Reconsidering Academic Library Services in a Digital World

Peter E. Sidorko

The University of Hong Kong

May 2009

The University of Hong Kong Libraries

Caring Collaborative Creative

Your partner in intellectual excellence

Outline

1. Introducing HKU Libraries
2. Stresses in libraries: Pity the poor librarian
3. Changing users: Digital natives and beyond
4. A New scholarship environment
5. Evolving collections, people and spaces
6. But how do we get there?
7. The HKUL experience

1 Introducing HKU Libraries

HKU

The University

- Evolved from the Hong Kong College of Medicine, founded in 1887
- Founded 1912
- Multidisciplinary/comprehensive - undergraduate & postgraduate
- 22,000 students (Government & self funded)
- 111,000 students (Continuing education school)
- Ranked **18** in the world's **top** universities (THES, 2007).

Main Building -- the Library 1915

The Library today

- 1 Main Library (arts, architecture, humanities, science and technology, social sciences)
- 6 branches (Dental, Education, Law Medical, Music and Chinese)
- ca 230 staff including 32 professionals

Photo Library

MAIN LIBRARY

MAIN LIBRARY

KNOWLEDGE
NAVIGATION CENTRE

YU CHUN KEUNG MEDICAL LIBRARY

Content

- 2.56 million physical volumes
- 1.31 million e-books
- 44,417 e-journal subscriptions
- 602 databases
- Locally created databases

The HKUL Digital Initiatives, through its digitization projects, has opened up online access to local collections originally in print format. The first HKUL Digital Initiative, ExamBase, was launched in 1996 and other projects of scholarly interests were subsequently introduced. More digital projects are being developed to provide continuous access to digital content and services.

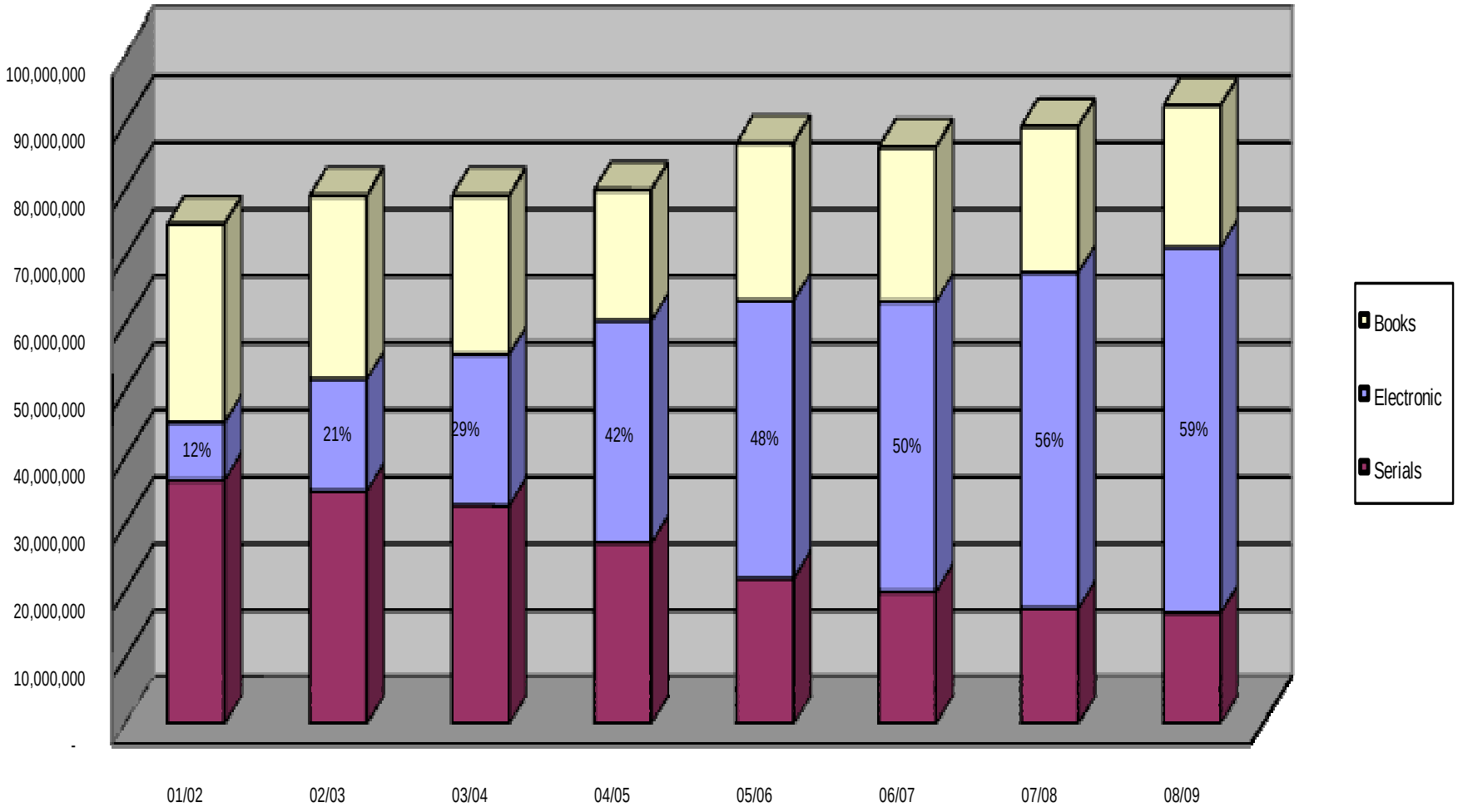
HKUL Digital Initiatives

- Basic Law Drafting History Online
- Beijing Historical Geography Database 北京歷史地理數據庫 HKU ONLY
- China Through Western Eyes
- Chinese Collectanea in Japanese Libraries 日本見藏中國叢書目錄
- Community Health Projects NEW
- Digital Editions from HKU Press HKU ONLY
- e-Video HKU ONLY
- Electronic Gallery of HKU
- ExamBase HKU ONLY
- Fung Ping Shan Library Rare Book Catalogue
- Historical Laws of Hong Kong Online
- HKU Scholars Hub NEW
- Hong Kong and the West until 1860
- Hong Kong Government Reports Online (1853-1941)
- Hong Kong Journals Online
- Hong Kong Listed Company Papers Online
- Hong Kong Newspaper Clippings Online
- Hong Kong Oral History Archives NEW
- Hong Kong Stock Market Archives and Artifacts Collection
- Hong Kong Tourism Board Collection
- Hong Kong Table of Contents Database
- Hong Kong University Theses Online
- The Last Governor Online HKU ONLY
- Sun Yat-sen in Hong Kong 孫中山在香港
- Translations from Chinese
- Union Catalogue of Overseas Chinese Collection in HKU and JU 華僑華人研究書目庫

Warning: Licences prohibit excessive downloadi

Trusted sites

Budget Shift towards ER



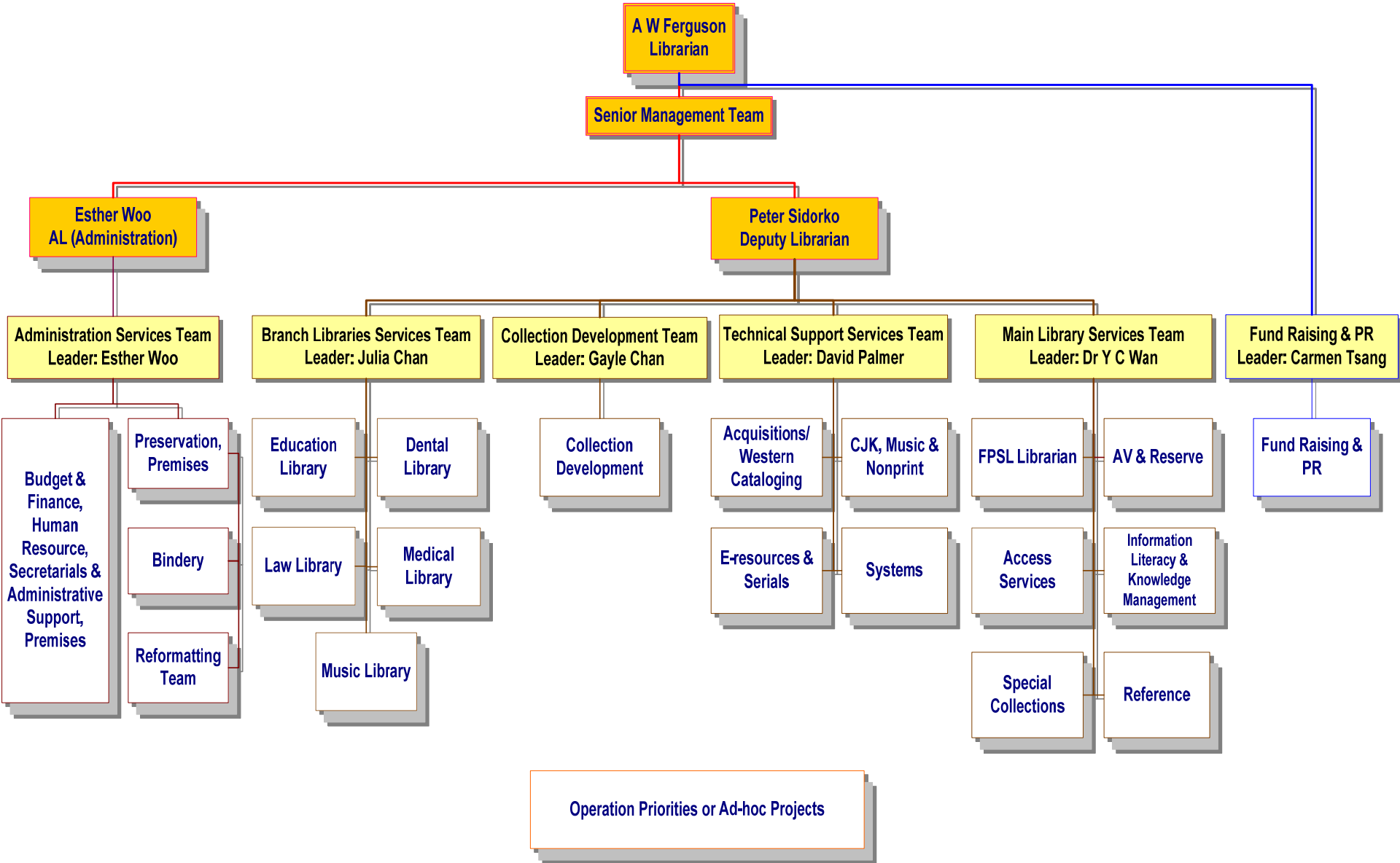
Budget Shift towards Electronic

Year	% of LRF
01/02	12%
02/03	21%
03/04	29%
04/05	42%
05/06	48%
06/07	50%
07/08	56%
08/09	59%

Services and usage

- 100,085 registered users including 46,891 alumni
- 1.9 million physical volumes re-shelved last year (1.3 million checked out)
- 193 million hits on our website last year
- E-resources accessed 2.2 million times
- 14,000+ enrollments in our information skills classes
- Answered 40,000+ reference questions including 2,881 sent in by email
- 24,124 sqm

Organisational structure



Major challenges

- Lack of **collections space**. Annually have to store 90,000+ volumes in remote storage (Hingwai and Main Storage)
- Lack of **library resources fund** budget increases. Annually in deficit situation. Relying upon rapidly dwindling carry over funds from previous years.
- Insufficient **overall funding** for the Libraries once our carry over funds are exhausted
- Complications related to our **moving from print to digital** world
- Need for better **trained library staff** (now have 32 professionals – down from 44 seven years ago)
- Introducing **RFID**

2 Stresses in libraries: Pity the poor librarian

Low graphics | Accessibility Help

BBC

Search

Explore the BBC

NEWS

Watch ONE-MINUTE WORLD NEWS

News Front Page

Africa

Americas

Asia-Pacific

Europe

Middle East

South Asia

UK

England

Northern Ireland

Scotland

Wales

UK Politics

Education

Magazine

Page last updated at 12:34 GMT, Thursday, 12 January 2006

E-mail this to a friend

Printable version

Librarians 'suffer most stress'

Fighting fires may sound taxing, chasing criminals demanding, but a new study says that working in a library is the most stressful job of all.

Librarians are the most unhappy with their workplace, often finding their job repetitive and unchallenging, according to psychologist Saqib Saddiq.

He will tell the British Psychological Society that one in three workers suffer from poor psychological health.

Working in libraries has been commonly thought a stress-free job

SEE ALSO

- IT stresses 'driving UK to drink'
  12 Jan 06 | Health
- Stress may up cholesterol levels
  23 Nov 05 | Health
- Stress: A blight on modern life
  06 Sep 05 | Health
- Head teacher stress is 'rising'
  18 Nov 05 | Education

RELATED INTERNET LINKS

- British Psychological Society
- SHL

http://news.bbc.co.uk/1/hi/uk/4605476.stm 12 January 2006.

Librarians 'suffer most stress‘ – Why?

- Low control over their working day
- Workload
- Earnings
- Absenteeism
- Job satisfaction
- Work stress spilling over into their private life

More…

- Physical environment (sick of being stuck between book shelves all day),
- Skills not used,
- More likely than other professions to be absent from work,
- "Firefighters and police are trained to deal with the stresses that their jobs undoubtedly entail; librarians and school teachers are less likely to have these support systems in place.
- In addition, stress impacts different personalities in different ways, and different personalities may be drawn to different roles."

Other stresses

- Information overload
- Technology currency
- Reducing statistics - physical access
- User expectations
- Stakeholder expectations
- Accountability and RoI
- etc…

3 Changing users: Digital natives and beyond

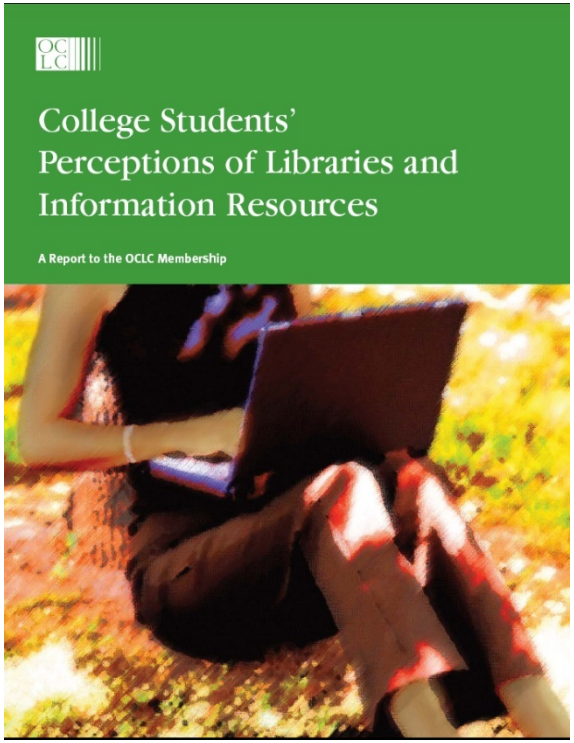
Digital natives

- over 10,000 hours playing videogames,
- over 200,000 emails and instant messages sent and received;
- over 10,000 hours talking on digital cell phones;
- over 20,000 hours watching TV (a high percentage fast speed MTV),
- over 500,000 commercials seen—all before the kids leave college.
- And, maybe, *at the very most, 5,000 hours of book reading.*
    - Prensky, M. (2001) Digital natives, digital immigrants, *On the Horizon,* 9(5), 1-6, http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

Where do you start your information search?

