay service point:
- ☐ Have a minimum of 2 staff on during the midnight - 8 am shifts
- ☐ Install a direct phone

5.11.5 Consider installing physical security on library workstations (e.g. cabling, PC Tabs)

5.11.6 Lock the Tower entrance during regular library hours (Fire Exit Only)

The group recommends that we:

5.11.7 Invite Sgt O'Donnell to review the Architect's proposed floor plans before they are finalized.

5.11.8 Invite Glen Amis, Security Service's Technology Administrator, to review plans for physical security of the workstations.

5.12 Furniture

5.12.1 The furniture in McLay should be of varied sizes and shapes and should facilitate group learning. The furniture in the Reference Area should facilitate individual learning & study.

5.12.2 Workstation space should be configured to allow students (group or individual) to use the work space effectively (e.g. spread out) and to use print/electronic sources simultaneously.

5.12.3 The furniture in the Wong Quick Access Area should be stand-up tables, with no chairs or stools nearby, to encourage users to keep to the 10-minute time limit.

5.13 Sound

Staff have expressed concern that the increased traffic on 2nd floor will raise noise to unworkable levels. Suggestion: install sound-absorbing ceiling tiles adjacent to the Research/IT Help Desk. See also section 5.1.1.

6. Hardware

6.1 The Commons Project will result in a total of 175 workstations

Workstations							
Type (see 7.1 for definitions)	2nd floor					3rd Floor	Total
	Reference Area	McLay			Hallway (between McLay & Ref)	Group Study	
		Group Space	AT Hub	Consul. Rooms			
General	81	63	---	---	5	6	155
Quick Access	4*	8	---	---	---	---	12
Enhanced Adaptive	---	---	5	---	---	---	5
Enhanced Adaptive Plus	---	---	---	3	---	---	3
Total	85	71	5	3	5	6	175

* two may remain as "MORRIS only "

6.2

Printers, Photocopiers and Scanners						
	Reference Area	McLay				Total
		Service Point	AT Hub	Consult. Rms	Quick Access	
Networked Printers	1 BW	1 colour	---	---	1 BW	3
Staff Printers	1 BW	1 BW		---	---	2
General Use Scanner	---	1	---	---	---	1
Kurzweil scanner	---	---	1	---	---	1
Photocopiers	---	---	---	---	2	2

One Tiger Braille Printer is available at CSD. We do not envision installing one in the Commons.

7. Software

7.1 Types of Workstations

Ideally users would have all software on all workstations. However the cost may be prohibitive, or the software may require a specialized environment or support. We have defined five types of workstations below. The chart in 7.2 will be revised as costs and other factors become known.

General	Configured as similarly to UTS "General Campus Application" computers as possible.
Data	General Computers with specialized numeric, statistical and geospatial software which is too expensive and/or not appropriate for the General stations. Data stations, if needed, would be located in the Gateway Data Room on the 1st Floor.
Enhanced Adaptive	General computers with data and selected adaptive/assistive technology (e.g. Kurzweil Read & Scan and JAWS).
Enhanced Adaptive Plus	General computers with data and selected adaptive/assistive technology (e.g Kurzweil Read Only, JAWS and Dragon Naturally Speaking).
Quick Access	General Computers with 10-minute time limit.

7.2 Workstations in Detail

Function	Software	General	Data (Gateway Data Rm)	Enhanced Adaptive (AT Hub)	Enhanced Adaptive Plus (McLay consult. Rms)
Web Browser	IE* Firefox?	✔	✔	✔	✔
Media/PlugIns	Shockwave Player*	✔	✔	✔	✔
	Flash Player*	✔	✔	✔	✔
	Windows Media Player	✔	✔	✔	✔
	QuickTime*	✔	✔	✔	✔
	RealOne Player	✔	✔	✔	✔
Library e-resources software	B2020	✔	✔	✔	✔
	SciFinder Scholar	✔	✔	✔	✔
	CD-ROMs	✔	✔	✔	✔
Word processing	Word*	✔	✔	✔	✔
	Write 'N Cite	✔	✔	✔	✔
spreadsheet	Excel*	✔	✔	✔	✔
database	Access*	✔	✔	✔	✔
Document Viewers	Adobe Acrobat Reader*	✔	✔	✔	✔
	Adobe eBook Reader	✔	✔	✔	✔
Presentation	PowerPoint	✔	✔	✔	✔
Project Management	Microsoft Project	✔	✔	✔	✔
Work Organization	Inspiration	✔	✔	✔	✔

