Library Directors Leadership Team Meeting
March 12, 2013
316 Lincoln Hall

Minutes

(Present: Janet McCue, Kornelia Tancheva, Femi Cadmus, Mary Ochs, Steve Rockey, Curtis Lyons, Bonna Boettcher and Angela Cleveland)

Agenda included: 1) discussion of future trends; and 2) discussion of responsibility for each of our LDLT goals; 3) announcements. Background reading included:

--A recent article that appeared in College & Research Library news on 2012 Top Ten Trends: http://crln.acrl.org/content/73/6/311.full

--Or maybe you'd like to listen to Jim Michalko http://www.youtube.com/watch?v=_Z6FRPtX58g reporting on a series of interviews he did at research libraries ("Are we reconfigured yet?")

--Or maybe you'd like to get inspired by top technology trends that are affecting Higher Ed so take a peek at the Horizon report:

http://www.nmc.org/publications/horizon-report-2012-higher-ed-edition

In addition, LDLT members forwarded additional background and examples of creative ideas worth considering in public services.   The LDLT discussion centered on trends in technology, higher education, libraries and the impact on public services.

Most significant trends in higher education include:

1. Rise of digital scholarship and teaching, including increased importance of the visual aspect of both
2. Expansion of online learning
3. Accountability demanded by the federal and state governments, the public, funding agencies, etc., coupled with decreased funding

For libraries in general, and for public services in particular, this translates into:

    a. Emphasis on faculty-librarian partnerships in digital scholarship and teaching, hence in public services:
        i. development or expansion of digital scholarship expertise
        ii. development and expansion of visual resources expertise

        b. Move into the virtual arena (that also means virtual ownership of material), hence in public services:
- i. Move out of print reserves
- ii. Expand BD and ILL
- iii. Very tiny and very Cornell-specific, but: move to an online delivery of Annex material
- iv. Creating technology-enhancements (including, but not limited to) in library spaces

        c. Assessment of operations and development of unique specificity for the library, hence in public services:
- i. Expansion of special collections and their support
- ii. Examining every operation bearing in mind the question of "do they contribute to the mission of the academic enterprise, how, and relative to others, to what extent?"

Another article that is interesting is the NYT piece on MOOCs:

http://www.nytimes.com/2013/03/06/opinion/friedman-the-professors-big-stage.html?_r=0

1) Engagement with the disciplines. How can we connect with users without meeting them in their intellectual arenas?

2) Access to resources. There's a lot out there that's available to individuals for purchase, but not to libraries for access to all. Do we set aside funds to help individuals, versus our current role of providing access to all within the community?

3) Closely related, licensing: our model has been ownership, while engaging with licenses with some reluctance, What if this is the new access model? How do we move to licensing as the rule and really dig in for the best deal for us and our users? Or, do we devote the time to continue to insist in ownership? What about licenses/ownership that allows users to manipulate data/materials/files and repackage/reuse?

4) What do our users want/need? How do we answer faculty demands for resources, while balancing user demands for space?

5) Do we need to rethink the questions we ask? Are we proposing solutions in our questioning, rather than constructing questions that get to the issue, without implying solutions (thinking about an article about vacuum cleaners: Dyson tries to invent the perfect vacuum cleaner, while Roomba tries to think about new ways to clean floors)?

Trends in academia and libraries in general are essential, but I'll also throw in trends in publishing, the internet, and copyright law.

1) In the not too distant future, at least basic programming will be part of all librarian/archivist jobs. Less and less work with patrons of all type will be done via live interaction (in any media). The greatest fear of a liaison program isn't that it will fail but that it will be wildly successful, generating work far beyond our capacity. We must create the tools that will allow us to work

with students on a large scale in the way that we are used to working with them individually. Or, better yet, change and refine the students' own tools.

2) If it isn't available electronically, it doesn't exist. I remember when this was a librarian joke, now it is canon. Large libraries must create a sizable and growing annual budget line to finance (essentially) the re-acquisition of our unique holdings through mass digitization. Much of our best material is on the verge of being reduced from a research resource to a digit in a volume count because it is not available electronically.

3) Libraries do not collect data on individual users based on traditional rules and ethics concerning patron privacy, but are these in line with the 21st century? Half of the websites that I visit in a given day are tailoring at least part of the content that they present to me based on what they know about me, my habits, and my interests. If this technology was harnessed for good, we could much more easily lead our patrons to resources and services they need when they need them. Could we ethically and feasibly institute an opt-in mechanism which would allow us to use big data to help them? We know that it is the very rare patron that will construct a MyCornell/MyLibrary style gateway page, but what if we could construct it for them on the fly? Could we monitor how in-library public computers are used, retaining the institutional but not the individual data, to learn how students do research on a grander scale than a small focus group can accomplish?

It is not a change to virtual services from personal services. There is an expectation from our users that we will have wide array of virtual services tailored to their specific needs and/or customizable. Curtis spoke to one aspect of this. These will not replace personal services so it is an additional work load.