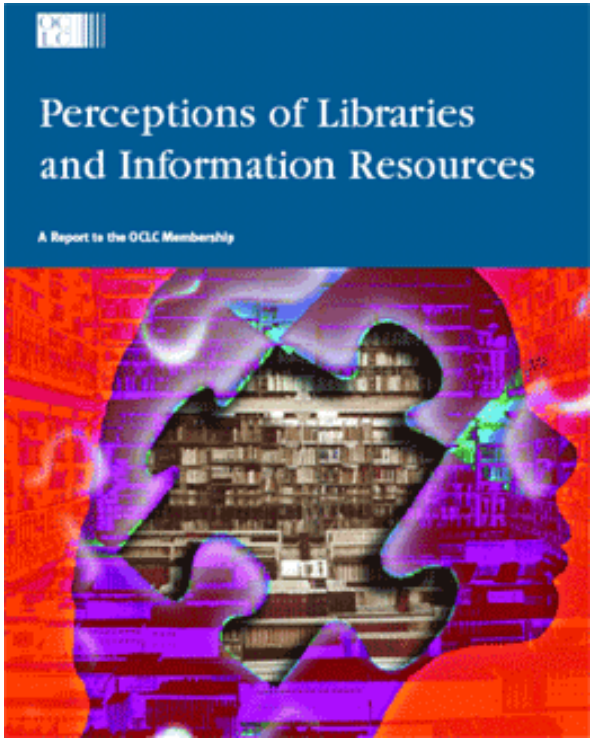
College

- Search engines (72%).
- Library web site (2%)



Everybody

- Search engines (84%).
- Library web site (1%)



Perceptions and habits

- ***Quality and quantity*** of information are top determinants of a satisfactory information search. Search engines are rated higher than librarians.
- The criterion selected by most information consumers to evaluate electronic resources is that the ***information is worthwhile. Free is a close second. Speed has less impact***.
- Respondents ***do not trust*** purchased information more than free information.
- Library users like to ***self-serve***. Most respondents do not seek assistance when using library resources.
- The survey results are generally ***consistent across the geographic regions*** surveyed.

Libraries

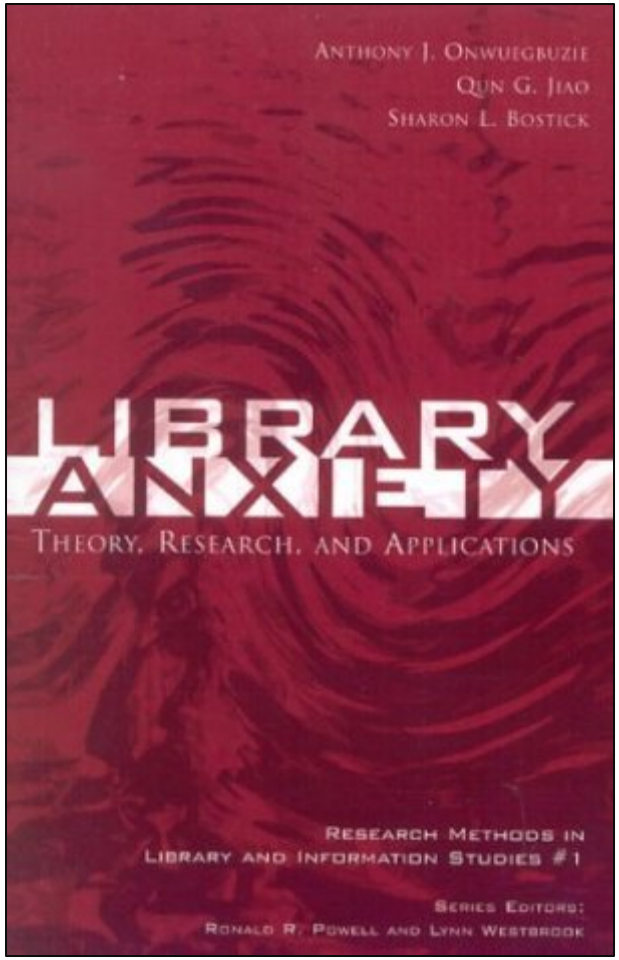
- Are ***used less and people read less*** since they began using the Internet.
- ***Borrowing print books*** is the library service used most.
- ***"Books" is the library brand*****.** There is no runner-up.
- Most information consumers ***are not aware of, nor do they use, most libraries' electronic information resources*****.**
- ***College students have the highest rate of library use and broadest use of library resources,*** both physical and electronic.
- ***Only 10 percent of college students indicated that their library's collection fulfilled their information needs*** after accessing the library Web site from a search engine.
- Library in community. Most agree ***library is a place to learn.***

Alternatives to libraries

- ***Self-service. They use personal knowledge and common sense to judge if electronic information is trustworthy. They cross-reference other sites to validate*** their findings.
- ***Ninety percent of respondents are satisfied with their most recent search for information using a search engine*** **(**quality and quantity).
- People trust what they find using search engines. They also trust information from libraries. They ***trust them about the same*****.**
- ***Search engines fit the information consumer's lifestyle better than physical or online libraries.***

Library anxiety

- When I first entered the library, I was ***terrified***. I didn't know where anything was located or even who to ask to get some help. It was ***like being in a foreign country*** and unable to speak the language. (p.162)
- Mellon, Constance (1986), "Library anxiety: A grounded theory and its development", *College & Research Libraries* 47 (2): 160–165, cited in Onwuegbuzie, A. J., Jiao, Q. G., & Bostick, S. L. (2004). *Library anxiety: Theory, research, and applications*. Landham, Md.: Scarecrow Press, Inc.



Library anxiety

Library avoidance + Procrastination

=

Academic underachievement

4 A New scholarship environment

2003 OCLC Environmental Scan: Pattern Recognition

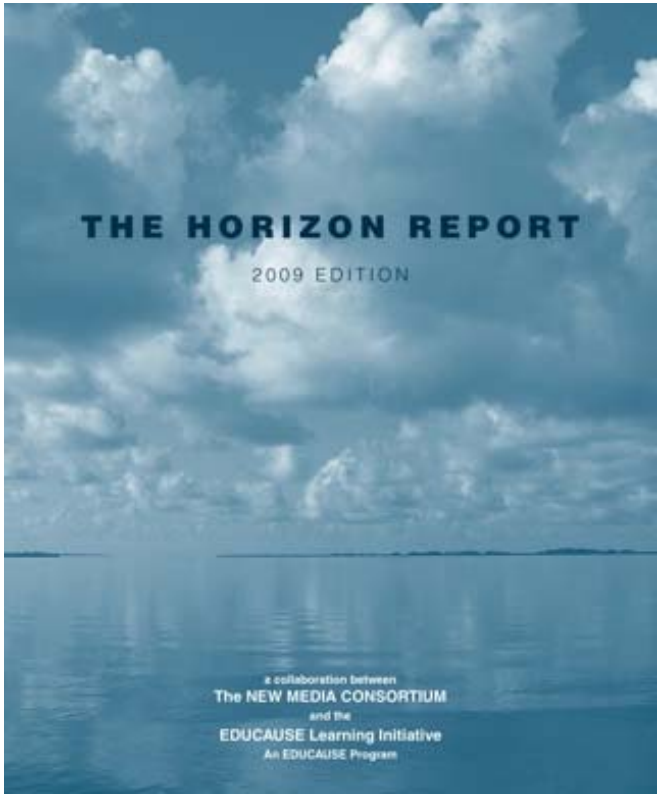
"provides a high-level view of the information landscape, intended both to inform and stimulate discussion about future strategic directions"

- Research & learning (Political) landscape
- Social landscape
- Economic landscape
- Technology landscape

http://www.oclc.org/reports/escan/

The Horizon Report (NMC & EDUCAUSE)

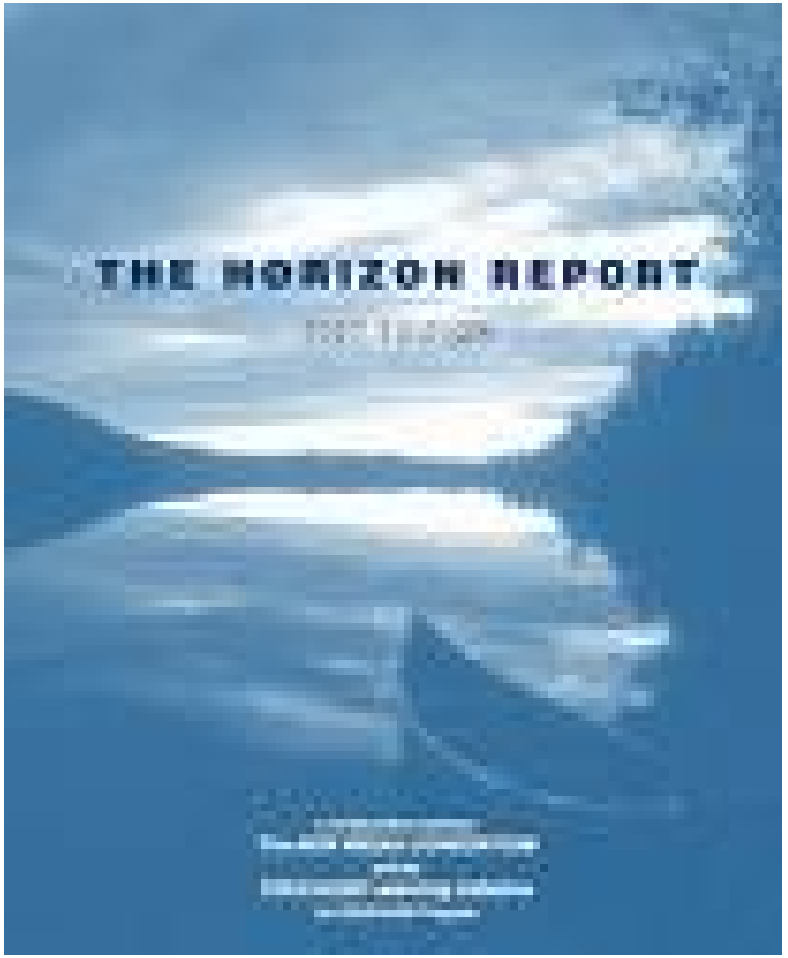
"seeks to identify and describe emerging technologies likely to have a large impact on teaching, learning, or creative expression within higher education."



http://www.nmc.org/horizon/

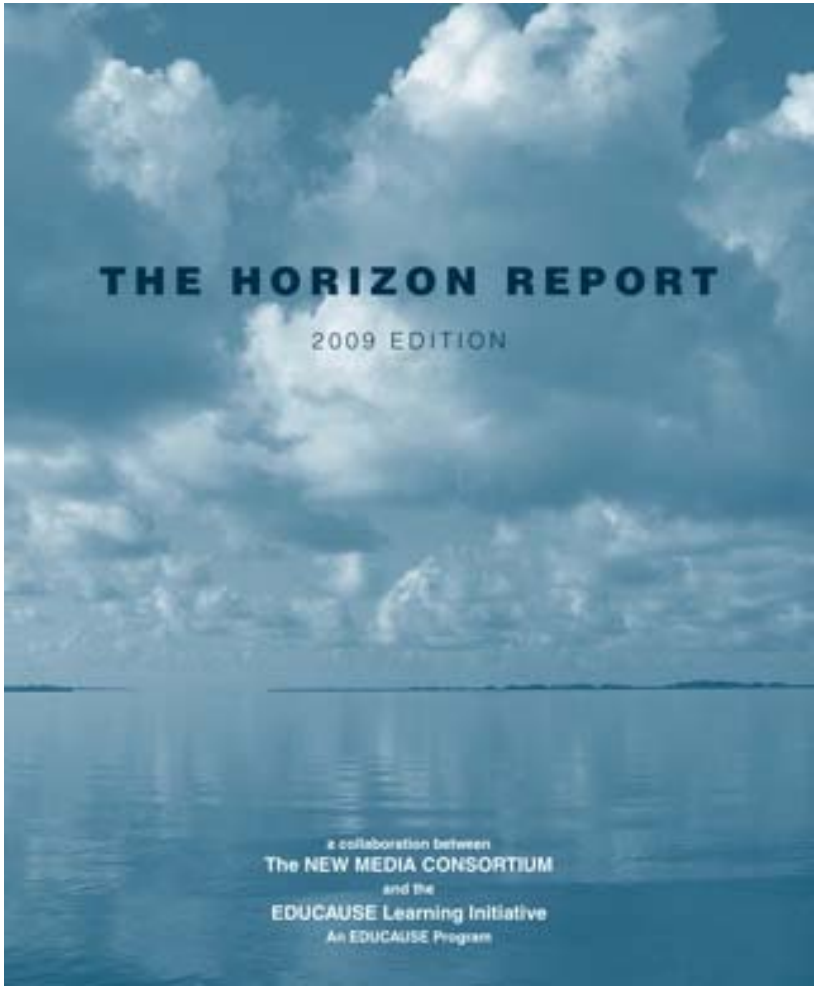
Key trends: 2007

- User-Created Content
- Social Networking
- Mobile Phones
- Virtual Worlds
- The New Scholarship and Emerging Forms of Publication
- Massively Multiplayer Educational Gaming



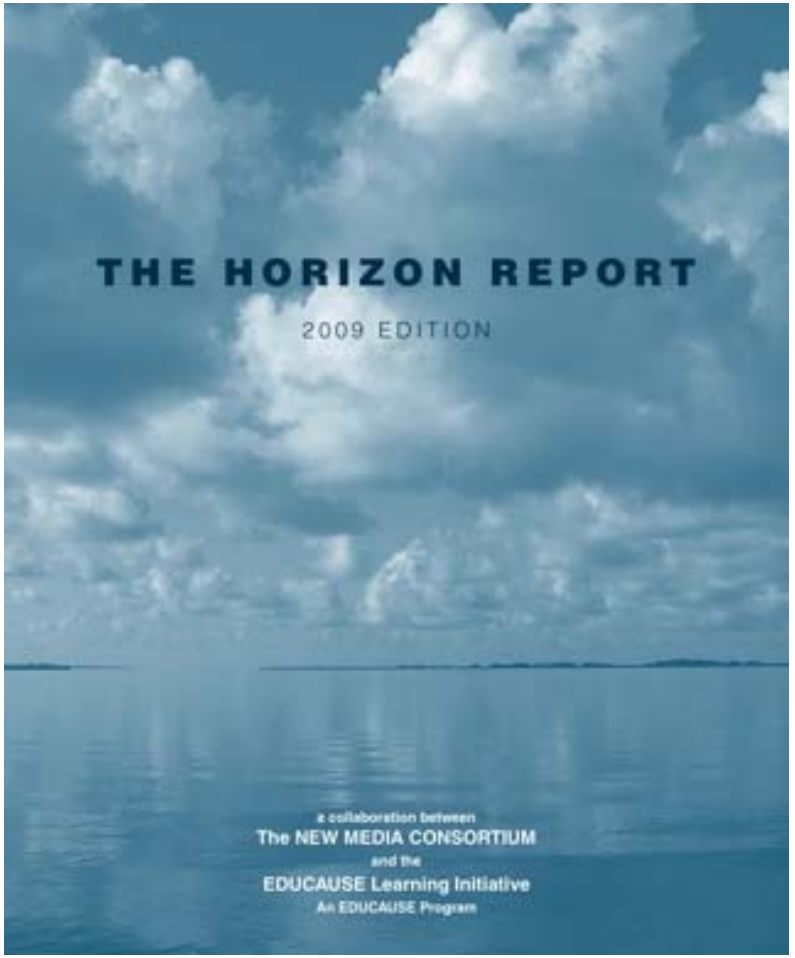
Key trends: 2009

- Globalization affect the way we work, collaborate, and communicate.
- Collective intelligence.
- Games as learning tools.
- Visualization tools making information more meaningful.
- Mobile phones unprecedented innovation, driven by global competition.

