

All Staff Meetings

FEBRUARY 1 & 2, 2016
SUMMARY OF WORKING GROUPS

CORNELL UNIVERSITY | LIBRARY

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Focus Areas:

1. Effectively and efficiently facilitate research processes from investigation to dissemination
2. Advance the visibility and accessibility of Cornell scholarship and creative expression
3. Prepare students to effectively use and produce knowledge in a digital world
4. Enhance the Library's support for the University's international goals
5. Preserve Cornell's digital assets and scholarship for future generations of scholars and students

Opportunities and Challenges for the Immediate Future

2016-2017

Cornell University Library's Strategic Plan concluded in 2015. The fruits of that work are well documented in the 2015 [Annual Report](#) to the Provost. We take justifiable pride in this work, which provides a wonderful springboard for moving forward. This document is intended to provide guidance for the Library in 2016/2017. The university will soon initiate an 18-month long strategic planning process and as such, we will postpone developing a new strategic plan until after this process is complete. This way, our next plan can build upon the university's goals, priorities, and strategic directions. In the interim, we recognize the [Provost's four areas of future focus](#) (curriculum, educational technology, engagement, research) as a starting point. With very valuable feedback from the Manager's Council—the Library Executive Group has identified five leading issues that will affect our future. The recent faculty survey confirms the importance of these directions and the need to continue to build out our capabilities.

None of the areas should be construed as being brand new. Library staff have already made significant progress across the board. In tandem with building research level collections, staff have developed specialized services across the full disciplinary spectrum. They have built expertise to work with humanists to use new digital research tools and methodologies; to work with scientists and social scientists to manage large data sets and comply with regulatory requirements; and to work with artists and others to create, share, and preserve new media art forms. Our support of open access provides critical scholarship to developing countries, and increased visibility to Cornell University research.

Five leading issues affected by technological and economic changes—research processes, accessibility of Cornell scholarship, student learning, international engagement, and digital preservation—have led the Library Executive Group, with the Managers' Council support, to embrace the following directions. None of these is new, but rather represent efforts in process. The next two years will be used to further this work, to knit together the various efforts across the system, and to position Cornell Library as an essential component in the evolving 21st century academic infrastructure.

1. Effectively and efficiently facilitate research processes from investigation to dissemination.

The Library has always provided Cornell researchers with privileged access to the scholarly literature and other information resources by building exceptionally wide and deep collections and developing outstanding services to support the production of new scholarship and public knowledge. CUL will continue to build digital and physical collections that are tailored to Cornell's established and emerging fields of inquiry and optimized - in format, functionality, and license terms - for a full range of research methods. Current changes in technology and external research requirements open up both new opportunities and present challenges in the way research is produced, shared, preserved, and archived for future generations. The Library can:

- Enhance the liaison structure and liaison expertise to be able to offer customized subject and discipline-specific research services (e.g. systematic reviews, new modes of publishing, digital humanities, etc.)
- Facilitate the exploration of digital scholarship methodologies through workshops, consultancies, and speaker series

- Support research strategies such as text mining and visualization by making available large corpora of content and assisting in locating analysis tools and methodologies.
- Expand support for public access compliance and research data management
- Collaborate with other institutions worldwide to provide access to research sources and services

2. Advance the visibility and accessibility of Cornell scholarship and creative expression.

Coherent strategies for managing Cornell's reputation are crucial to securing research funding, recruiting top students and faculty, and building relationships with alumni and other stakeholders.

Historically, Cornell's administrative offices tracked, managed and reported faculty's research and output. Today, that mission has grown more complex. It is critical to the University's reputation and to faculty recruitment and success that Cornell's work can be discovered and accessed worldwide. The Library has deep expertise in identifying, organizing, and publicizing scholarly work, as well as making it accessible. This expertise is increasingly valuable to the University and its researchers as they compete for external funding and name recognition in an increasingly competitive environment. In particular, the Library can:

- Participate in campus efforts to evaluate and pilot tools to track research, scholarship, and creative outputs and to create a University-wide system for managing research information.
- Develop the Library's semantic web and identity management expertise to help faculty, units, and the University broaden research visibility and use.
- Build a Scholars@Cornell portal that helps ensure the visibility of Cornell's research and scholarship, aids in faculty recruiting, and enhances opportunities for interdisciplinary research and collaboration
- Provide services and advice to faculty to protect their intellectual property and ensure the widest possible dissemination and visibility of their scholarship.
- Increase the Library's presence in campus initiatives seeking new ways to make scholarship visible and accessible, including through open access options.
- Document the university's scientific, scholarly, and creative work and its impact on the world at large.