Function	Software	General	Data (Gateway Data Rm)	Enhanced Adaptive (AT Hub)	Enhanced Adaptive Plus (McLay consult. Rms)
Web Authoring	Front Page?	✔	✔	✔	✔
	Dreamweaver?	✔	✔	✔	✔
Statistical Analysis	SAS*	✔	✔	✔	✔
	SPSS*	✔	✔	✔	✔
Geospatial Data	ArcView+	---	✔	✔	✔
	ArcGIS+	---	✔	✔	✔
Math	Maple*	✔	✔	✔	✔
	Minitab*	✔	✔	✔	✔
Programming	Borland C++*	✔	✔	✔	✔
	Free Pascal*	✔	✔	✔	✔
	Text Pad*	✔	✔	✔	✔
Accessories	Calculator	✔	✔	✔	✔
	WordPad	✔	✔	✔	✔
File Transfer	secure shell client*	✔	✔	✔	✔
	secure FTP client*	✔	✔	✔	✔
McMaster Courseware	Learnlink	✔	✔	✔	✔
	WebCT	✔	✔	✔	✔
Adaptive	Zoomtext	✔	✔	✔	✔
	Jaws	---	---	✔	✔
	Kurzweil Read & Scan	---	---	✔	---
	Kurzweil Read Only	---	---	✔	✔
	Dragon Naturally Speaking	---	---	---	✔
Antivirus	Sophos antivirus*	✔	✔	✔	✔

* UTS General Campus Application (as of April 28/05)
+UTS Departmental Application (limited to certain UTS labs only) - list not complete

7.3 Authentication

- ☐ users are currently authenticated for Internet use with LibAccess
- ☐ this summer Library IT staff are reviewing how LibAccess could be integrated with MAC ID
- ☐ ORBY, a Library IT Project (**O**nline **R**esource **B**udd**Y**), is underway to investigate other authentication systems which could be useful (e.g. providing online space for users working with large data sets)

8. Key Metrics

8.1 Establish a working group to develop key metrics and statistics procedures for the Commons which:

- ☐ meet our reporting requirements (ARL, Maclean's etc.)
- ☐ measure how well we meet our service objectives during the Pilot (first 2 years) and consider how to measure these over the longer term
- ☐ measure how well we meet our design objectives

Work with the LibQual+ Group to see whether there are opportunities to ask commons-related questions as part of that project.

8.2 Statistics

We currently count each reference transaction. In designing statistics procedures for the Commons, the Working Group should consider, in conjunction with other University Library Reference Departments:

- ☐ are IT Help questions counted as reference?
- ☐ review the stats sheet (do we need to keep directional AND reference?)
- ☐ review sampling as an option (rather than counting each interaction)
- ☐ are there any interim stats we should keep during the first phase of the Commons implementation (e.g. referrals from IT to Research Help (or reverse) to assist us with the development of services?

8.3 Meeting Our Design Objectives

Benchmarks or other measures will help us to evaluate the immediate impact of our design objectives. Some examples:

Owned by Learners. Sample Measures:

- ☐ measure space usage (e.g. determine whether a pre-defined % of workstations in McLay were in use between 10:00 a.m. and 10:00 p.m. during designated weeks of term
- ☐ survey campus community to determine degree of agreement that the Learning Commons provides a stimulating learning environment

Inclusive. Sample Measure:

- ☐ assistive technology is available on a pre-defined % of the workstations

8.4 Meeting Our Service Objectives

Benchmarks or other measures will help us to evaluate the immediate impact of services offered during the Pilot Project (first two years). For example:

Excellent Customer Service. Sample Measure:

- ☐ achieve a specified customer satisfaction rating on a comment form or survey

9. New Resources Required

9.1 UTS Student Consultants

Scenario A: **September 2005 - IT Help Desks are open in the Reference Area and in McLay, with 24/7 hour service in McLay during the Fall & Winter examination periods.**

Total Cost: **$67,766**

	Scenario A: Regular Hours (September - April; 25 weeks)				
	Service		Students		Cost (@$10/hr)
	hours	# hours per week	# UTS student consultants on duty	# student hours for 25 weeks	
Mon - Fri	8 am - midnight	80	2	4000	$40,000
Sat	10:30am - 6pm	7.5	1	187.5	$1,875
Sun	10:30am -11pm	12.5	1	312.5	$3,125
		---	---	4500	$45,000 + 4% vac
TOTAL		100	---	4500	$46,800