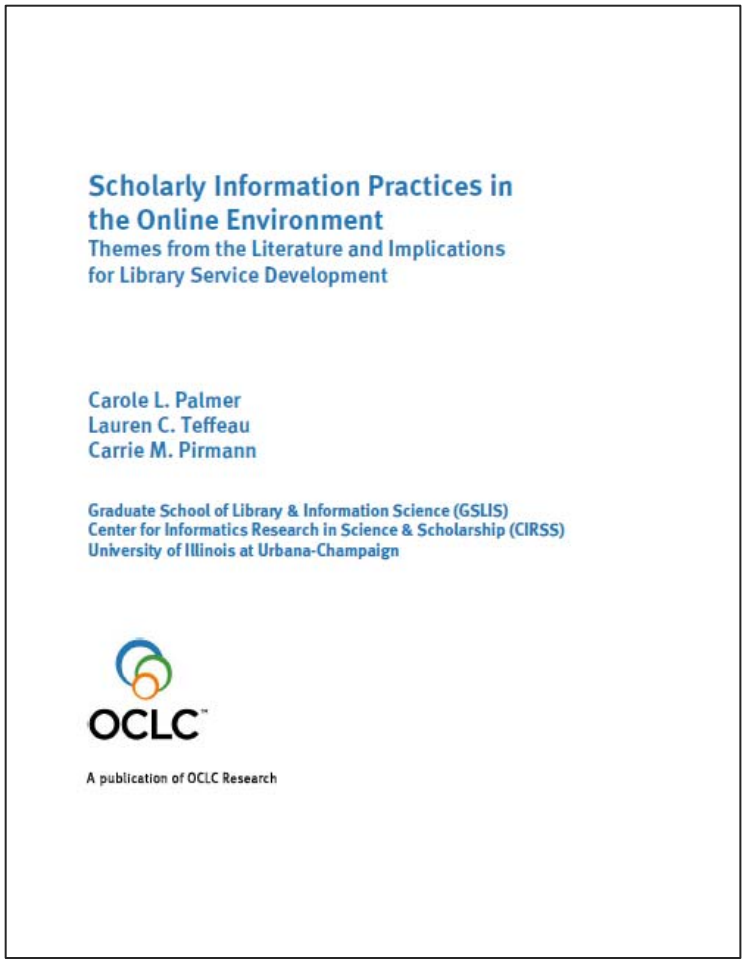


Critical challenges

- Growing need for formal instruction in key new skills, including information literacy, visual literacy, and technological literacy.
- Students are different, educational material is not.
- Significant shifts in scholarship and research, and there is a need for innovation and leadership at all levels of the academy.
- Need to measure and prove through formal assessment that our students are learning.
- Growing expectation to make use of and to deliver services, content, and media to mobile devices.



Scholarly Information Practices in the Online Environment



- Reports on "the state of knowledge on scholarly information behavior"
- "And how they differ among disciplines"
- Identifies "directions and … priorities for development of digital information services"

www.oclc.org/programs/publications/reports/2009-02.pdf

The five core scholarly activities and their primitives

1. Searching
    - 1.1 Direct searching
    - 1.2 Chaining
    - 1.3 Browsing
    - 1.4 Probing
    - 1.5 Accessing
2. Collecting
    - 2.1 Gathering
    - 2.2 Organizing
3. Reading
    - 3.1 Scanning
    - 3.2 Assessing
    - 3.3 Rereading
4. Writing
    - 4.1 Assembling
    - 4.2 Co-authoring
    - 4.3 Disseminating
5. Collaborating
    - 5.1 Coordinating
    - 5.2 Networking
    - 5.3 Consulting
6. Cross-cutting Primitives
    - 6.1 Monitoring
    - 6.2 Notetaking
    - 6.3 Translating
    - 6.4 Data Practices

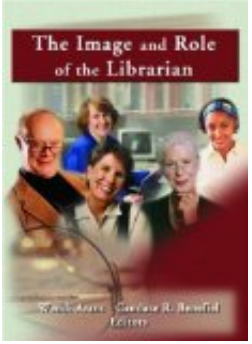
5 Evolving collections, people and spaces

Books are for use, Every reader his book, Every book his reader, Save the time of the reader, The library is a growing organism.
(S.R. Ranganathan)

Evolving collections

- Books, journals, microforms, audiovisual etc,
- e-everything
- Print vs digital
- Open Access
- Institutional repositories
- Research data
- Interoperability
- Digital preservation
- Mass digitization
- Collaborations – collecting and creating
- Print on demand
- Learning focus
- Technology based services
- Speed
- Access
- Funding
- Space utilization
- Remote archives, etc etc

Defining the profession



Reasons academic librarians chose their profession, as ranked by students

1. They like books
2. They want to help people
3. They like working with information
4. They like working with technology
5. They want to do library research
6. They want to work in the university library environment (scholarly, quiet etc)
7. Attractive wages and benefits
8. The prestige accompanying the job
9. It's an easy job
   - Hernon and Pastine survey reported in *Students' Perceptions of Academic Librarians*, Jody Fagan in *The Image and role of the librarian* / Wendi Arant, Candace R. Benefiel, editors. New York : Haworth Information Press, c2002.

Mass media representations of librarians

- The Old Maid Librarian
- The Policeman Librarian
- The Librarian as Parody
- The Inept Librarian
- The Hero/ine Librarian
  - Maura Seale, Old Maids, Policeman, and Social Rejects: Mass Media Representations and Public Perceptions of Librarians, *Electronic Journal of Academic and Special Librarianship* v.9 no.1 (Spring 2008) http://southernlibrarianship.icaap.org/content/v09n01/seale_m01.html

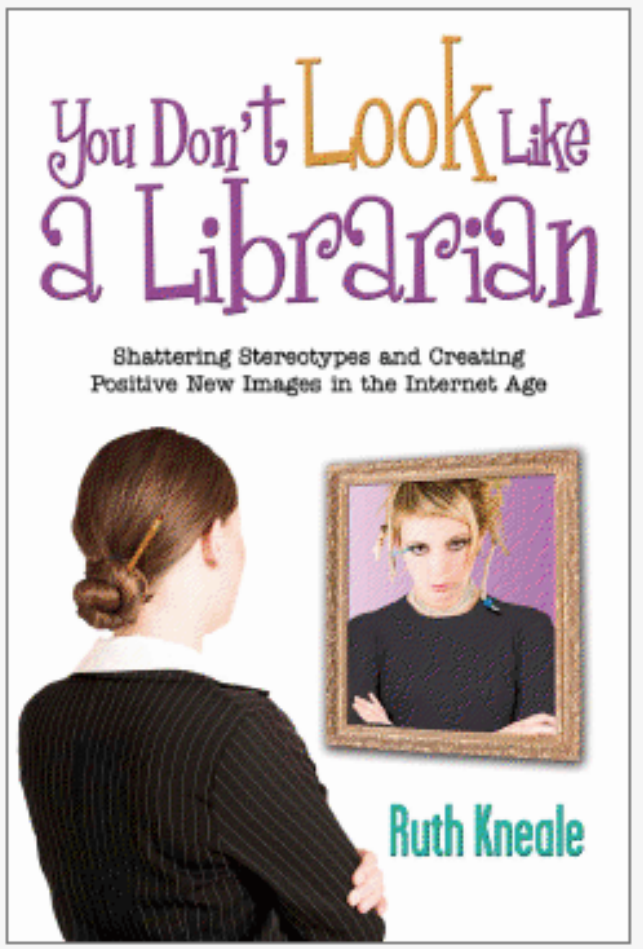
Outcry over librarian doll

- http://www.smh.com.au/articles/2003/09/06/1062549053713.html

- Should we be concerned?

Defining the profession

- Stereotyped but changing
- Passionate but about different things
- Homogeneous or maybe not
- Value of formal library education
- Books are for use, Every reader his book, Every book his reader, Save the time of the reader, The library is a growing organism. (Ranganathan)



Re-defining the profession

- " . . . the librarian of the future . . . will be expected to be quite a versatile creature . . . able to *imagine futures and work towards them*."
  - Feret, B and Marcinek, M. (1999), The Future of the Academic Library and the Academic Librarian: a Delphi study. *Librarian Career Development*, 7(10), p91-107.

Re-defining the profession

Skills

- Interpersonal
- Communication (listening, writing, presenting)
- Financial management
- Spatial design
- Team working
- Team building
- Negotiating
- Customer orientation
- Cultural awareness
- Political awareness, etc

Characteristics

- Initiative
- Empathy,
- Adaptability
- Persuasive
- Personable
- Creative
- Entrepreneurial
- Passionate
- Trustworthy
- Intelligent (on multiple levels), etc.

Multiple intelligences

- Intellectual (IQ)
- Emotional (EQ)
- IQ gets you the job, EQ makes you successful

Emotional intelligence is twice as important as all other factors for success in jobs at all levels.

90% of the difference between outstanding leaders and average leaders is due to emotional intelligence. Daniel Goleman

- Adversity (AQ)

Five components of emotional intelligence

- Self-awareness
- Self-regulation
- Motivation (to achieve)
- Empathy
- Social skills (friendliness with a purpose)

Emotional Intelligence (EI)

- "The workplace is changing, and changing fast. It is no longer just how smart we are, by our professional training and expertise, which determines success in careers. Today, more than ever, personal qualities like initiative, empathy, adaptability and persuasiveness feature prominently. Whatever the career, understanding how to cultivate these capabilities is essential for success."

  Tey Tsun Hang, Emotional Intelligence and Careers, *CDTL Brief*, March 1999, Vol. 2 No. 1
  http://www.cdtl.nus.edu.sg/brief/v2n1/sec3.htm

Emotional competence and EQ

- *Personal competencies* determine how we manage ourselves.
  - self-awareness
  - self-regulation
  - motivation
- *Social competencies* determine how well we handle relationships.
  - empathy
  - social skills
- When measured together they determine our EQ

- …emotional competencies can be cultivated with the right practice. Unlike IQ, they can improve tremendously throughout life … emotional intelligence tends to increase as we learn to be more aware of our moods, to handle distressing emotions better, to listen and empathise. In the new workplace, with its emphasis on flexibility, teams and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job.
- Tey Tsun Hang, Emotional Intelligence and Careers, *CDTL Brief*, March 1999, Vol. 2 No. 1 http://www.cdtl.nus.edu.sg/brief/v2n1/sec3.htm.

Adversity Quotient (AQ)

- The ability to thrive in the face of adversity
- The measure of how an individual perceives and deals with challenges
- People with high AQ levels:
  - Take greater responsibility to fix problems
  - Do not blame others for their setbacks
  - Feel that the problems they face are limited in scope
  - Feel the problems they face can be dealt with quickly
- Like IQ, AQ levels can be measured
  - AQ levels can be improved simply by awareness
  - Awareness can help in developing employees to their full potential.

Library spaces

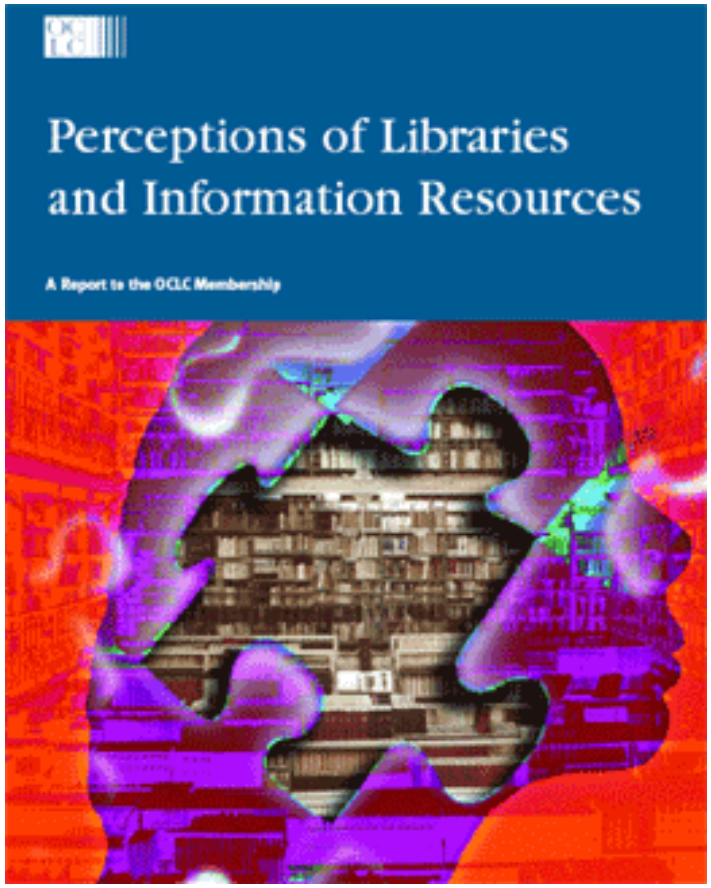
Bodleian Library entrance, Oxford.
http://commons.wikimedia.org/wiki/File:Bodleian20040124CopyrightKaihsuTai.jpg

The Sistine Hall of the Vatican Library
http://en.wikipedia.org/wiki/File:Salone-sistino.jpg

Library as place and space

- “Clever, creative and modern are three words that can be used to describe libraries around the world nowadays”
  - http://www.smh.com.au/national/the-quiet-revolution-20090212-85zl.html?page=-1

Library as place and space



- Comments from respondents provide clear directions for physical libraries: be ***clean, bright, comfortable, warm and well-lit; be staffed by friendly people; have hours that fit their lifestyles; and advertise services.*** Find ways to get material to people, rather than making them come to the library.

