The Hampshire College Library
Knowledge Commons Vision:
from 1969 to 2017
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First, a little bit of background and context:

Hampshire College is an undergraduate liberal arts college located in rural western Massachusetts, west of Boston, and north of New York City.

The school has an enrollment of 1400 students. It was designed by faculty from the other schools in the Five College consortium (Amherst College, Mount Holyoke College, Smith College, and the University of Massachusetts, Amherst, and it was designed to be an experiment.

Established in 1970, Hampshire College, an institution that many referred to as the "new school" bravely and boldly modeled a form of education that is not delivered through the traditional structure of the course and textbook, but is experience-based, learner-centered, and inquiry-driven.

Hampshire’s experiential and interdisciplinary curriculum has led the way for other institutions to explore innovative and interdisciplinary pedagogical practices.
Robert S. Taylor’s 1969 report on The Extended and Experimenting Configurations and Functions of the Academic Library in Transition
Hampshire’s library also pushed boundaries.

In the 1969 report, “The Extended and Experimenting College Library: Configurations and Functions of the Academic Library in Transition,” Hampshire librarian Robert Taylor reported to the United States Office of Education that “a library can no longer be a sophisticated warehouse storing and dispensing knowledge to students who happen to come through the door.” Instead, the library “must be the center for the creation, use, and distribution of knowledge in a variety of media, communications-oriented rather than book oriented.”
A library can no longer be only a sophisticated warehouse storing and dispensing knowledge to students who happen to come in its doors. Instead, the library must be a center for the creation, use and distribution of knowledge in a variety of media, communications-oriented rather than book-object-oriented.

The challenge for libraries is the creation of a new institution merging the best of the traditional library with a readiness and capability to make maximum use of innovation in communications technology. To do this several things are necessary. First, the library must contain not only books, but all forms of media relevant to the educational process, not as additional packages but as integral parts of the learning process. Second, the library must extend itself to responsibilities not normally included in the conventional library. Third, the library must be open-ended.
The ideas, documented in the 1969 report, have become established trends in academic libraries. The 2011 publication, *Redefining the Academic Library: Managing the Migration to Digital Information Services*, published by the University Leadership Council, lays out key library strategies to “repurpose the warehouse”

- having fewer physical resources
- collaborative and technology-rich work spaces,
- flexibility and modularity,
- integration of academic support services,
- and even cafes.

The report identified four key drivers of change: unsustainable costs of subscriptions to journals and electronic databases; digital alternatives that have emerged (Google), reducing use of the library; a decline in usage of traditional library assets and services; and new patron demands for cutting-edge technologies, embedded services, and collaborative study space. These drivers were anticipated by Hampshire in 1969.
The Hampshire College library was designed to be a prototype for the academic library of the future, combining:

- a modest and carefully curated print collection, with collaborative partners that included:
  - an art gallery,
  - media production facility,
  - bookstore;
  - Post office
- And functioning as the “nerve center” of the college by connecting electronically with the campus and information processing networks; and playing an active role in the teaching and learning process.
- And this was in 1969
With guidance from Brightspot, the committee oversaw a process that included surveys emailed to students, faculty and staff; interviews with students in the library, focus group discussions, observations of students in the library, as well as butcher-block paper taped on walls throughout the library with markers, and an invitation to students to provide feedback.
Visiting Partners: Semi frequent consultations or programs in the Commons – shared open spaces, consultation rooms, meeting space: Summer Programs, CORC, CASA/Accessibility Services, Ctr for Design, Game Development, Writing Center

Collaborative Satellite: Scheduled predictable hours in the Commons ins space shared with other groups. Primary service point is elsewhere, partners deliver selected services frequently and predictably enough: Writing Program Fellows, Community Engagement, Out of Classroom Learning – example – GEO in APL

Collaborative Home base: these partners have a dedicated spaced in the Commons for services. Primary service point in the library: Transformative Speaking, QRC, CICER, GIS