# of student consultants required: 18 if they work 10 hours per week
22.5 if they work 8 hours per week

	Scenario A: Extended Hours (Fall - 3 weeks; Winter 3 weeks)				
	Service		Students		Cost (@$10/hr)
	hours	# hours per week	# UTS student consultants on duty	# student hours for 6 weeks	
Mon - Fri	8 am - 8 am	168	2	2016	$20,160 +4% vac
TOTAL		168	---	2016	$20,966

# of student consultants required: 33.6 if they work 10 hours per week
42 if they work 8 hours per week

Scenario B: **September 2005 - IT Help Desk is open in Reference only (McLay not yet open), with extended hours during exam periods same as 2004/05.**

TOTAL COST: $32,864

	Scenario B: Regular Hours (September - April ; 25 weeks)				
	Service		Students		Cost (@$10/hr)
	hours	# hours per week	# UTS student consultants on duty	# student hours for 25 weeks	
Mon - Fri	8 am - midnight	80	1	2000	$20,000
Sat	10:30am - 6pm	7.5	1	187.5	$1,875
Sun	10:30am -11pm	12.5	1	312.5	$3,125
		---	---	---	$25,000 +4% vac
TOTAL		100	---	2500	$26,000

# of student consultants required : 10 if they work 10 hours per week
12.5 if they work 8 hours per week

	Scenario B: Extended Hours (Fall - 3 weeks; Winter 3 weeks)				
	Service		Students		Cost (@$10/hr)
	hours	# hours per week	# UTS student consultants on duty	# student hours for 6 weeks	
Mon - Fri	8 am - midnight	80	1	480	$4,800
Sat	8 am - 11 pm	15	1	90	$900
Sun	8 am - 11 pm	15	1	90	$900
		---	---	---	$6,600 +4% vac
TOTAL		110	---	660	$6,864

# of student consultants required: 11 if they work 10 hours per week
13.75 if they work 8 hours per week

9.2 Research Help Staff

Staff have expressed some concern that Research Help staffing may prove to be insufficient to meet demand once we quadruple the number of workstations on the 2nd floor. The Service Model Working Group recognizes that the Commons will create a need for training, planning, experimenting with new services and measuring them, in addition to existing workloads. The group recommends that Research Help Desk staffing be reviewed in October 2005.

9.3 Tablet PC

- ☐ to give Research Help Desk staff increased flexibility in providing service

10. Future Possibilities

10.1 Provide booking capabilities for group study rooms and designated workstations
- ☐ look at CLASS (room booking system used by Athletics)
- ☐ Library IT has been working on a system for booking workstations

10.2 Expand Research Help Team
- ☐ offer service at the McLay service point
- ☐ invite other librarians and library assistants to join the team

10.3 Develop New Partnerships with:
- ☐ Academic Integrity Officer
- ☐ others we haven't thought of yet!

10.4 Laptop Lending
- ☐ could be part of a university-wide initiative
- ☐ may involve Circulation Services

10.5 Innis and Thode Libraries
- ☐ determine what software to add & when
- ☐ might want to launch an IT Help Desk Pilot Project

10.6 Copiers
- ☐ install multifunction units (combined printer, scanner, copier)

10.7 Hours
- ☐ keep in mind the constant requests from students for longer hours on Saturday nights. If we don't open 24/7 this September, we might consider opening the Commons on Saturday nights on an ongoing basis

10.8 Problem Tracking System
- ☐ review UTS "Heat" software

10.9 Need for Group Space
- ☐ There is a need for consultation/quiet spaces in the McLay area as part of the 24/7 space
- ☐ The space currently occupied by the Statistics Canada Research Data Centre (RDC) would be an ideal area into which to expand the Commons should the university decide to relocate the service to larger quarters outside this high-traffic area.

APPENDIX A: Background Documents

Cited in this Report

Bennett, S. (2003). *Libraries Designed for Learning*. Council on Library and Information Resources.

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Frischer, B. (2005). The Ultimate Internet Café: Reflections of a Practicing Digital Humanist about Designing a Future for the Research Library in the Digital Age. *Library as Place: Rethinking Roles, Rethinking Space*. Council on Library and Information Resources.

North Carolina State University. The Center for Universal Design (1997). *Principles of Universal Design*. From http://www.design.ncsu.edu:8120/cud/univ_design/princ_overview.htm. Accessed April 18, 2005.