3. Prepare students to effectively use and produce knowledge in a digital world.

The powerful forces transforming higher education call for deeper library engagement in the entire academic experience. Technological advances and major shifts toward digital production and distribution are changing research, teaching and learning. Students will need concomitant skills as they leave Cornell to pursue jobs, additional education, and public service. The Library can:

- Work with other academic and service units (e.g., the Office of Sponsored Programs, Academic Technologies, the Center for Teaching Excellence, Office of Undergraduate Research, Graduate School) to identify gaps and opportunities in support for new forms of technology-enabled research, teaching, and learning.
- Expand support for the growing set of 21st century competencies (e.g., visual, data, and information research workflows).
- Ensure that library instruction will facilitate and enable technology-enhanced pedagogies and active learning on campus, online, and around the globe.
- Leverage and build library staff expertise to increase student and faculty participation in the production, dissemination, and preservation of knowledge in the digital age.

- Offer graduate student fellowships and training/consulting in research data management, digital humanities tools and methodologies, new forms of publishing, etc.

4. Enhance the Library's Support for the University's international goals.

In 2012, the Cornell University Task Force on Internationalization concluded that Cornell had fallen behind its peers. Since then, the campus has taken multiple steps to address this concern. As the University advances the Global Cornell agenda in the coming years, the Library can focus on the following areas:

- Enhance Cornell's global collections and expertise to support study and research here and abroad, including dual-degree programs in other countries.
- Develop more domestic and international library partnerships that expand access to onsite collections and subject expertise around the globe, wherever Cornell faculty and students can be found.
- Continue the Library's international engagement to strengthen local information infrastructures, disseminate and preserve scholarly resources and scholarship here and abroad, and document Cornell's impact worldwide.
- Increase the Library's presence through outreach to campus units and engagement with international student organizations on campus, and international alumni groups.

5. Preserve Cornell's digital assets and scholarship for future generations of scholars and students.

The library has invested heavily in digitizing collections and curating born-digital content and we need to ensure that this content will be usable now and in the future. The Library began collecting Cornell-related sites, including the cornell.edu web domain, in June 2012, representing more than 5 TB of information. The Library also anticipates greater demand for managing data associated with federally-funded research projects. Given the increasing reliance on digital sources and applications, we are projecting a substantial increase in our scholarly digital assets, estimated at 100 TB/year. The need for a comprehensive preservation program has grown with demand and with the development of new technological capabilities. Over the next three years, the Library will phase in an integrated, systematic, and cost-efficient digital preservation and access program together with key partners on campus and beyond to accomplish the following goals:

- Align various preservation strategies to create an integrated service framework to reduce duplicative effort, identify service gaps, and increase efficacy. Consider how our investments in various digital repositories, including the Cornell University Library Archival Repository (CULAR), as well as HathiTrust, LOCKSS, Portico, and Archive-it, meet our preservation needs.
- Engage CUL's curators/selectors in setting priorities for long-term archiving and delineate categories of commitment and levels of preservation and long-term access to be achieved. Work closely and cross-departmentally (DSPS, RMC, Kheel, etc.) to understand short- and long-term needs with regards to digital content and co-create best practices for the management of digital resources.
- Create a web archiving strategy in support of web resource curation, collection, and preservation.
- Develop a model to anticipate costs and staffing needs associated with the preservation goals and recommend models for supporting such a service framework through central funding allocations and cost-recovery models.
- Analyze the recently completed campus-wide AV survey in order to recommend and implement strategies associated with AV content and large data sets.

FOCUS AREA 1:

Efficiently and effectively facilitate research processes from investigation to dissemination

Moderators: Sarah Young and Aliqae Geraci

Do you know of related work already under way and how can we build on it?