Embedded: Permanent presence in Commons, providing distinct and collaborative services. Dedicated front of house and back of house space: IT, Creativity Ctr, Librarians, Circulation, CASA student success specialist, Maker Space, Advanced Media, Game Play
<table>
<thead>
<tr>
<th>COLLABORATIVE SERVICES BY CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAVIGATE</strong></td>
</tr>
<tr>
<td>Wayfinding</td>
</tr>
<tr>
<td>Room and Appointment Booking</td>
</tr>
<tr>
<td>Welcome of Orienting and Chapel</td>
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<tr>
<td>Visitor Schedule of Events</td>
</tr>
<tr>
<td><strong>CIRCULATE</strong></td>
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<tr>
<td>Digital Resources</td>
</tr>
<tr>
<td>Equipment Lending</td>
</tr>
<tr>
<td>Collection Lending</td>
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<tr>
<td>Printing, Scanning and Copying</td>
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<tr>
<td><strong>CONSULT</strong></td>
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<tr>
<td>Academic Resources</td>
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<tr>
<td>Writing Support</td>
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<tr>
<td>Speaking Grants</td>
</tr>
<tr>
<td>Research Consult</td>
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<tr>
<td>Rights Management and Copyright</td>
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<tr>
<td>Learning Strategies for Students</td>
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<tr>
<td>Project Management for Students</td>
</tr>
<tr>
<td>Information Literacy Support</td>
</tr>
<tr>
<td>Data and Math Library Support</td>
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<tr>
<td>Grant Consulting</td>
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<tr>
<td>Internship Consulting</td>
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<tr>
<td>Consulting on Divisional Projects</td>
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<tr>
<td>Reflection and Portfolio Building</td>
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<tr>
<td><strong>TEACH</strong></td>
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<tr>
<td>Academic Training Workshops</td>
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<tr>
<td>Research Introduction</td>
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<tr>
<td>Speaking Workshops</td>
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<tr>
<td>Math and Data Group Support</td>
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<tr>
<td>Writing Workshops</td>
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<tr>
<td>Rights Management Instruction</td>
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<tr>
<td>Learning Strategies Workshops</td>
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<tr>
<td>Project Management Workshops</td>
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<tr>
<td>Information Literacy Workshops</td>
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<tr>
<td>Portfolio Building Workshops</td>
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<tr>
<td><strong>EVENTS / PROGRAMS</strong></td>
</tr>
<tr>
<td>Gallery Exhibits of Curated Work</td>
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<tr>
<td>(Physical and Digital)</td>
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<tr>
<td>Programs - Screenings, Workshops,</td>
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<tr>
<td>Interactive Events</td>
</tr>
<tr>
<td>Digital &amp; Disney &amp; Pixar Showcases</td>
</tr>
</tbody>
</table>
### Support Services:

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Don’t Know/Didn’t Use It</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing support (for an assignment or in general)</td>
<td>16%</td>
<td>27%</td>
<td>0%</td>
<td>1%</td>
<td>40%</td>
<td>573</td>
</tr>
<tr>
<td>Quantitative skills support</td>
<td>7%</td>
<td>27%</td>
<td>8%</td>
<td>2%</td>
<td>55%</td>
<td>573</td>
</tr>
<tr>
<td>Tutoring in a subject area</td>
<td>4%</td>
<td>21%</td>
<td>7%</td>
<td>2%</td>
<td>65%</td>
<td>573</td>
</tr>
<tr>
<td>Disability services</td>
<td>6%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
<td>29%</td>
<td>572</td>
</tr>
<tr>
<td>Stress Reduction</td>
<td>5%</td>
<td>21%</td>
<td>14%</td>
<td>4%</td>
<td>54%</td>
<td>572</td>
</tr>
<tr>
<td>Time management skills</td>
<td>5%</td>
<td>20%</td>
<td>10%</td>
<td>3%</td>
<td>63%</td>
<td>572</td>
</tr>
<tr>
<td>Career exploration</td>
<td>7%</td>
<td>10%</td>
<td>13%</td>
<td>6%</td>
<td>44%</td>
<td>573</td>
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<tr>
<td>Resume building support</td>
<td>12%</td>
<td>25%</td>
<td>7%</td>
<td>2%</td>
<td>53%</td>
<td>569</td>
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<tr>
<td>Help finding internships</td>
<td>10%</td>
<td>27%</td>
<td>14%</td>
<td>6%</td>
<td>43%</td>
<td>573</td>
</tr>
<tr>
<td>Help finding grants/scholarships</td>
<td>7%</td>
<td>26%</td>
<td>10%</td>
<td>8%</td>
<td>25%</td>
<td>571</td>
</tr>
<tr>
<td>Assistance in understanding and securing financial aid</td>
<td>6%</td>
<td>27%</td>
<td>18%</td>
<td>10%</td>
<td>35%</td>
<td>572</td>
</tr>
<tr>
<td>Computer skills</td>
<td>6%</td>
<td>28%</td>
<td>8%</td>
<td>1%</td>
<td>55%</td>
<td>572</td>
</tr>
<tr>
<td>Library research assistance</td>
<td>10%</td>
<td>43%</td>
<td>5%</td>
<td>1%</td>
<td>20%</td>
<td>572</td>
</tr>
<tr>
<td>Mental health counseling</td>
<td>7%</td>
<td>25%</td>
<td>14%</td>
<td>10%</td>
<td>47%</td>
<td>572</td>
</tr>
<tr>
<td>Physical health services</td>
<td>10%</td>
<td>40%</td>
<td>16%</td>
<td>7%</td>
<td>23%</td>
<td>574</td>
</tr>
<tr>
<td>New student programming offered through OAIA</td>
<td>10%</td>
<td>35%</td>
<td>8%</td>
<td>2%</td>
<td>47%</td>
<td>572</td>
</tr>
<tr>
<td>Advising at OAIA</td>
<td>10%</td>
<td>34%</td>
<td>10%</td>
<td>5%</td>
<td>40%</td>
<td>573</td>
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<tr>
<td>Peer Academic Resource Center (PARC)</td>
<td>2%</td>
<td>11%</td>
<td>3%</td>
<td>1%</td>
<td>83%</td>
<td>573</td>
</tr>
</tbody>
</table>
KNOWLEDGE COMMONS
SERVICE STRATEGY

The Library Learning Commons Service Strategy Report, March 2013 by Brightspot is our roadmap forward for bringing together Library, Information Technology, Creativity Center, Center for Teaching and Learning services, alongside the Writing Center, Transformative Speaking Program and Student Success Advising.

Click here to view the (PDF) Library Learning Commons Service Strategy Report:

https://drive.google.com/Files/d/0B150e90e94ee97820e092U92nQg7L1/
Mellon Grant of $1.2 Million Funds Reinvention of Hampshire Library

HAMPShIRE HAS EARNED THE GENERous, SEVEN-Figure Grant FROM THE ANDREW W. MELLON FOUNDATION IN RESPONSE TO THE COLLEGE’S PROPOSAL TO REMAKE OUR LIBRARY AND CENTRALIZE ACADEMIC SUPPORT SERVICES.

Monday, February 8, 2016
Here is a bubble diagram of how we are redesigning services in the library Knowledge Commons

**Purple** is entry/orientation. A General Concierge.

**Blue** is the “Quick Transaction” circulation service point – check out or return materials in any format, self check out, printing, scanning.

**Light Blue** Concierge for Consultations with Academic Services or Media/Technology Services. Integrates support from Library and other Partners to provide in-depth support on respective areas.

**Green** General Doing – individual and group study and work spaces, supported by library consultations and other staff

**Light Green** Specialized Doing – specialized support and equipment and technology – lab spaces, event spaces
Writing Help At Night:
End-of-Semester Report Fall 2016

During the Fall 2016 semester we met with 185 different students. Here’s who they are:

Fall 2016 we had 606 appointments. Here’s what they were about:

Detailed Breakdown of the Numbers_185 Different Students:

- 66 Division 1
- 82 Division 2
- 35 Division 3
- 2 Alumni

606 Appointments:

- 294 Reviewing Papers
- 180 Idea Brainstorming/Outlining/Thesis Crafting
- 64 Division 3 Project Help
- 48 Outside Work: Resumes/Grants/Applications
- 20 Divisional Work: Contracts/Retrospectives
Transformative Speaking Program

2015 – 2016 Accomplishments at a Glance

• Classroom-Based Peer Speaking Mentors.
Three new faculty partners joined the pilot, allowing the program to experiment with placing peer mentors in courses at all levels of the curriculum for the first time. Additionally, the TSP Director participated in the pilot in the role of faculty partner for the first time by working with a peer mentor in her fall and spring courses, which enabled increased insight into the process.