Full Literature Review

Summary http://library.mcmaster.ca/about/k-commons/litrev-summary.htm

Sources http://library.mcmaster.ca/about/k-commons/litreview.htm

APPENDIX B: Trends in Academic Reference Service Models

Services

- ☐ librarians are doing more outreach. Some initiatives include:
  - ☐ roaming, or mobile reference (in a café, residence)
  - ☐ holding office hours in an academic department
- ☐ a single service point is desirable wherever possible: circ/ref or IT/Ref
- ☐ tiered service (point-of-need + consultations-by-appointment)
- ☐ personal service + transaction-based service
- ☐ specialized personnel (e.g. data librarian) hold office hours (e.g. 1-5) not service hours (9-5)
- ☐ consultations are offered for: extended or individual instruction, subject expertise
- ☐ virtual services increasingly important
- ☐ emphasis on providing more group study
- ☐ collaboration/partnerships common
- ☐ "Reference" departments are being renamed - e.g. "Learning and Research Services"

Personnel

- ☐ reference librarians are "liaison" librarians to specific departments of faculties
- ☐ liaison librarians have three roles: reference, teaching and collection development
- ☐ reference librarians are spending less time on the reference desk; more time on instruction and liaison
- ☐ changing staff mix: librarians + library paraprofessionals + IT staff + students + writing staff
- ☐ focus on information literacy, numeracy IT skills and writing skills
- ☐ emphasis on continuous staff development

Reference Collection

- ☐ reference collections are being downsized significantly
- ☐ reference collections are no longer required to be adjacent to the reference desk

APPENDIX C: Adaptive Technology Primer

Adaptive or assistive technology is hardware or software that provide access to a computer that is otherwise inaccessible to an individual with a disability. This primer was developed with the assistance of Kim Shaw (CSD) and the University of Toronto's Adaptive Technology Resource Centre's website (http://www.utoronto.ca/atrc/).

Function	User Group(s)	Software Recommended by CSD	Hardware Required
Optical Character Recognition / Reading Software Optical character recognition (OCR) is the process of converting an image of text, such as a scanned paper document or electronic fax file, into computer-editable text. Scans text (documents, books and reads it aloud)	blind visually impaired	Kurzweil 3000 Features: • allows user to easily extract highlighted text or notes from the document • extractions are placed in a separate document for further manipulation and note construction • incorporates a host of dynamic features including powerful decoding, study skills, writing and test taking tools designed to adapt to each individual's learning style and to minimize frustration Available in two formats: • Scan & Read ($1695) • Read Only ($500)	Headset Scanner with ADF (Automatic Document Feeder) for Scan & Read
Screen Reader internal software speech synthesizer and the computer's sound card, information from the screen is read aloud.	blind extremely low vision	JAWS (approx $3,000 US - site license) Features: • outputs to refreshable Braille displays • speech output may be modified by font, point size, or other attribute • automatic graphics labeller • interactive talking installation makes it easy to get started without sighted assistance • supports all standard Windows applications without the need for special configurations	headset

Function	User Group(s)	Software Recommended by CSD	Hardware Required
Screen Magnification These programs also often allow for inverted colours, enhanced pointer viewing and tracking options	low vision conditions where eyestrain is a concern, i.e. Migraine headaches increasingly used by aging population (mature students)	ZoomText (approx $2,395 - 5 license starter pack + $595 for each additional 5 license pack) Features: • screen reader and Magnifier • program reads the word, character or line • user controllable settings for adjusting voice, rate and pitch of speech • magnifier features 2X to 16X magnification • offers different zoom windows for full and partial-screen enlargement • colour filtering is available for screen image enhancement	Headset note: JAWS must be installed before ZoomText
Voice Input or Speech-recognition Program		Dragon Naturally Speaking Preferred (approx $179 per copy) Features • allows user to create and edit documents and manage the desktop through voice commands without the need for touching the keyboard or mouse • initial training period allows the program to learn the user's voice and speech patterns • Read-back feature allows the user to hear, in his/her own voice, the original dictation, for proofreading and to ensure transcription accuracy.	headset + microphone note: Kurzweil must be installed before Dragon Naturally Speaking
Visual Learning/Mind Mapping visually assist users in the organization and composition of ideas, notes or documents	students with learning disabilities a useful 'work organizer' for all students	Inspiration (approx $32 per copy)	