- Data discovery & sharing (including archival)
- Introduction to the academic library (LC tutorials etc.) - BUILD elective class or require as part of freshman class
- Further develop liaison - imbedded role
- Text mining etc.
- LC files/alternate terms - catalog/metadata enhancements - always things to be done
- Get it Cornell! - improve functionality/presence
- Physical material acquisitions - earlier notification/outreach to improve timeliness
- Transition away from Voyager, new system
- BIG DATA - university wide initiatives
- Text/data mining is prioritize for e-resources - purchasing/licensing/build consortiums for access, also build our own systems
- Data management support - build on through education
- Digital & physical collections - access - automate for efficiency, expand collections as collection development
- Call number/materials discoverability - additional features, make available through awareness/education
- Discoverability layer - requires additional education for subject facets, use functionality requires education
- New faculty outreach - necessary to build upon. initial outreach is key
- Relationship building with departments/faculty - get faculty on board to build
- Inter-liaison coordination necessary - communication to enhance/avoid confusion
- Build upon copyright ed> grad students as they enter
- Campaign for Collections - continue/expand
- Blacklight and IT/discovery solutions - continuous improvement is key
- Workshops and ref support on using tools - stronger, in depth support needed
- CISER
- Liaison work - build by prioritizing, figure out what needs to not be done to make time
- Digital Humanities
- RDMSG
- Liaison network - strengthen
- Digitization grants - digitize everything!
- OA Funding - more! Current level insufficient
- Publications and data public access - expand & ensure conversation is happening outside of CUL
- Communications: translating our skills effectively (e.g. "systematic reviews", "digital humanities")
- Citation management - can ORCID be linked to CM tools?
- Conversations in digital humanities and immersion
- Summer fellowships
- Cataloging/metadata/selection
- Repositories!! expand awareness, use, and capacity

- Map exhibits and others of library materials collaboratively curated by faculty and librarians
- digitization projects to improve access to collections
- Arxiv, eCommons, digital commons
- Scholars@Cornell
- Support for public access policy compliance
- Expanding eCommons--metadata, application profile, embargo, relationship to Scholars@Cornell
- Building serials archive (SE Asia)
- USDA ESMIS system redesign to meet the needs of the user community
- IACUC searching (Vet. library)
- Hathi Trust, Biodiversity Heritage Library
- Chats in the Stacks

What are the gaps and challenges we need to consider to ensure success?

- Faculty access to students for course instruction, liaison - RELATIONSHIP - disconnect
 - Not a one-sided initiative
- Departments often determine success of liaison work - really varies - dept. meetings
- Turnover in faculty changes relationships
- Managing expectations around assistance/collections - delicate balance
- Coordinating across liaison areas for cross-discipline
- Legitimacy - perception
- Communicating our value
- Accessibility to patrons, internally (with data) - not readily apparent
- Staff resources limit ability to teach
- COMMUNICATION always
- Get students to come to library, period. Or just Google. We need foot in the door.
- Need for short term access to subscription resources
- So many steps in some processes, also dependent on third party, with expectations immediately
- publisher reticence
- Behind in areas - education for working with/using data is necessary
- Staff training
- Formats increasing, pressure to provide access to collections increases, need to keep up
- Keeping tabs on range of formats and making accessible - so much more complicated
- Grapple with browse ability, preserve serendipity
- Patrons want more! Higher expectations
- More processes than 10 years ago - efficiently becomes more of a challenge
- Staff turnover and "brain drain" - how do we capture and maintain institutional knowledge?
- Collections Campaign requires ongoing strong leadership at top level
- Expansion of institutional partnerships crucial to maintaining collections strength going forward
- Assessment becomes more important, and reviewing existing resources effectively
- Our resources are great, but are they sufficiently linked and discoverable to researchers/investigators? To librarians supporting the research?
- Limitations of entrenched mindset, beyond habit
- Cross-unit collaboration is necessary
- Information from faculty (including Columbia)
- Improve communication between libraries and find common ground.
- Make sure we are including "less visible" liaisons in the library
- Don't market things we can't fund and support