Service transactions are becoming less frequent but more complex and time consuming. Users can generally find know items and preform database searches to their satisfaction. The reference or liaison transaction is becoming something more like a research support consultation and requires a wide swath of knowledge of the subject, the literature, scholarly communication, data, etc.

Service increasingly is defined as having it available at the user's desktop and with one click to boot. Since we cannot afford to buy it all and our purchasing power is stagnant or declining we have to be moving to a just in time mode which means renting instead of owning in some cases and patron driven whenever possible. On demand services like scanning from the annex, borrow direct, article purchase, etc. are not one click but if we smooth and simplify the interfaces they will be used for low volume titles. This of course means more awareness of our use statistics. The worry is if you make it difficult (not one click) we make it a self-fulfilling prophecy that it will not be used.

Recent developments in the legal academy are having a huge impact on law libraries (not always positive). Economic recovery in the legal market is painfully slow and this of course has affected hiring. With the decline in hiring and joblessness amongst lawyers, many are questioning the value of a law degree. The corresponding decline in applications and enrollments has meant a loss of tuition revenue for many law schools. This has affected libraries significantly as some law school deans have aggressively gone after library budgets - personnel, collections, and space. One law school in the top 50 is slated to lose one -third of staff and space starting in July. Another law school recently had a 25% staff

reduction on the same day!   In order to attract hesitant applicants, there is also now a bigger emphasis on experiential learning and skills based training, with some advocating for a two year law school program, the bar examination and then a third year practicum.

What do these developments mean for law libraries?

1. Big changes are occurring in staffing models prompted by decreased budgets and the increasing shift to digital collections. With many tasks in TS becoming redundant or changing, the distinct lines between public and technical services are blurring. There is a trend towards cross training and transferrable skills, with staff in technical services doing work in reference and access services.

2. Decrease in print acquisitions and a perceptible shift towards digital. A move from the "just in case model" to patron driven acquisitions which means freeing money to purchase what the users actually need (for example an expensive database used only by two faculty members).

3. Librarians are becoming more embedded in the experiential learning model, emphasizing practice ready skills not just in lawyering but also acknowledging the impact of technology in law practice by incorporating seminars into the curriculum like law office technology. More librarians are also teaching in virtual environments due to the dynamics of constrained budgets and the growing appeal of distance education. Acquiring a law degree solely through distance education is a model not approved by the ABA.

4. The library as a publisher. In an effort to blunt the impact of price gouging big pirates (I mean big publishers), librarians are aggressively pushing open access publishing. Cornell Law Library for example is set to publish its first faculty written e-Book

Services: Indiana University Library will be converting the East Tower of the Wells Library ("with floor space greater than 11 football fields" into a Research Commons. Designed for faculty and grad students, here's a quick description and the link to the paper that provides more detail: "Perhaps the greatest promise of the Research Commons will be its ability to draw together many layers of expertise in one location. Services provided by units now on campus—and other services yet to be introduced—will be combined in a singular destination. Researchers will benefit from a transparent delivery of services, whether they are looking for guidance in reference and research services, metadata creation, development of a proposal or how to manage an award, statistical analysis, or one of many other areas essential to their work. Librarians, technologists, faculty advisors, consultants, designers, and developers from many campus units will all contribute to the Research Commons
http://www.indiana.edu/~libadmin/RC_Concept.pdf

Staff Skills: Public Services librarians (and others?) become information management consultants. Several of our librarians are developing these skills but can we broaden the pool by developing the skills of our staff and by hiring new skills in this area?

1.) Learning spaces in libraries: See the Youtube links below which I received from a friend of mine who is an architect.