New library spaces: why?

- Changing student/user behaviour
  - Multitasking, always connected, group-work, interactive, experiential, digitally literate
- Decreasing library entry statistics
- Rapidly evolving technologies
- Seismic shift in pedagogical practices
  - Collaborative project work, cooperative and supportive, younger students (HK), international student body, encouraging discovery, greater skills emphasis, etc.

HKU CENTENNIAL CAMPUS REPORT SERIES (5)

Learning Commons: Innovative spaces for student-centred learning

The heart of the new CENTENNIAL CAMPUS is the central learning commons, a dynamic teaching and learning environment with the inbuilt flexibility required for the 21st century student.

Warm and welcoming. Lounge chairs and diner booths. Food and drinks. Late night access. Chatting with friends. Wired and wireless. Does this sound like the newest coffee shop in town? No. It is a fitting description of the centerpiece of The University of Hong Kong's Centennial Campus, the Learning Commons.

But there is more. No matter what your learning style or requirement, you will benefit from this expansive and innovative space: serious study spaces, formal and informal teaching venues, state-of-the-art technology with access to the world's vast digital research collections and people to help you either individually or in groups.

Loosely defined as a shared or common space in which students, teachers and others can come together to interact, the concept of the Learning Commons has evolved as learners needs have changed. Once confined to the traditional study spaces available in their libraries, university students now seek out a wider range of options for study that will suit their needs at any point in time.

Coffee shops, canteens, dormitories, outdoor spaces are now all fair game for students to gather, share ideas and learn. In an environment that is driven by the ever growing supply of digital resources, by the increasing demands for collaborative and interactive learning, and by varying individual styles of learning, learning spaces have not only changed but have changed dramatically.

6,000m² space for 21st C learning needs

The idea of a learning "place" is very important for students so, along with the developing concept of the learning commons, the library as such a "place" has also changed. Along with learning commons, libraries are also evolving as places where students not only access resources and study but also where they can meet, work and socialize with other students. The relationship between libraries and learning commons is highly symbiotic.

HKU's Centennial Campus has at its heart the Learning Commons. Spread over three floors, this 6,000 m² space will cater to the needs of the learner of 2012 and beyond.

The Learning Commons will comprise three fundamental types of learning spaces. Individual, self- paced learning remains a demand from students and a variety of spaces will be provided for this learning style. These will include quiet study areas, reading and lounging areas and single computer access stations. Collaborative learning spaces will also be provided in the form of more traditionally styled work tables as well as diner booth style places that are well suited to group interactivity. In a more formal setting, tutorial rooms, fully equipped electronic classrooms and lecture theatres will also be available. With seating for more than 2,000, the University's additional student intake resulting from the 3-3-4 curriculum will be well catered for by 2012.

Student-centred, full-fledged services

Central to any learning commons environment are the services that are made available within them. Librarians will help students to navigate and effectively scrutinize and utilise the vast array of digital information resources that are already now available but which are destined to further expand by 2012. Technology experts will assist students with the latest software that will assist their studies. Experts in a range of academic related skills will also be available to help students to master effective learning and study skills, to craft their assignments and to present their research and learning findings in the most effective and persuasive manner. Career counseling, copying and binding services will also be available.

But students are not the only ones that will gain from the learning commons environment. Teaching and research staff will also benefit from the innovative range of spaces. In addition to the opportunity to meet with their students both formally and less formally, staff will be able to find spaces that will enable them to work collaboratively with colleagues from other fields, to share ideas on new teaching techniques, as well as the opportunity to learn, among other things, new teaching skills, how to compose successful research grant proposals and effective publishing techniques.

Eco-friendly and flexible spaces

Architecturally, and along with the rest of the Centennial Campus, planning for the Learning Commons is taking into consideration eco-friendly and sustainable construction methods and materials. With this in mind the Learning Commons will be a space that will inspire learners and educators alike with ample glass providing optimum natural lighting as well as visually appealing aspects onto leafy courtyards, fountains and the surrounding lush environment.

Design features will accommodate a range of learning and teaching spaces but will also be built with a view to providing maximum flexibility within these spaces. Flexibility of spaces is essential for two reasons. Firstly, the growth of technology makes it nearly impossible to predict what type of spaces will be possible or needed most four years from now. Secondly, the spontaneous nature of today's students will necessitate that, with little advance notice, groups of students and teachers can gather for a range of activities such as speeches, debates, performances, meetings, exhibitions or even recreation.

As a centerpiece of the Centennial Campus, the Learning Commons will not only serve to enhance the University's status as a world-class institution, it will also serve to showcase Hong Kong's long established reputation as an education hub renowned for its creativity and innovation. Perhaps of greatest significance is that the Learning Commons will provide the University with an academic environment that will generate an even greater sense of community further nurturing students who are destined to be tomorrow's leaders for Hong Kong, Mainland China and the global community.

Learning Commons: A Global Phenomenon

They may appear under different names like "library commons", "information commons", "learning centres" or "learning grids", but irrespective of what they may be called, the introduction of the learning commons concept is rapidly sweeping institutes of higher learning across the globe. While many of these facilities enjoy their own unique style that is reflective of local requirements, they share in common an approach to learning space that is designed to accommodate a range of learning styles with an array of supporting services.

While a relatively new concept for some, many libraries have grappled with the notion since the early 1980s. The University of Southern California Leavey Library celebrated its Information Commons' tenth anniversary in 2004! In the past five years any library renovation that has not included a learning commons component would be in a minority. This has certainly been evident across North America, Europe, Australia, New Zealand and, increasingly, Asia including Hong Kong. HKU's Learning Commons will showcase the most successful elements of both new and older learning commons in constructing its own for the Centennial Campus.

Internationally, the popularity of the learning commons has grown as they tend to bring together a range of services usually found in various places around campus and the convenience of "one-stop shopping" is increasingly important for busy students regardless of their origin or country of study.

Centennial Campus Development Office • The University of Hong Kong • Pokfulam Road, Hong Kong
Tel: (852) 3917 2127 • Fax: (852) 2858 2454 • Email: centennial@hku.hk • Website: www.hku.hk/centennial

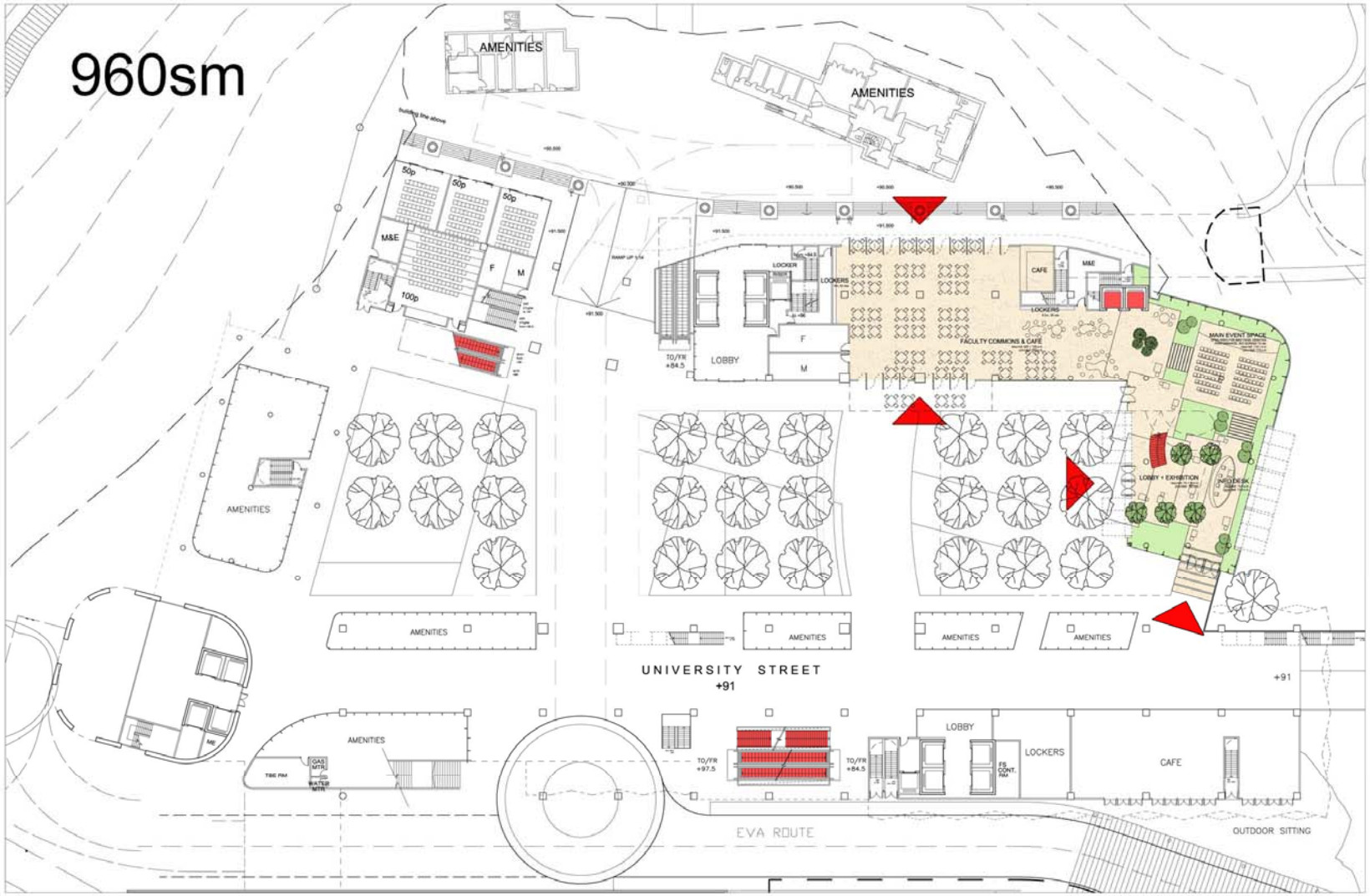
HKU Centennial Campus Learning Commons Preliminary Plan

Items		Knowledge Group Brief 2006		Proposed Brief 2008	
		Capacity/Area	Area %	Capacity/Area	Area %
SELF LEARNING	Self Study Area: Quiet Study, Reading and Lounge Areas, Faculty Commons	450 seats	30%	500 seats	35%
	Space with fixed Computer	150 seats		300-400 seats	
INFORMAL LEARNING IN GROUPS	Work Tables: Capacity: 6 & 4	460 seats	20%	500 seats	25%
	Diner Boothes: Capacity: 6	60 seats		120 seats	
FORMAL LEARNING IN GROUPS	Tutorial Rooms: Capacity: 25 & 12	430 seats	30%	430 seats	20%
	E-Classrooms: Capacity: 50 & 25	300 seats		300 seats	
	Theatres: Capacity: 50	150 seats		150 seats	
SUPPORT FACILITIES	Entrance: Lobby, Exhibition Space & Open Area for debates and performances	220 sm	20%	300 sm	20%
	Help Desks: Information, Rotational Service Provider & Computer User Help Desks	90 sm		90 sm	
	Support Offices: Backup Offices, Office for Director & Office for full time Staffs	60 sm		300 sm	
	Multi-Media Centre	80 seats			
	English/ Writing Centre, CAUT, HKU Press	N/A			
	Central Resources: Copy/ Binding Centre, Special Study Rooms & Consultation Areas	230 sm		110 sm	
	Lounge for Staff	N/A		30 sm	
	Utilities: Copy Machines, Printers, Email Stand Up Terminals, Lockers, etc.	170 sm		120 sm	