- Training needs: who needs to know? How should expertise be distributed? How do we know who knows what?
- Knowing what faculty/researchers are doing
- Awareness gap - both internal to CUL and w/ faculty as a whole
- Incoming student readiness
- Limitations of existing human resources and skills - how do we address proactively
- Outreach to various patron groups
- Awareness gap regarding resources
- Publicity of materials and services
- The scope of what is happening is huge and keeping up with it all challenging
- 5% of the collection is not represented or exposed to users
- Outreach and marketing of our services is a challenge
- Some researchers don't want to share their data or work;
- Understanding the social structure--motivations and rewards of disciplinary systems
- Response time--we are working with a population that is very busy and expects rapid response; Keeping up with the pace of research
- Some departments are easier to liaise to than others
- Building relationships with other groups on campus
- Improving communication across library units--who is doing what
- Unclear ownership of joint ventures (Arts and Sciences grants)
- Storage constraints
- Need ways to easily link faculty to departments (via ORCID?)
- Collaborations with other entities on campus are missing
- Tracking research throughout the cycle and library's role at different stages--closing the loop-- what happens after help is provided--the pipeline of research
- "Liaison"--the concept is not confusing but the meaning of this to our patrons is unclear--it would be nice to reflect on what we call ourselves
- Staffing needs--recruiting and hiring staff to address changing landscape of research environment-- what skills/knowledge is needed. Take a planned approach and should communicate these needs with HR.
- From bullet points under this topic area, collections are missing. Collections are still one of, if not the, most important way we support research.
- Timing of messaging
- Some thought this particular strategic plan category was overwhelming and vague
- There is a need to prove to students the value of the library--they often realize this at the end of their time at Cornell rather than the beginning
- A need to 'de-silo' the liaison program and better facilitate communication and collaboration
- Consider more outreach to academic staff and other professional staff (not just faculty and students)
- Translation of tours to international students--tours in other languages
- Challenges of license terms for things like short term access for a class to a data set
- We need to have more real estate on the Cornell University front page
- Better integration into 'world' (i.e., discoverability through Google)

How will we know when we are succeeding?

- Number of workshops (quantity)
- Data gathering, metrics - how what
- Assessment date

- Apply to processes
- Stats - quantitative data
- Bridging disconnect
- Compliments - patron feedback
- Awards - external recognition
- Impact on scholarly publishing
- More, centralized access to resources - discoverability
- Increased capacity to serve patrons data needs
- Serendipity preserved
- No feedback is good! reach out when there is a problem
- Colleague referrals - word of mouth
- Invites from student groups
- More sophisticated inquiries from users
- Balancing qualitative and quantitative
- More sophisticated questions
- Easier to answer or direct questions
- Don't expect 100% for everything, look for "pockets"
- Targeting groups instead of broad, generic efforts
- Success is defined by the target audience
- We are still here!
- Positive feedback from patron surveys
- Don't know what success looks like! Vision is hazy.
- Usage statistics, faculty surveys
- A stable budget
- instruction assessment--move out of pilot phase
- Tracking research throughout the cycle and library's role at different stages--closing the loop-- what happens after help is provided
- Grant success
- Ways we can integrate services to better meet compliance policies
- Involved in data plan development but have not gotten requests for implementing the data management plans
- While there are new roles for librarians, the traditional roles (collection building, reference) are still important--difficult to balance both/do it all
- Use of RMC collections
- A bigger share of 'university pie' would indicate success
- Consider exit interviews of faculty and library staff
- Tracking of acknowledgements in dissertations and published articles
- More student panels

FOCUS AREA 2:

Advance the visibility and accessibility of Cornell scholarship and creative expression

Moderators: Gail Steinhart and Jason Kovari

Do you know of related work already under way and how can we build on it?

- We need to be cognizant of work BEYOND the library and Cornell as well. Avoid duplication and look for synergies.
- Be clear about the status, opportunities, benefits and challenges for initiatives. Example: ORCID - no immediate benefit to researchers but laying the foundation for essential and interoperable infrastructure. Plan roll out to maximize connectivity to systems.
- CUL and Cornell programs and units we might want to engage:
 - Entrepreneurship@Cornell
 - Engaged Cornell
 - RMC (interested in taking a broader view than just collecting scholarship; what is its impact?)
 - Opportunities for presenting student work
 - Cornell open access committee (status?)
 - CTL: a useful model for promoting flow of information to industry?
 - Immersion program in the humanities - are there other programs where we can gain a toehold?
 - Links between VIVO identifiers and Cornell people in the catalog and other discovery environments
 - Opportunities to exhibit work physically and virtually
 - CUPress and its role in publishing and aiding publication of CU faculty's scholarly output and journals they edit
 - CU Communications / CornellCast, as a place where researchers post videos of their work
- Metadata & Data management
 - Visibility and discoverability of CU output comes down to metadata; 'it's a metadata thing'
 - RDMSG and the importance of supporting the full range of scholarly output, not just publications
 - Services around data management makes research more discoverable and increases likeliness of deposit to repositories
- VIVO/Scholars@Cornell
 - VIVO as a good example of connecting researchers cross-disciplinary
 - What will happen to VIVO when Scholars@Cornell comes online?
 - This is a prime place for the library to engage; nobody else is compiling faculty profiles
 - Ensure connections with VIVO and ORCID (and other IDs)
- Initiatives beyond Cornell:
 - Use of semantic web technologies in libraries
 - Emerging authority control and identity management practices in cataloging and metadata
 - Rights retention policies being adopted at other institutions - what can we learn from them?
 - Disciplinary repositories - how do we interact with / complement them?
 - Proactive work on institutional membership in collaborative organizations (e.g.: intercollegiate geographic information science consortium)
 - Understanding of external aggregators and how / where we can leverage those
 - Education of faculty and students on researcher identifiers (e.g.: ORCIDid) and the importance of registering their identities