• Individual Mentoring Sessions
Conducted by peer mentors with students (drop in and scheduled, 15min + or more)

2014 – 2015 school year: 142
2015 – 2016 school year: 200
We don't have a system for tracking the specific topics we cover, but the topics we covered in our regular coaching reflect the topics we see in all students working with OARS.

The proportion of topics as they occurred in our regular coaching (29 students) is below. The topics covered in OARS' work with the 217 would likely be a different frequency, but wouldn't include any different topics on aggregate.
CONNECT WITH RECENT GRADS FOR STUDY, RESEARCH, & IT HELP

STUDY SKILLS AND TIME MANAGEMENT
Sasha Canley  
Student Success Alumni Fellow  
(they/them)

Ask Me About:
- TimeManagement 
- StudySkills 
- One-on-one coaching

Drop-in Hours:
Inquiry Center  
Monday, 3:00pm - 6:00pm

CONTACT SASHA

TECHNOLOGY AND DIGITAL TOOLS
Atelis Reed  
Instructional Tech Alumni Fellow  
(they/them)

Ask Me About:
- Digital publishing tools 
- ePortfolios 
- Adobe Creative Suite

Drop-in Hours:
Inquiry Center  
Monday & Tuesday, 3:00pm - 7:00pm

CONTACT ATELIS

LIBRARY RESEARCH AND CITATIONS
Lauren Garrettson  
Library Research Alumni Fellow  
(they/them)

Ask Me About:
- Managing citations with Zotero 
- Using LibGuides 
- Doing research in the library

Drop-in Hours:
InFolks  
Sunday, 1:00 - 6:00pm 
Tuesday & Wednesday, 5:00 - 7:00pm

CONTACT LAUREN

FOR STUDENTS  
EVENTS  
ABOUT  
CONTACT US
I am contacting you because I am currently assisting Quentin Bajec on the Stephen Shore exhibition organized by the Museum of Modern Art in New York City. I found that Franklin Parnsch had written his 1982 PhD thesis at Hampshire College about Stephen Shore and that the Amherst Library owned it (here is the link to it: https://fas.library.umass.edu/77?func=direct&doc_number=0008320668&doc_library=FCLo1).

I wondered if a digital scanned version of the thesis existed, and if so, if I could access it. Otherwise, do you think it would be possible for you to scan it?

Thanks very much in advance.

Thank you for your help. We do not have a scanned version of this thesis, we only have the print copy. Unfortunately, we do not have permission from the author to scan or loan out this thesis, so we are unable to scan it and send it to you. It is available to be read only in the Hampshire College Library.
Knowledge Commons Partners

- CENTER for ACADEMIC SUPPORT & ADVISING
- CENTER for DESIGN & INNOVATION for SOCIAL CHANGE
- CENTER for TEACHING & LEARNING
- COMMUNITY ENGAGEMENT (CE) & OUT-OF-CLASSROOM LEARNING
- CENTER for INTERPRETIVE & COMMUNITY ENGAGED RESEARCH
- GAME DESIGN & development
- GIS and RESEARCH
- CREATIVITY center
- INFORMATION TECHNOLOGY
- LIBRARY ACCESS services
- LIBRARY ADVANCED MEDIA / MAKERS LAB
- LIBRARY RESEARCH services
- SUMMER programs
- TRANSFORMATIVE SPEAKING program
- QUANTITATIVE RESEARCH center
- WRITING program

BrightSpot Strategy helped us work with these partners to develop a library learning commons service model and plan for integrating the resources within the library.
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RESOURCES

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


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


- Extended and experimenting: library learning commons service strategy and sustainability
  King, Jennifer Gunter
  Library Management 2016 37:4/5, 265-274
https://sites.hampshire.edu/knowledgecommons/
https://www.hampshire.edu/library/harold-f-johnson-library

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