Learning Commons – Schedule of Accommodation

HKU Centennial Campus Learning Commons Preliminary Plan

Level 1



CENTENNIAL CAMPUS LEVEL +91 PLAN

University of Hong Kong, Development of Centennial Campus

project number: 2131

0 5 10 20 30m

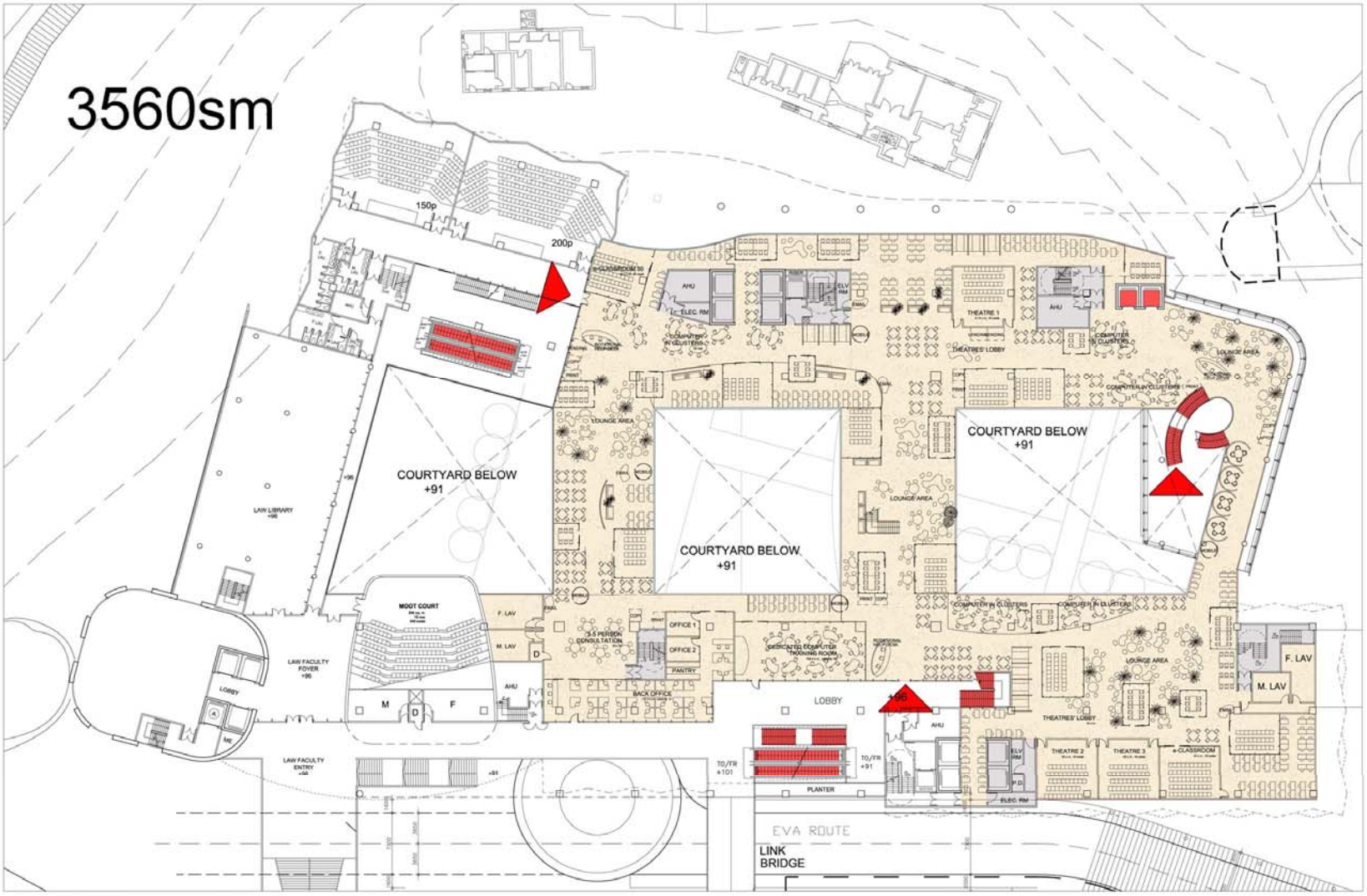
1 : 200 @ A1

N

WONG & OUYANG (HK) LTD

Dwg no: ASK 1022 rev: 11 FEB 2008

HKU Centennial Campus Learning Commons Preliminary Plan
Level 2



CENTENNIAL CAMPUS LEVEL +96 PLAN

University of Hong Kong, Development of Centennial Campus

project number: 2131

0 5 10 20 30m

1 : 200 @ A1

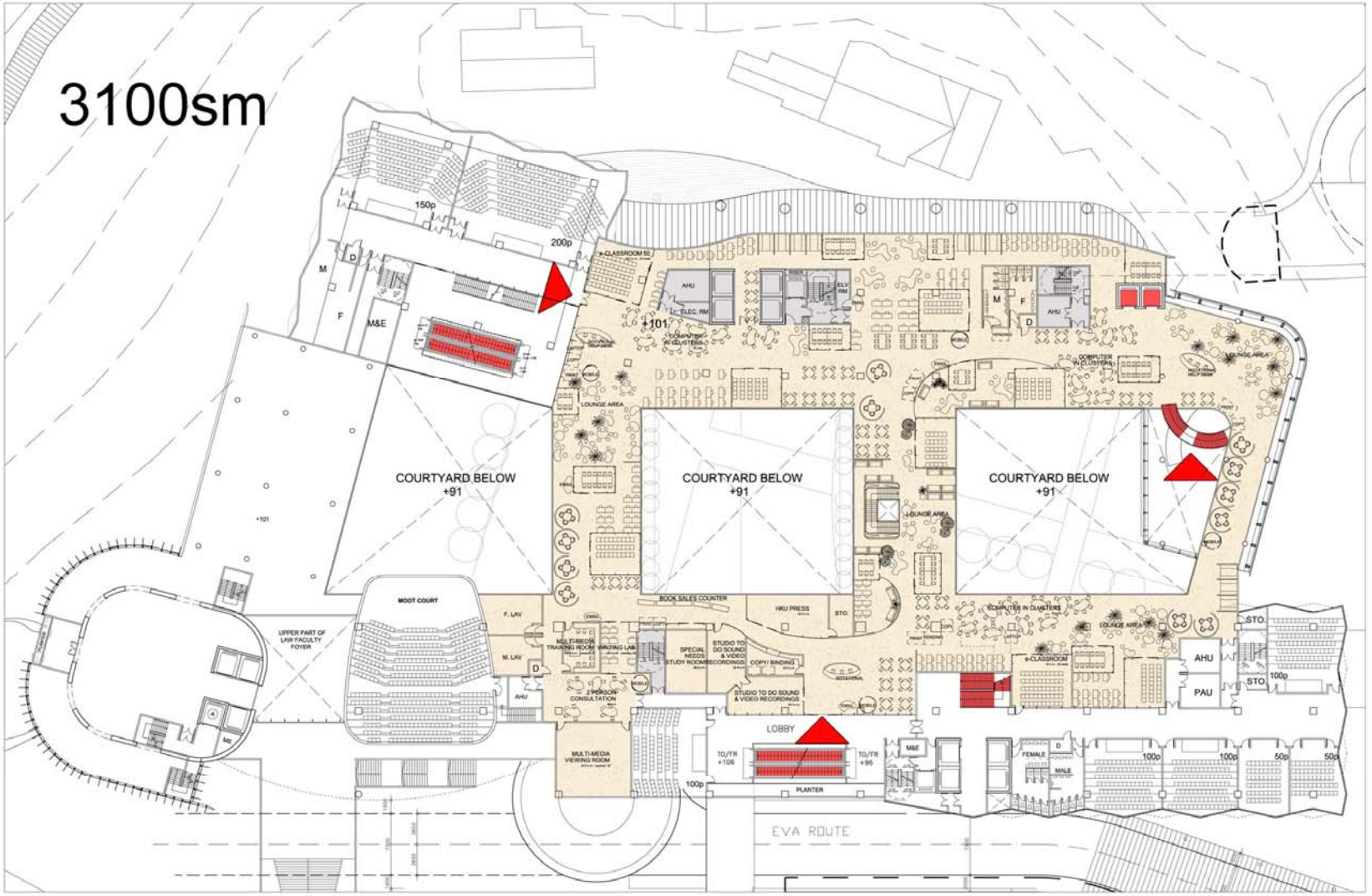
N

WONG & OUYANG (HK) LTD

Dwg no: ASK 1023 rev: 11 FEB 2008

HKU Centennial Campus Learning Commons Preliminary Plan

Level 3



CENTENNIAL CAMPUS LEVEL +101 PLAN

University of Hong Kong, Development of Centennial Campus

project number: 2131

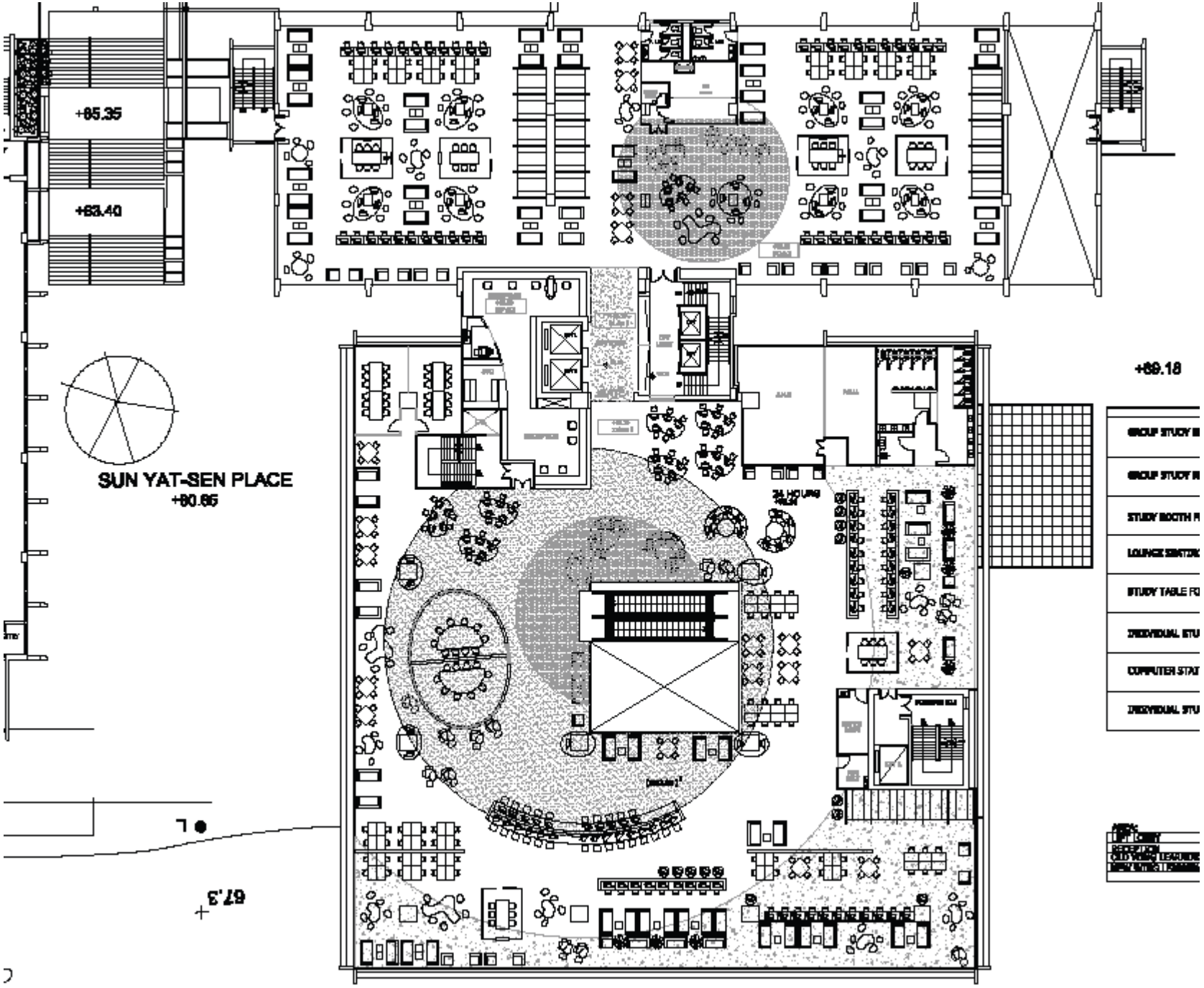
0 5 10 20 30m

1 : 200 @ A1

N

WONG & OUYANG (HK) LTD

Dwg no: ASK 1024 rev: 11 FEB 2008



MAIN LIBRARY PROPSED LEARNING COMMONS

		QTY	TOTAL
GROUP STUDY RM FOR 10-12 PERS		4	48
GROUP STUDY RM FOR 6 PERS		5	30
STUDY BOOTH FOR 4-6		24	144
LOUNGE SEATING	FOR 2	72	144
	FOR 1	31	31
	4-6	14	56
STUDY TABLE FOR 4		33	132
INDIVIDUAL STUDY TABLE		95	95
COMPUTER STATIONS		154	154
INDIVIDUAL STUDY SOFAS		17	17

TOTAL 849 PERS

The University of Hong Kong Libraries

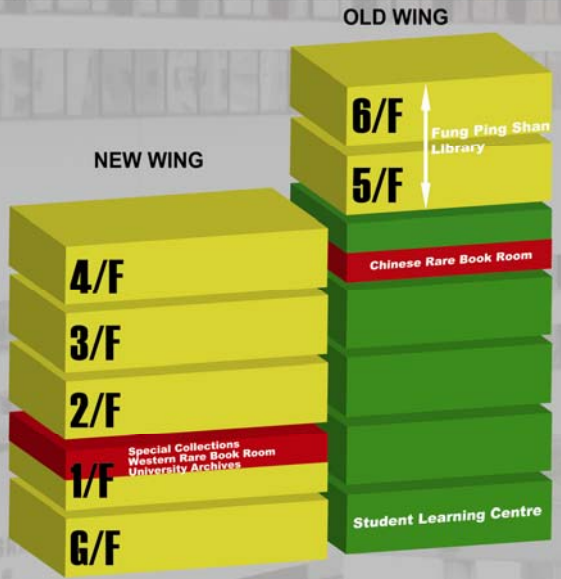
Caring Collaborative Creative
Your partner in intellectual excellence

NEW HKU MAIN LIBRARY FOOD AND DRINK POLICY:

Six-Month Trial 1/7/08 - 31/12/08

GREEN	YELLOW	RED
LOW VOICE	SILENCE	SILENCE
FOOD ALLOWED	NO EATING	NO EATING
DRINKS ALLOWED Do not place drinks next to computers or photocopiers	DRINKS ALLOWED Do not place drinks next to computers or photocopiers	WATER ONLY Do not place drinks next to computers or photocopiers

FLOOR GUIDE TO NEW FOOD AND DRINK POLICY



6 But how do we get there?

Organisations and change

An organisation:

- is a formal group of people with one or more shared goals
- Is a social arrangement for achieving controlled performance in pursuit of collective goals
    - (Huczynski and Buchanan, 2001, p.7)

Organisations are:

- People
- Achievement
- Power
- Leadership
- Formal and informal
- About survival (healthy & successful)
- Evolution
- Cultural

Management is
doing things right;
Leadership is
doing the right things

Drucker/Bennis

Defining “leadership”

- The quality of leadership, more than any other single factor, determines the success or failure of an organization. (Fiedler & Chemers *Improving Leadership Effectiveness*)
- A new leader has to be able to change an organization that is dreamless, soulless and visionless ... someone's got to make a wake up call. (Warren Bennis)
- The only real training for leadership is leadership. (Anthony Jay)
- You do not lead by hitting people over the head — that‘s assault, not leadership. (Dwight D. Eisenhower)

Leadership versus Management

	Management	Leadership
Creating an agenda	Planning and budgeting	Establishing direction
Developing human resources	Organization and staffing	Aligning people
Execution	Controlling and problem solving	Motivating and inspiring
Outcome	Predictable outcome	Dramatic change

John Kotter “A Force for Change”

Organizational change tools

- Total Quality Management (TQM)
- Benchmarking
- Six sigma
- Balanced scorecard
- Business Process Re-engineering (BPR)
- **Strategic planning**
- **Scenario planning**
- Remote environment analysis (PETS)
- SWOT analysis
- Change models, eg Kotter, *Leading Change*

Why is change so difficult?