What are the gaps and challenges we need to consider to ensure success?

- Communication
 - Communicating widely to stakeholders (internal: CUL, Cornell)
 - Communicating value
 - Promoting services and collections, repositories - often not done on wider-scale
 - Awareness building is important, including dialogue - not solely speaking at faculty
 - Goal seems new to library mission; ensure others understand this is our purview

- Open Access
 - Concern/tension around reputation and status of OA journals
 - Better/ more support for covering OA fees
 - Service point to help faculty navigate OA environment (rights management and predatory publishing)
- Repositories
 - Placing our local repositories into the ecosystem -- and communicating this to faculty
 - Linking together repositories / discovery points with themselves and other data (VIVO, etc.)
 - Disciplinary repos, local repos and how all of these fit into the larger ecosystem
 - Making deposit to IRs more attractive (easier, full service)
 - Repos seen as competition to other publishing media / environments
 - Lack of use cases and demonstrable scenarios to show where IR sits among scholarly ecosystem
- Disciplinary approaches
 - Diversity of practice: Characteristics of disciplines may mean some solutions won't be universal (arXiv example, willingness to publish OA)
 - Inherent tension between administrative expectations around productivity / reporting and faculty interest / disciplinary output
 - Faculty concerned about needing to justify work in light of metrics and reputation
 - In which disciplines is this more important? Other mechanisms than we've tried may be more effective for some disciplines
 - Motivation and the social structure of scholarship; not all disciplines have motivation to deposit in a repository
- Tooling
 - Why does CU select different tools and how to bring on board faculty using others (e.g.: Symplectic Elements v. Activity Insight)
 - Platform independence; simplifying the environment for faculty and library staff
- High-touch efforts (e.g.: VIVO, RDMSG, etc.): how do we get to a scalable solution that is not as high touch?
- Generational expectations seen as important factor; newer faculty have more vested interest
- Mixing online personas and academic reputation
- Diversity of material: performance, data, etc. (also student involvement and FERPA concerns)
- Making whatever we do part of natural workflow
- Institutional roadblocks for VIVO
- Are we creating additional tools and systems that don't fill a unique niche, or don't emerge as preferred tool of choice? Avoid redundancy.
- What opportunities are we losing by privileging digital over personal interaction? How can we not lose that?
- CUL selectors are not currently collecting materials published by their faculty; how do we make more visible if not collected?
- Need wider dissemination / usage of ORCID for faculty and graduate students
- Need an umbrella data store for all CU output
- Change from a hierarchical (model) world to networked world (model), ability to bust siloes (don't have to commit an item to a single collection) (perhaps also an opportunity?)
- Hiring for longer-term; temp positions on major efforts like this not seen as attractive or sustainable for the work

How will we know when we are succeeding?

- Metrics - quantitative:
 - Standard usage metrics
 - Better results on faculty survey
 - More use of services

- % scholarly output released OA, Use of COAP funds as reflection of interest in OA publishing, increasing memberships in OA journals (when that is the subscription model)
- When a faculty member knows where to get help, easily, around authors rights, OA, etc. (fewer emails, more clicks on help resources?)
- scholars@cornell: colleges or depts., participate or use the data
- Citation analysis - increased citations of Cornell works
- Increase in use of eCommons / other IRs? How are they being used?
- Increase in Cornell deposits to disciplinary repositories
- Metrics - qualitative:
 - Invitation/participation to CUL for collaborative and pilot projects with other institutions
- Need better ways to track...
 - impact of reference/research help
 - the connections we make between people or people and services
 - Student "chatter" - can tell us something (Qual and quant)
- Publishers change their practices and policies
- Be clear on motivation in order to understand what success looks like
- How do we even know now that we are not succeeding currently?
- Benchmarking more generally - identify what is it that we are trying to accomplish and steps in that progress
- Some of our work (e.g. LTS) is not Cornell-specific or Cornell-focused, impacts what success looks like
- Analyzing the reputation of Cornell is so complex, it is difficult to understand how any one factor fits
- Simplified environment for faculty
- Need discourse among faculty re: impact metrics