It's worth watching both of these videos about the Noel Center for Academic Creativity at the Eastern Kentucky University Library:
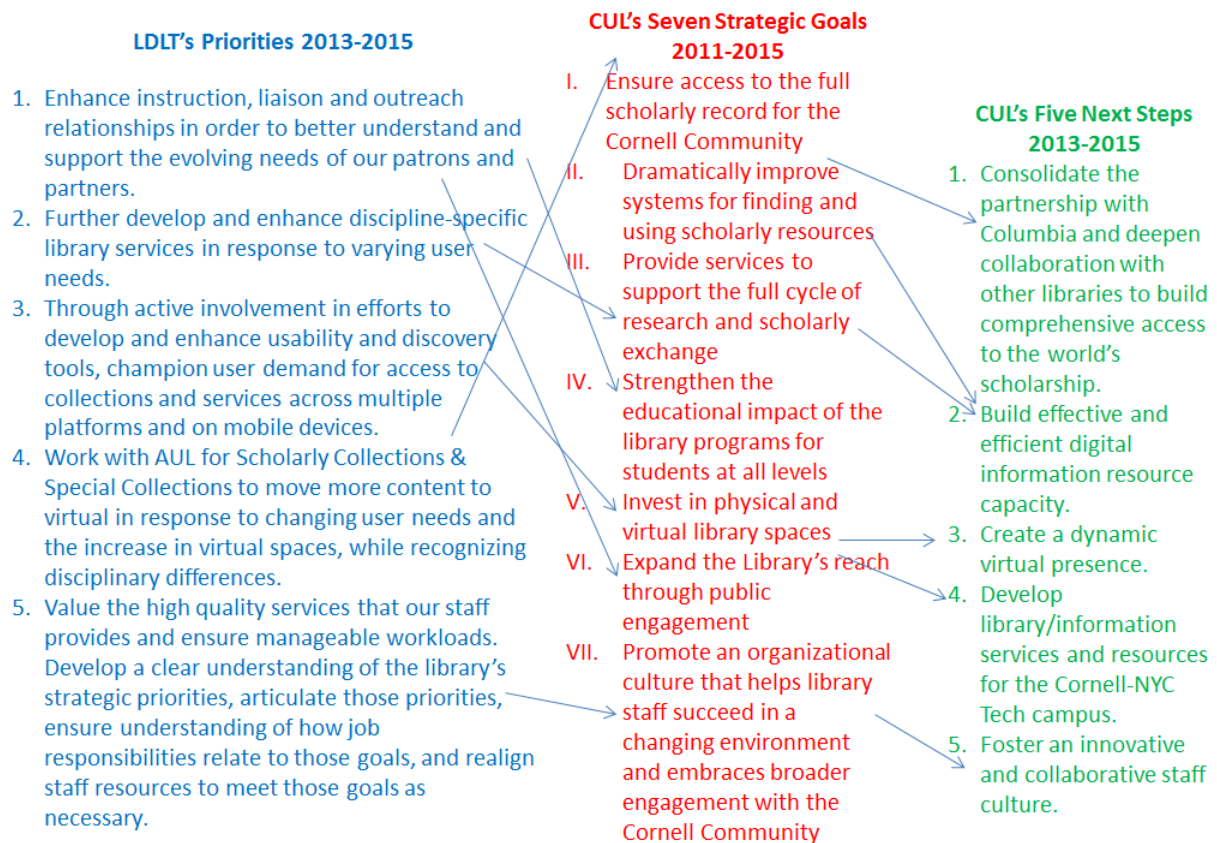
http://www.youtube.com/watch?v=0Se8TpzCPoo – Adult centered world view

http://www.youtube.com/watch?v=PKG_ggj_NjA&feature=related – Student centered world view

there are several other Youtube videos on this center also.

Here is more info about the center http://www.studio.eku.edu/about-noel-studio as an example of a multi-purpose collaborative space in a library.

2.) The importance of information literacy programs, and using technology successfully to enhance information literacy instruction. A lot of interesting material on info literacy at http://projectinfolit.org/publications/ from University of Washington.

LDLT's Priorities 2013-2015

1. Enhance instruction, liaison and outreach relationships in order to better understand and support the evolving needs of our patrons and partners.
2. Further develop and enhance discipline-specific library services in response to varying user needs.
3. Through active involvement in efforts to develop and enhance usability and discovery tools, champion user demand for access to collections and services across multiple platforms and on mobile devices.
4. Work with AUL for Scholarly Collections & Special Collections to move more content to virtual in response to changing user needs and the increase in virtual spaces, while recognizing disciplinary differences.
5. Value the high quality services that our staff provides and ensure manageable workloads. Develop a clear understanding of the library's strategic priorities, articulate those priorities, ensure understanding of how job responsibilities relate to those goals, and realign staff resources to meet those goals as necessary.

CUL's Seven Strategic Goals 2011-2015

I. Ensure access to the full scholarly record for the Cornell Community
II. Dramatically improve systems for finding and using scholarly resources
III. Provide services to support the full cycle of research and scholarly exchange
IV. Strengthen the educational impact of the library programs for students at all levels
V. Invest in physical and virtual library spaces
VI. Expand the Library's reach through public engagement
VII. Promote an organizational culture that helps library staff succeed in a changing environment and embraces broader engagement with the Cornell Community

CUL's Five Next Steps 2013-2015

1. Consolidate the partnership with Columbia and deepen collaboration with other libraries to build comprehensive access to the world's scholarship.
2. Build effective and efficient digital information resource capacity.
3. Create a dynamic virtual presence.
4. Develop library/information services and resources for the Cornell-NYC Tech campus.
5. Foster an innovative and collaborative staff culture.

Announcements

Curtis:

- Renovation in management library
- Re-launching Hotel Librarian Search
- Associate Director Search – Need to draft job description

Mary:

- Mann Library is working with CALS and the Comm Dept. to develop a plan for Comm to relocate to the 4th floor of Mann Library, and for the full second floor to return to Library use. We are exploring interesting possibilities for shared learning spaces.

Steve:

- Construction in the PSL reading space will take place this summer and have everything in place before Fall Semester

Femi:

- Law search is underway

Janet:

- March 21, 2013 Workday begins
- Research Portal for Undergraduates met with Laurel Suther