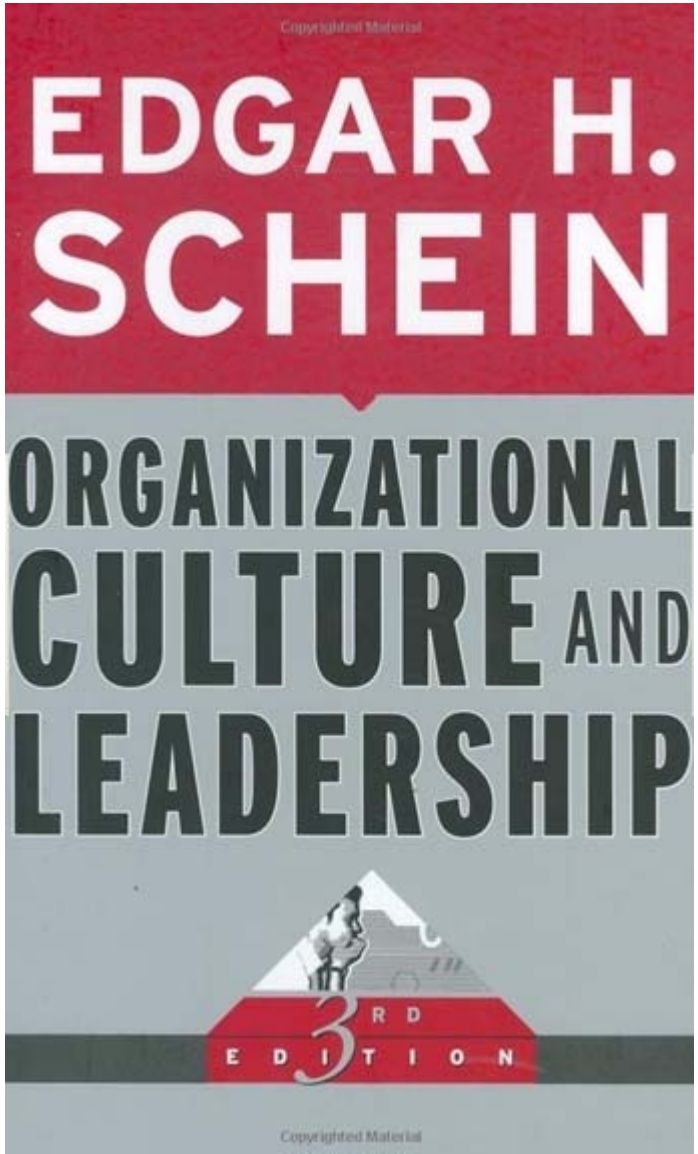
- Deeply personal responses
- One size does not fit all
- Change, death and dying!
- Kubler-Ross (1969) Shock, Denial, Isolation, Anger, Hope, Depression, Acceptance
- Change as “loss”
    - Stuart, R. Experiencing organizational change: triggers, processes and outcomes of change journeys. Personnel Review, Volume 24 (2) May 1995, pp. 3-88(86) http://www.ingentaconnect.com/content/mcb/014/1995/00000024/00000002/art00001
- Cultural issues (Traditions, values, rituals, affiliations, how we do things to succeed, power brokers).

- Change is nonlinear; there is often no clearly defined beginning or end.
- Effective change interweaves multiple improvement efforts
- Change is top-down and bottom-up.
- Organizational change has an important personal dimension
- Measurement is key to successful and sustainable change.
  - (Moran & Brightman, 2000, http://www.emeraldinsight.com/Insight/viewPDF.jsp?Filename=html/Output/Published/EmeraldFullTextArticle/Pdf/0860120203.pdf)

The Role of Culture

Edgar Schein

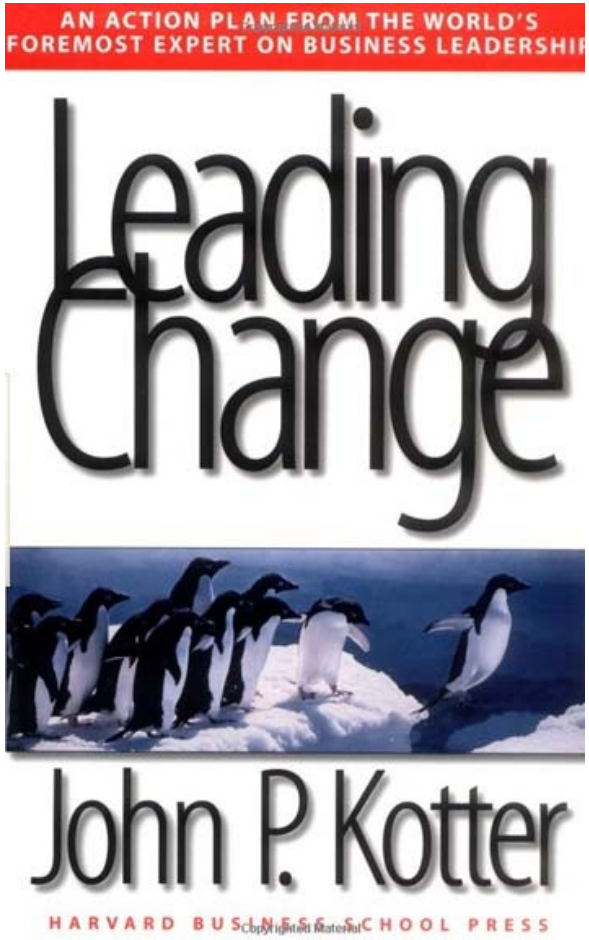
- Explains irrational aspects of groups and organizations
- Leaders create culture and cultures determine who will be a leader.
- Great leaders must perceive the functional and dysfunctional elements of existing culture.
- If leaders do not perceive cultures in which they are embedded, those cultures will manage them.



Making change happen

John Kotter

- Preparation
  1. Urgency
  2. Coalition
  3. Vision and strategy
  4. Communication
- Action
  5. Empowerment
  6. Wins
  7. Consolidate
- Grounding
  8. Anchored!



"Plans are of little importance, but **planning is essential"**

Winston Churchill

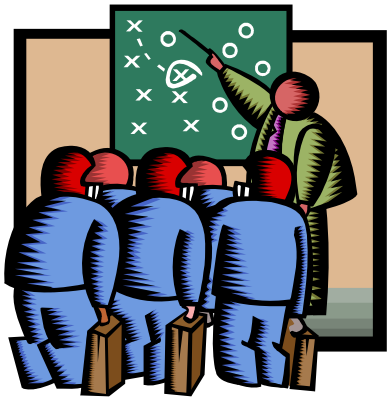
Planning

- Planning is the conscious predetermination of courses of action.
- Making things happen that may not have.
- Attempting to control the future.
- The function of everybody in the library.
- A process of logical decision making

Planning for:

- Direction
- Consistency
- Innovation
- Action

- Efficiency
- Performance
- Evaluation
- Change



Scenario planning

- "…is a discipline for rediscovering the original entrepreneurial power of ***creative foresight*** in contexts of accelerated change, greater complexity, and genuine uncertainty."
  - Pierre Wack, Royal Dutch/Shell, 1984
  - http://www.juergendaum.com/news/09_08_2001.htm

Scenario Planning

- Envisioning a library future
- Choosing alternatives
- Creating a path to a preferred future

- " . . . the librarian of the future . . . will be expected to be quite a versatile creature . . . able to *imagine futures and work towards them*."
  - Feret, B and Marcinek, M. (1999), The Future of the Academic Library and the Academic Librarian: a Delphi study. *Librarian Career Development*, 7(10), p91-107.

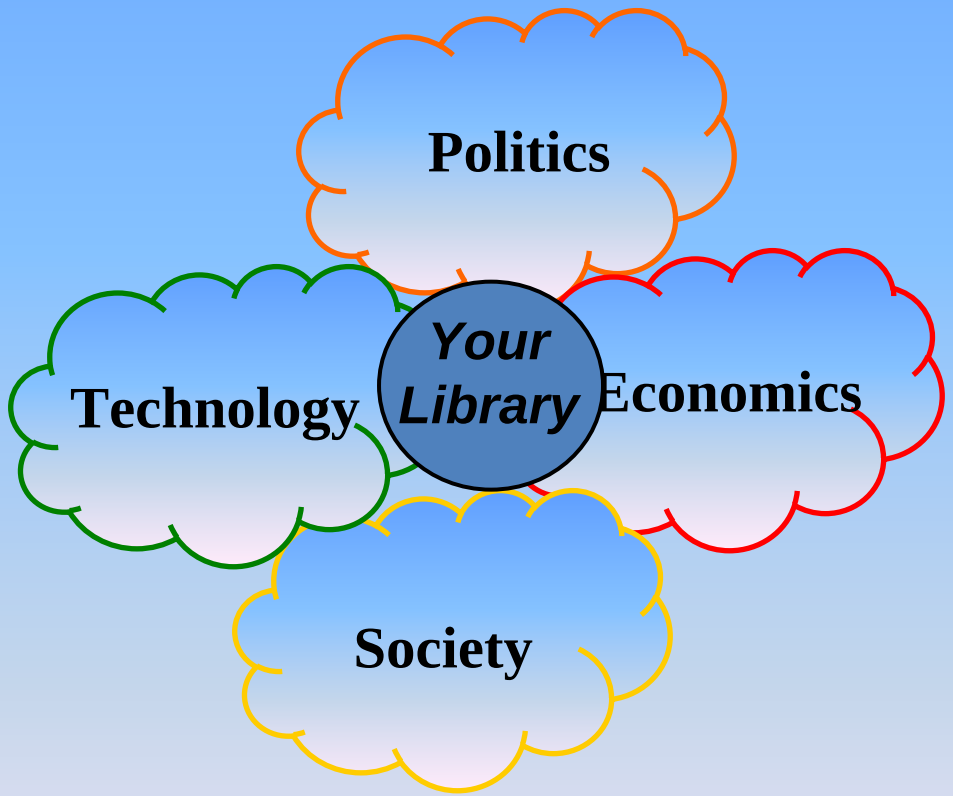
Strategic planning

- Strategic planning is a model of planning that places greater emphasis on creativity, innovation and intuition, where events are anticipated rather than reacted to.

Environmental scanning

- Libraries operate in unique environments
- These affect the way a library performs, the services it provides and the markets in which they operate.
- As these evolve, their impact will vary over time.
- Therefore, it is necessary to **scan** the environment regularly.

The Scholarship Environment



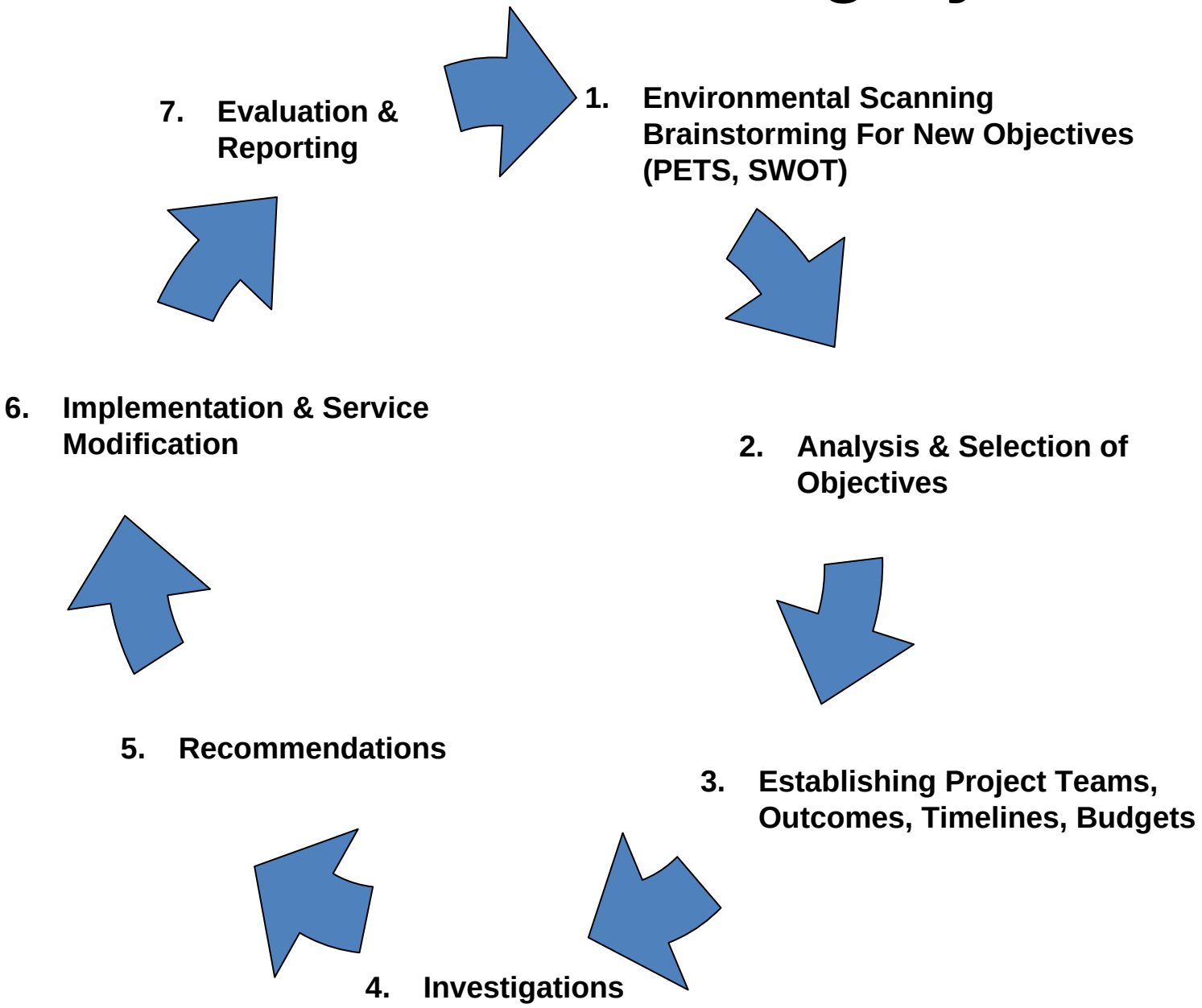
Strategic planning steps

- Establish the ground rules (participation, task force, timeline, etc)
- Develop mission statement
- Conduct an environmental scan (eg, PETS)
- Resource analysis (strengths, weaknesses - SWOT)
- Identify strategic issues (library's future)
- Define future strategies (where library is going)
- Decide on programs (how to get there – projects)
- Implement and plan to evaluate (success?)

Strategic planning elements

7 The HKUL experience

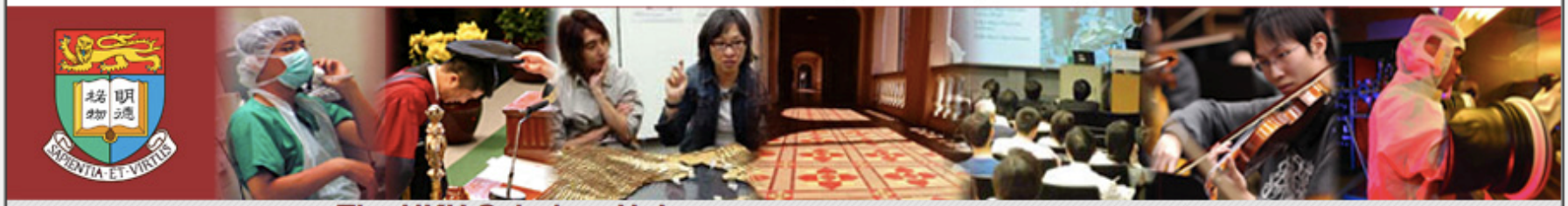
HKUL Annual Planning Cycle



Collaboration through user-initiated resource sharing

Open access: The HKU Scholars Hub

The HKU Scholars Hub The University of Hong Kong



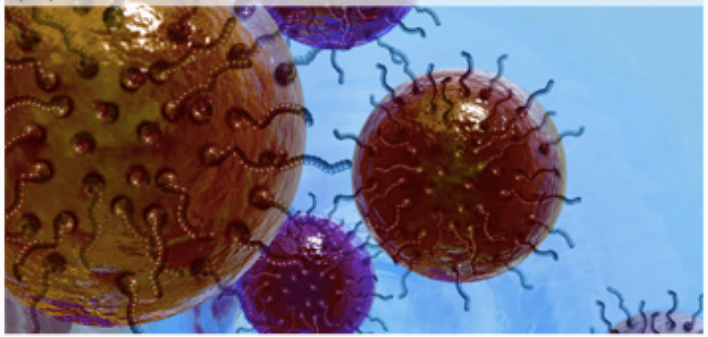
The HKU Scholars Hub

The Hub

- Advanced Search
- Fulltext Search SCIrUS
- Browse by Author
- Browse by Title
- Browse by Community
- Publisher Policies
- About the Hub
- Help
- To submit to the Hub? Please contact us

The HKU Scholars Hub is the institutional repository of The University of Hong Kong. It seeks to collect the intellectual output of HKU and make it available to the widest possible audience. Records are made in the Hub for items that are fulltext open access, or for URLs that hyperlink to the same.

