

## **Strategic Planning Meeting: Integration of collections, reference and instruction September 9, 2004**

### **Part 1 – Discussion of Reference Services**

Reference Service is under valued by organization. [How do we value/measure?]

What is reference?

- Teaching/instructive interaction/build independence
- Same as instruction/ bi class/individual

More reference off desk than on

BI – ACRL standard #2

Reference – ACRL standard #1

Also do in-depth deep locating of information

Business/customer ethics of service delivery reinforce? Conflict?

Information on demand vs. instruction

Participate in network of learning

Teacher/student/librarian

Service provider – the people are an important resource.

Other information resources don't have people/mission. How can we build upon this strength?

People and collections = good model for instructive (etc.) reference

User expectations balance between need and what's available.

Interactions are triage/negotiation. We do this WELL; combined responsibility for collection development/reference/instruction is part of strength. Student and staff don't do this as well.

Resource problem (staff resources) another teachable moment – more training.

- Match students to discipline to build better service attitude
- Can't expect same level of service from student employees

Disconnect for user – based on interaction with student employee/FT staff.

How do we create more time to do reference better?

We need to do a better job (the person at the desk) of discerning what people want. Why are they there? Is there more that we can do beyond their expectations.

Reinforce that libraries are still relevant – faculty referring students to Google rather than the library.

Referral – student factor – questions/needs changing between interactions.

## Referral procedure

- Explain reason for referral to students
- Greater communication between staff referring and staff receiving
- No blind referrals

## User Expectations

Can we work better with faculty to better serve/instruct students curriculum design?

Short attention spans (students especially)

What are the needs of university staff (as a group distinct from students/faculty)?

## Variables in reference interactions

- Knowledge/need of user
- Expertise of staff member
- Time constraints
- Is this a teachable moment need for judgment to evaluate opportunity?

What happened to packets developed by Gateway? (T. Henderson)

One day open house event/labor intensive

Not well received by faculty (spoon feeding students)

Using bookmarks to enhance referrals – are they useful?

Getting students in the door/introduced to library – positive experience to bring them back.

Burden is on us to have skilled people and enough people (e.g. roving librarians) is another staffing need.

We get more questions when we're in the stacks than at the desk. (Put more useful signs in the stacks). Students are more receptive to help after they've tried on their own for awhile. At this point there is a teachable moment.

Consider models for roving when desks are double-staffed.

Give students pagers when they walk in the door.

We're light years beyond technology.

## Resource issues

### RFID

Wireless technology in the stacks for on the spot reference.

80% of the student needs happen in places where we aren't.

What are the obstacles to students coming to U. S.?

- Time

- Place
- Can't articulate need

Look more to retail models. We are getting tapped, but not in traditional ways.

Look for new user-based, multiple models.

What happens when we're successful at attracting users to our services? How do we manage the need?

Package information for delivery based on need/expectation of that user/user group.

What can we learn from how Lowe's trains/motivates their employees?

Create a model for...training/support structure referrals/triage to experts getting more human resources.

Point of need service

Know and address user expectations/needs/preferences

Support self sufficient lifelong learning

Develop, implement and support. Multiple models of delivery of service/instruction/collections (Point of need service)

Community of scholars/our role within the university and its mission.

Support lifelong learning.

## **Part 2 - Group Exercise:**

**What does it mean to say we are a user-centered library?**

**What do we want to tell our colleagues in other library departments about being user-centered?**

**Goal:** Identify 3-5 broad statements of purpose that answer these questions.

**Process:** Each participant wrote down one or more statements/responses to the two questions and posted them on the wall. The group then reviewed all of the statements and identified five broad categories that encompassed all the statements. After some discussion of these five categories, the group agreed that they could be rearranged into the three statements listed at the end of this section.

### **Individual Statements**

Each user leaves the library believing he/she has been given adequate assistance.

Reference is instructive.

Role of library is to support the learning/research needs of all users by providing convenient access to the resources/information/help required.

Provide users with timely access in an instructive environment that facilitates future self-sufficiency as well as accommodating current needs.

Resource driven and user expectations drive resources.

We will create a sense of place at the intellectual core of the university.

The goal of Public Services in a user centered library is to meet the patrons at their point of need. Physical (e.g. desk, stacks, virtual), skill level (basic, intermediate and advanced) and specific information need.

A user centered library is responsive to user needs while at the same time influences and impacts its patrons to become effective lifelong learners.

No user is referred to more than one location to get his/her required information.

A user centered library connects users to the information they need by providing strong collections, reference service, and instruction.

Be a significant and articulate part of the educational mission of the University.

Provide ready access to locally held information resources and a readily identifiable avenue of access to information resources held elsewhere.

The University Library needs to prepare models on user communication patterns and service expectations.

The University Library needs to identify specific user needs and prepare specific range of evaluations to meet these needs.

Based on our experiences we provide services that anticipate users' needs.

We will learn from our users and from entities outside the academy, e.g. Lowes.

Services, collections and instruction address our 3 user definitions: novice, ready for instruction, sophisticated.

Reach out to help/teach people (students) at their point of information need: classroom, dorm, web space.

The University Library needs to package information based on user expectation and needs (multiple levels).

A user centered library focuses attention on the user, the users' need and the user as an individual.

The library must integrate its collections and services into the mission and goals of the University as both a learning center and as a community of scholars.

A user-centered library recognizes that a diverse public has widely varying information needs that mandate a variety of models for the delivery of information collections and services.

The goal of reference (instruction) is to provide a bridge between a user's information need and our collections service functions: people and time intensive, need to invest more resources, develop effective models for service delivery.

Goal of the University Library is to meet the informational needs of users at any location at the time of need by using appropriate reference and instructional methods and library collections and other information resources. Libraries should utilize models that best fit evolving user needs and preference.

Give people what they need so it is as painless as possible for user. Deliver services (including collections) in a seamless manner.

Library collections and services are so well marketed that every PSU student and faculty member understands the value to their teaching, learning, and research of the University Library. Every library related need of any library constituent is met at the time of need and at the place of need. Every library need of any student or faculty member is met with the most appropriate level of expertise on the part of the service provider.

“Library” is a “process” not (just) a “place.”

Each of us is a service point.

We need to capture the 80% who never come to see us.

We need to provide service points at the student point of need.

Service points should be able to handle ACRL Standard 1 and not just Standard 2.

Every encounter is instruction. Every moment is a teachable moment.

The goal of the University Libraries is to acquire, organize, and provide interfaces and collections that support, guide and inspire students/patrons on all academic levels, preparing them to be lifelong learners. Librarians instruct and inspire student-centered=target grab freshmen and begin their journey=future scholars, informed citizenry.

**Theses individual statements fit into these five broad categories:**

Point of need service

Know and address user expectations/needs/preferences

Support self sufficient lifelong learning

Develop, implement and support multiple models of delivery of service/instruction/collections

Community of scholars/our role within the university and its mission.

**Three broad statements of purpose: What does it mean to be a user-centered library?**

[Five statements above actually can be condensed into these three.]

1. Know and address user expectations, needs, and preferences.
2. Develop, implement, and support multiple point-of-needs models of delivery of service, instruction, and collections.
3. Work within the community of scholars to strengthen and clarify our role within the university and its mission to support self-sufficient, lifelong learning.