Transcribed notes from tables

- Related work: VIVO/Symplectic Elements/Scholars@Cornell
- Leveraging VIVO in Climate Change clearinghouse and other projects
- Figuring out how much to support OA (e.g.: \$ for collection development to these? Institutional membership?)
- University should work as a whole to tie together (link) depts., people, IDs (i.e.: issue of Auth. Record w/ wrong institutional structure)
- EAD guides visible via Google
- Could libraries help define researcher "success" by area?
 - Lib stats not consistent / equal measure across areas
 - Not being surprised at conferences by learning about CUL projects
- How do we know success:
 - There is use of collections (both deposit and access)
 - Surveys - are we helping
- Work underway:
 - Open access issues
 - Scholars@Cornell - institutional scholarly output should be in VIVO and include metadata
- Not doing outreach with eCommons - more is needed - incorporating ORCID (id)
- Challenges:
 - Not getting output in eCommons - we need overall intellectual framework
 - Tension between ecommons for free or getting it published (depends on peer review)
 - Different faculty needs + open access sometime conflict w/ these needs
 - Communication issue - getting researchers to pay attention, they don't see how this will help them\
 - Lack of motivation
- Measure success:
 - When everything is available in a repository

- A structure that aligns with faculty
- Work underway:
 - Institutional memberships; proactively get these memberships e.g.: UCGIS
 - Scholars@Cornell (aka VIVO): broadening boundaries of who works together
 - Wikipedia to get work out on research and S.M. e.g.: Pinterest
- Challenges:
 - Getting folks together to find a solution - cultural shift
 - Search in VIVO
- Success:
 - First stem the systems have to be used
 - Next step: measure impact; but so many variables, difficult to measure
 - Surveys yield vague answers
- Work:
 - DC@ILR, Law, Hotel - used marketing that has built a community around them
 - eCommons - more generic, could market; must make easier to "cite this" and build biblios
 - VIVO
 - Will build visibility of research output from Cornell - included data & non-traditional
 - More visible based on search terms
 - Metadata
 - Inter-linking of VIVOS
 - How do our systems interact? VIVO, Symplectic, research gate?
 - ORCID: advertise & educate
- Helping communities external to the library understand that we are taking on this mission of managing and archiving campus research output
- Measure success:
 - We're in the news!
 - When faculty use us or ask about
 - When someone outside the library understands and makes the link that we are doing this
- Data management workshops by RDMSG
- Sciences v. humanities
- Repositories v. open access
- Increase knowledge of scholars@cornell for librarians and public services providers
- OCRIDids
- Internal (library) & external (faculty) communication
- Potential measurements for goals
 - Quantitative (funding, online user stats)
 - Qualitative (stories)
- How to teach patrons value and process items into repositories
- What about alternative outputs other than articles - art, choreography, video, etc.?
- Enhance subject area services - social sciences, humanities, talk to disciplines/societies
- Creative expression part makes it a much broader conversation
- Assessment - buy-in from schools
- Need to communicate what is available better, to students AND faculty
- Need to find out how they are learning about things currently
- Author rights, OA
- What is status of Cornell OA committee?
- All tech has implied/necessary communities
- Always need buy-in! Communication is key!
- Workflow needs to be easy!
- Visibility of library scholarship - what are WE all doing?
- Success:

- OA info is available and accessed
- Publishers change/die
- Collaboration (how do we know?)
- % of output that is OA
- Center for Technology Licensing as a model for moving Cornell ideas out into the world?
- How do we take a more active role (for ourselves and researchers)
- Internal communication (Cornell and CUL)
- Success:
 - Next faculty survey we see more awareness
 - arXiv - is it possible to replicate?
 - Metrics (e.g. google analytics)
- Important to consider UNIVERSITY efforts toward this to be sure CUL efforts are not duplicated
- Related work:
 - ORCID - international effort
 - Faculty need to understand importance in order to have them use it
 - Where will it be used both in (MARC, DSpace, arXiv) and out (OSP etc.) of CUL
 - Need to get faculty to see the payoff?
 - What pieces of this can we do FOR faculty?
 - entrepreneurship@cornell
 - Engaged Cornell
 - archives - history and impact of Cornell
- gap/challenge: student research - collection, display, presentation (and coordination of these efforts)
- Success:
 - Metrics - collection and tracking
 - Gaining a reputation with peers for projects (CUL)
 - Measure of research support in papers/journals

FOCUS AREA 3:

Prepare students to effectively use and produce knowledge in a digital world

Moderators: Erin Eldermire and Amy Emerson

Do you know of related work already underway and how can we build on it?