Nanotechnology is big at HKU engineering, physics and medicine.



Quick search of The Hub

Search the author, title, abstract and series fields.

Search

Search

For phrase search, please use quotation marks, for example, "Wann, John", or "Behavior Therapy".

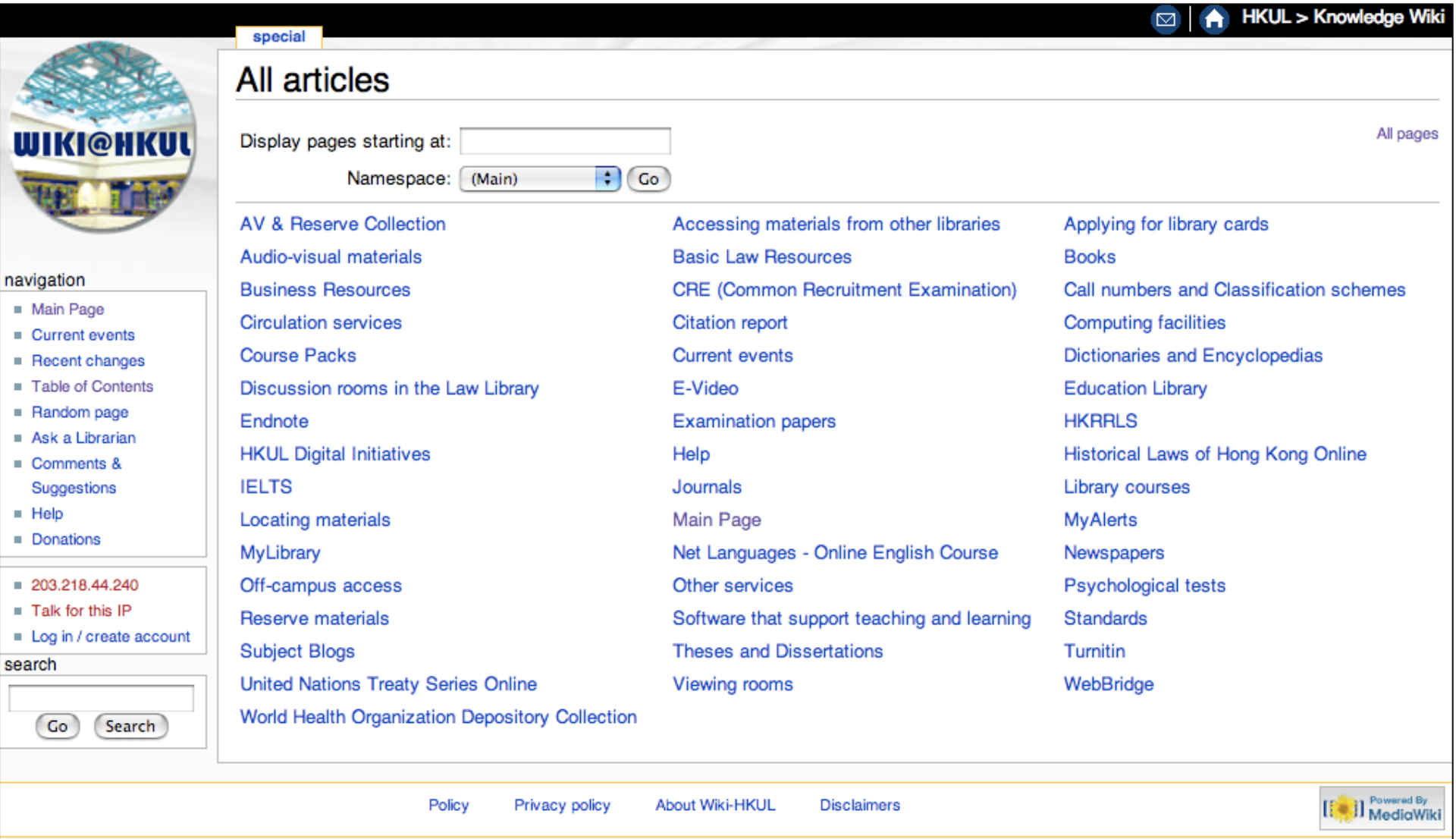
Relevant Links

- HKU most cited articles in Scopus
- HKU research on the Web of Science
- HKU research & Scholarship
- Open access news

Featured Scholar

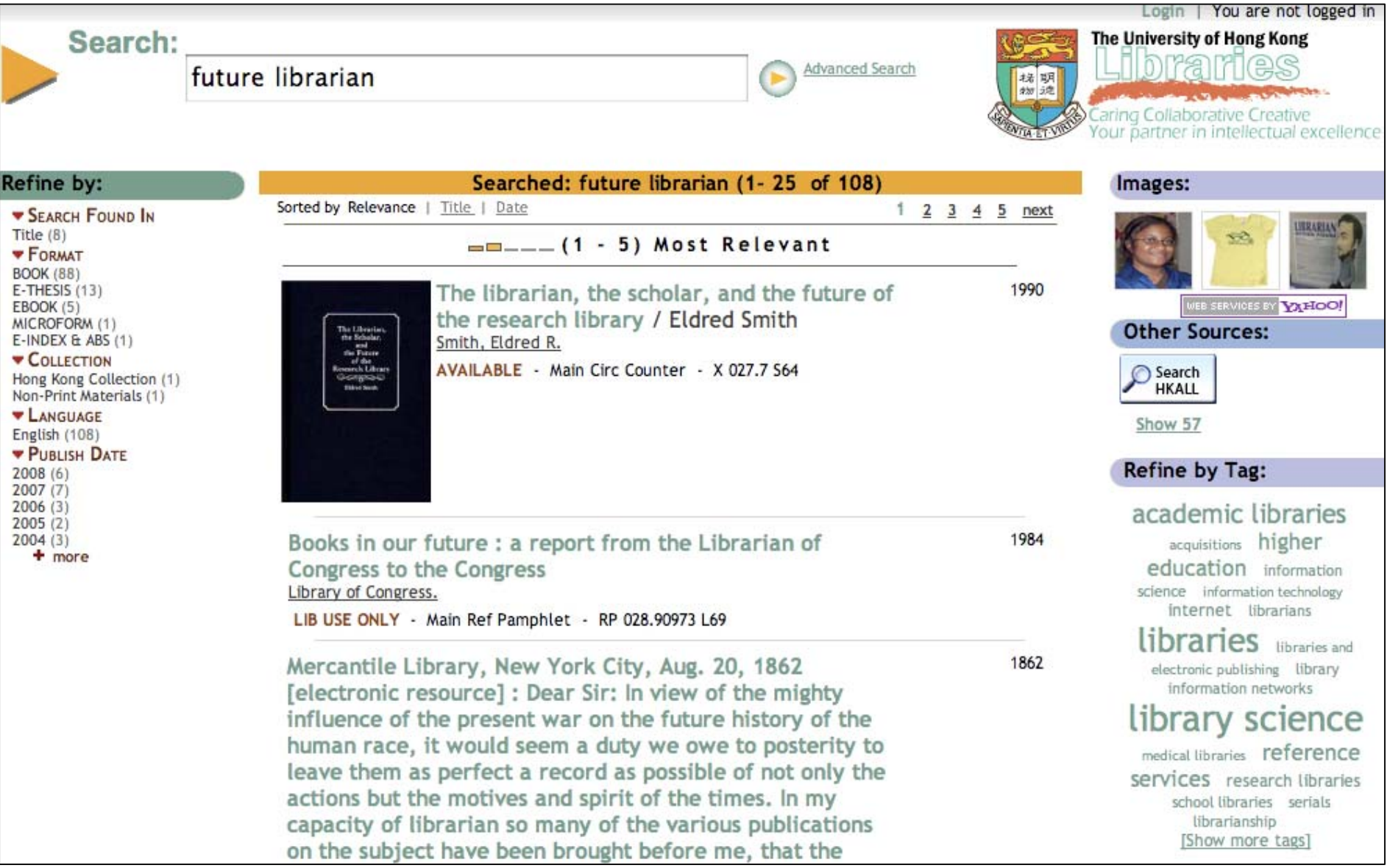
An interview on Open Access publishing with HKU Scholar Dr Brad McPherson, Speech and Hearing, Faculty of Education.

About HKUL through Wiki: Knowledge Bank

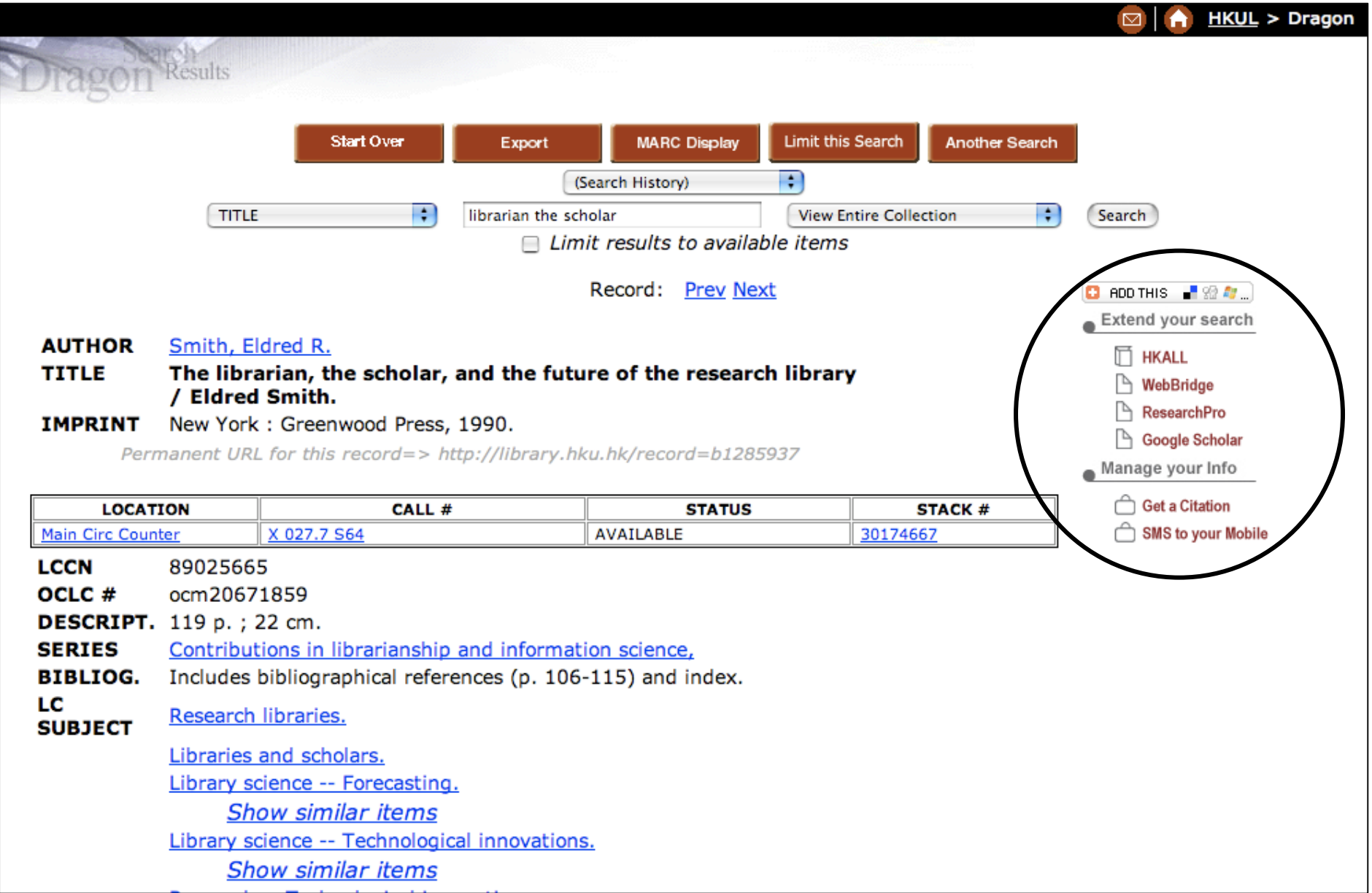


Staying in touch with users: 2.0 style

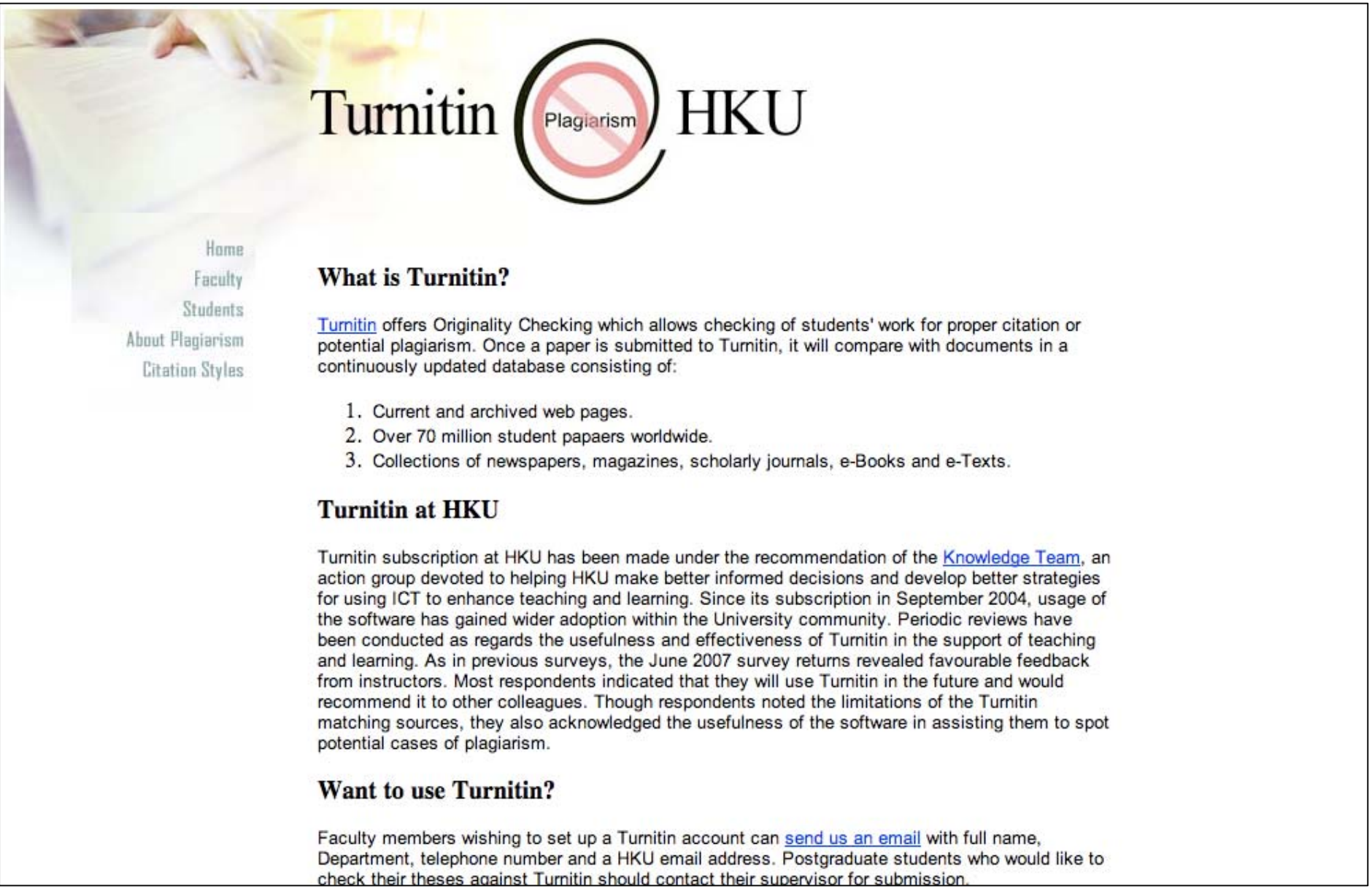
Next generation library catalogue: Dragon 2.0



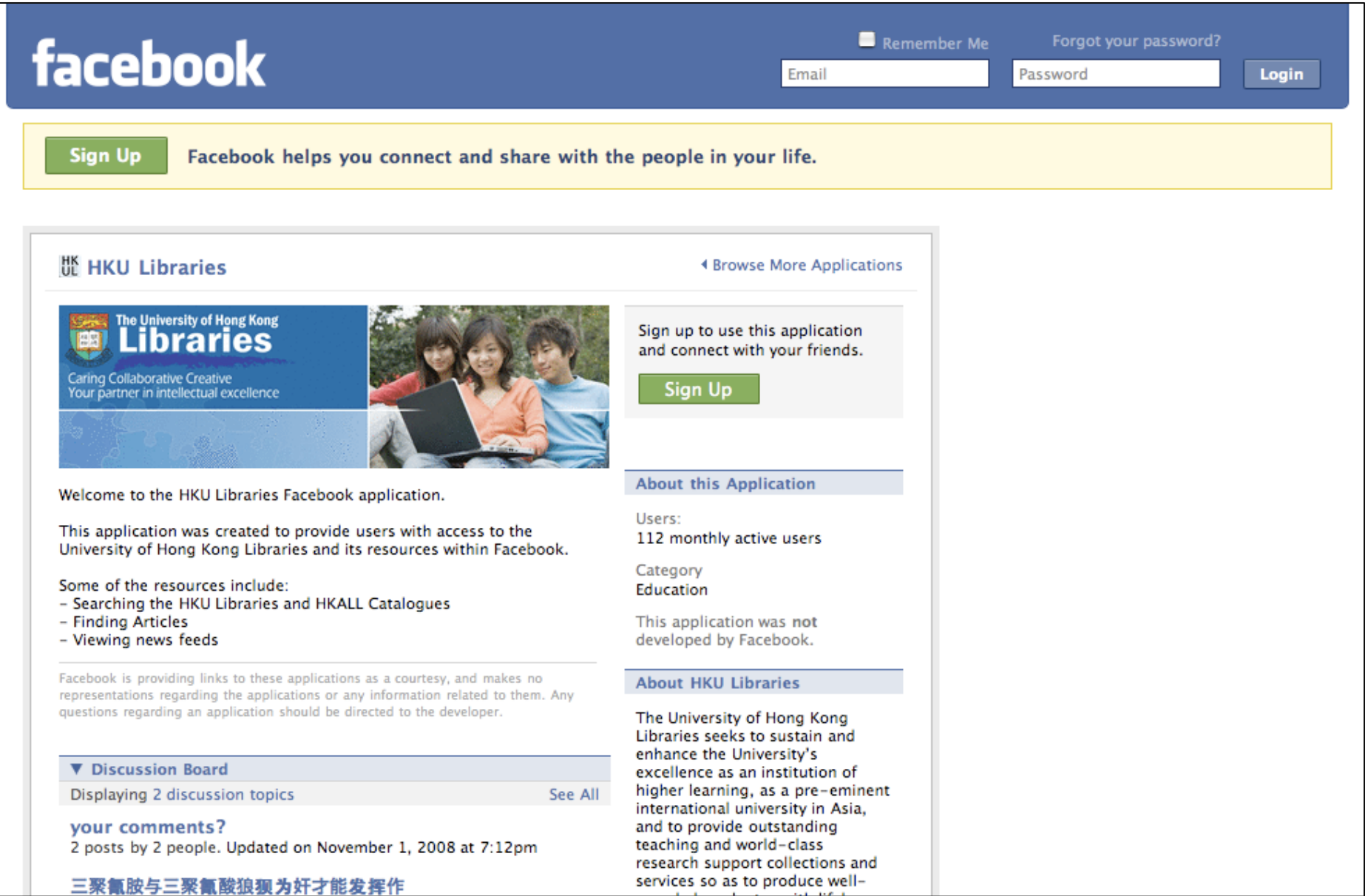
Enhancing the traditional catalogue



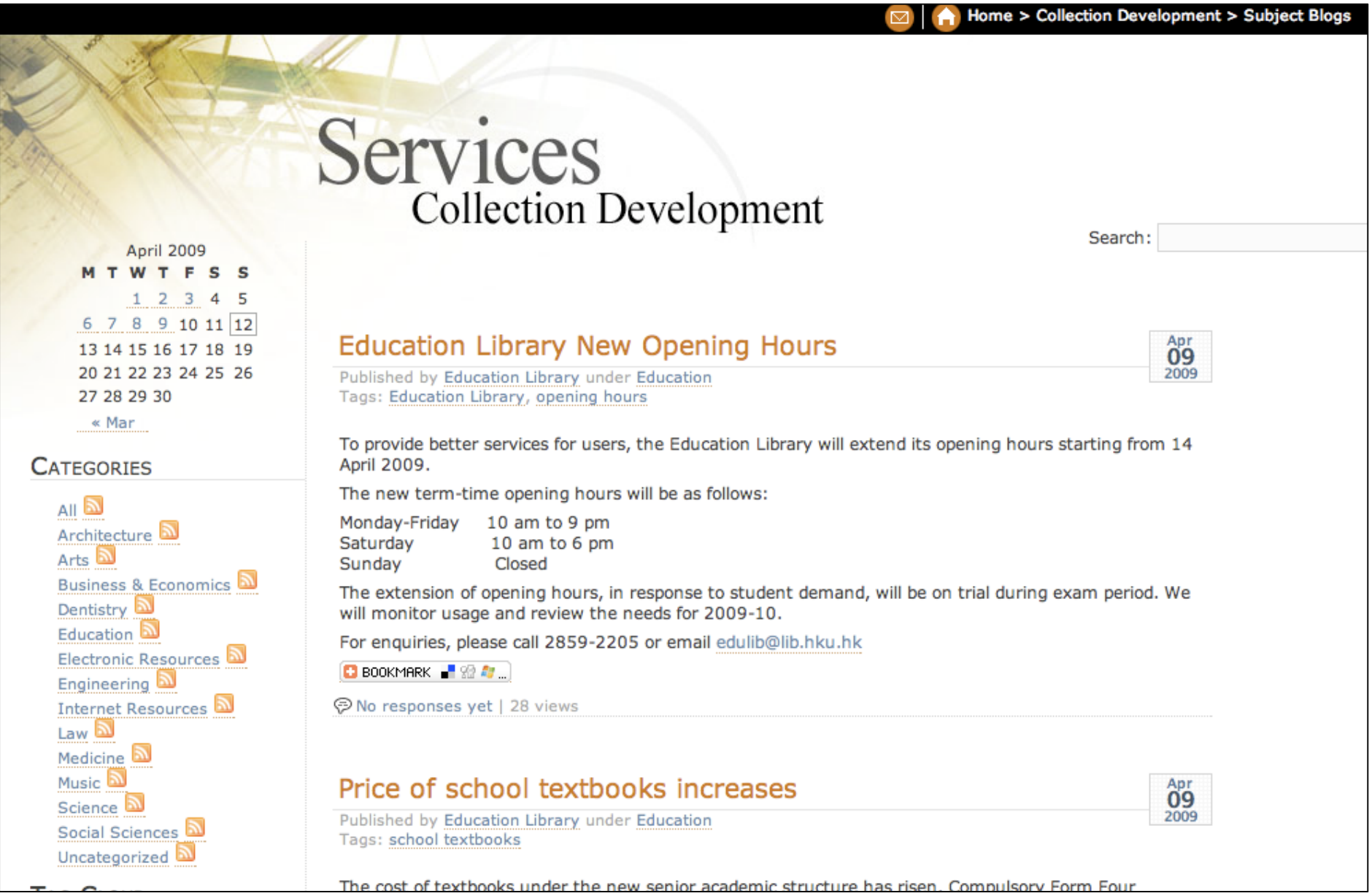
Managing campus plagiarism software



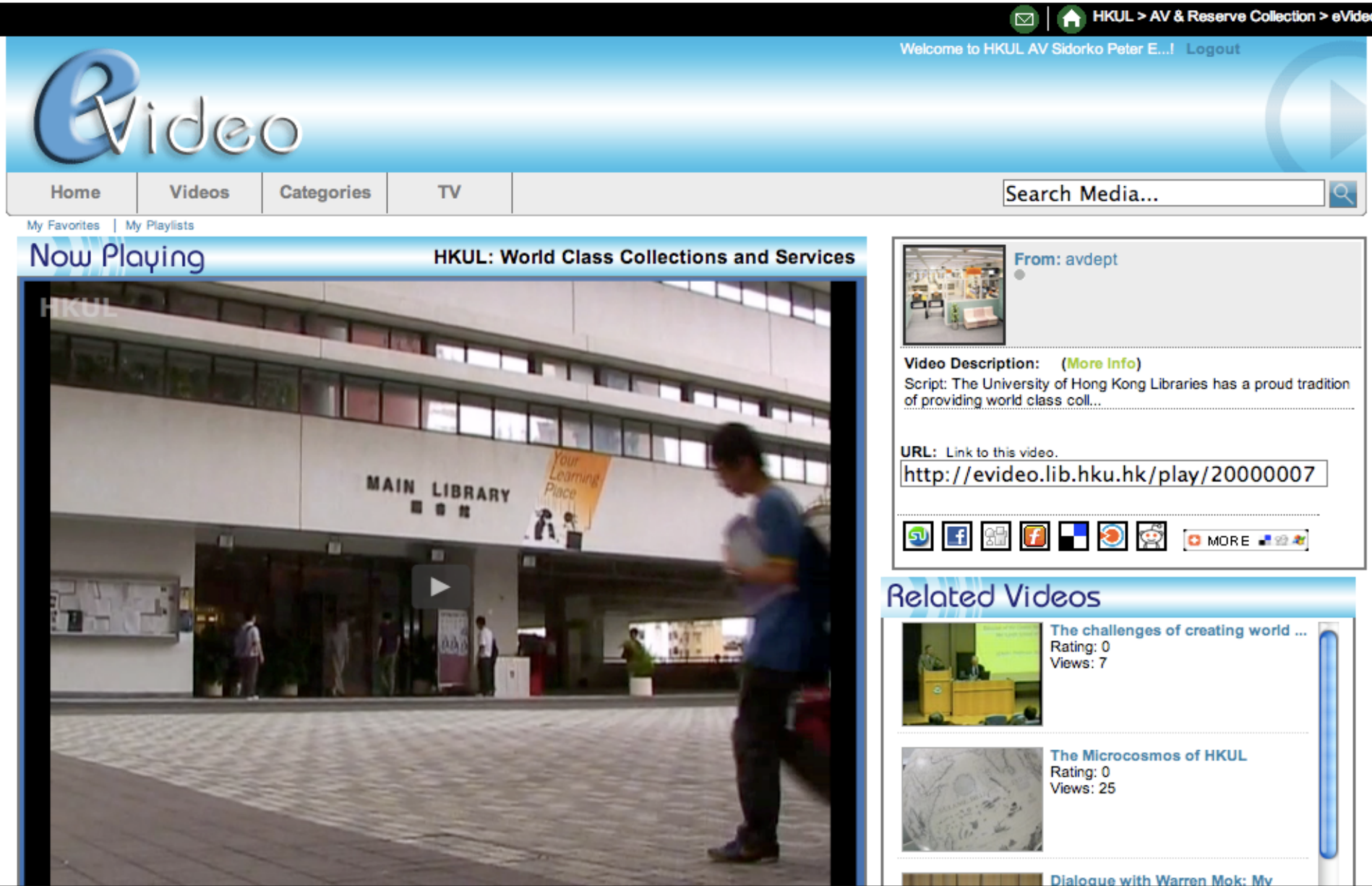
Meeting our users at their places



Keeping in touch: Blogging



e-Video and student competition



Other initiatives from planning

- RFID and self-check
- Internal customer service training modules
- Electronic fees payment
- Subject librarians' extension service
- Marketing plan for greater library usage
- The HKUL Annual Leadership Institute
- Establish learning commons in all libraries
- Faculty book delivery service

More initiatives from planning

- Take a leading role in the HK Memory Project
- Explore how we might share original Chinese cataloguing
- Initiate exchange programs with North American and British libraries
- Develop a volunteers' program to involve members of the community
- Digitization of archival, rare, etc., materials
- Many, many more…

To improve is to change;
to be perfect is to change often.

Winston Churchill

Thank you
謝謝！