What are the gaps and challenges we need to consider to ensure success?

Instruction/workshops:

- We currently offer a lot of research classes.
- RMC is seeing more demand for classes.
- There are many workshops across CUL.
- Digital media - we are producing it and teaching it.
- Mann is offering instruction in video production.
- We offer workshops/seminars.
- I am teaching a class for which we use portfolio software. Each student in the class is producing a digital portfolio which includes a short bio. It is intended to be something that they can take with them to use for their online personas.

- We need to create a coherent, university-wide strategy for library/research instruction, rather than doing it piece-meal. We should do a scan of what is already available, or see if someone else has done a scan.
- Students don't know as much as they think / we think they know about technology, the digital world, or how to do research. Problem: getting them to realize this. We need to reach the students as soon as possible, before they are seniors. We need to find a way to relate to students at their time of need. Also, if we can get to grad students before they become faculty by showing them the value of the library, then they will become supportive partners.
- Regarding our teaching: Are we using this time and context as effectively as we can? Are we repeating materials or creating redundancies in our instruction? I.e. how to use the catalog. How do we build a program? What are the priorities? Different for each school/department? We should be building an actual research instruction curriculum, and working with the faculty to do so. We also need faculty support.
- Teaching is discipline-specific. Liaisons can help here.
- More resources in the classroom for teaching. Mindful selection of classroom technology.
- There are combined Mann and Olin workshops.
- We provide e-resources training for students
- We provide one-shot sessions in classes.
- Africana offers a half semester, one credit class on research strategies and evaluating resources. It is fun and interesting.
- Reference staff works hard to teach at the reference desk, ferret out student questions. Also, they reach students multiple ways - chat, email, outside networks, etc.
- We are producing libguides.
- We are doing more "just-in-time" instruction at the students' point of need - videos, embedded librarians. IT has helped a lot with this.

Collaboration within CUL

- There are many workshops across CUL.
- Regarding our teaching: Are we using this time and context as effectively as we can? Are we repeating materials or creating redundancies in our instruction? I.e. how to use the catalog. How do we build a program? What are the priorities? Different for each school/department? We should be building an actual research instruction curriculum, and working with the faculty to do so. We also need faculty support.
- It's difficult to currently know what classes and workshops are offered across CUL. Some librarians are teaching classes that no-one else knows about. Is there a way to gather and share this information?
- We should be careful to consolidate/combine workshops so that there is not duplication that might cause confusion among students.
- We need improved coordination between departments and librarians

Collaboration within Cornell and beyond

- We are beginning to collaborate with many other departments, such as Academic Technologies and CTE. Three years ago, there was no collaboration. Now they want to talk about it. There is a quarterly meeting that happens between CTE and the PSEC Instruction Committee.
- Fellowships, partnership with Academic Technologies, 5-6 Summer Courses.
- Don't assume students already have the technical knowledge and know how to use technology. We need to build digital literacy.
- We need to be careful not to duplicate efforts with others at Cornell. Scan for gaps in digital skills. If already being addressed by some other group, is there a way to contribute or share? Or find our own niche?
- The Library can build deeper collaborations with other groups on campus (e.g. academic technologies) to better support what we're doing.

- There is other collaboration happening to offer for-credit classes.
- We need improved coordination between departments and librarians

Video creation

- Videos are being made for online learning, digital learning.
- Mann is offering instruction in video production.
- Videos can help us scale our instruction up.
- We offer workshops, but we can build them out more. Software carpentry? Data topics?
- Make shorter how-to videos.
- The library needs more support for videos in order for us to really take off. Do we need more people in house to support this?
- When we're teaching, how do we know where each student is starting? This is important - don't want to teach down to them, but don't want to start so high that they're lost from the get go. How can we scale our instruction up yet personalize it so that we can address people at different levels?
 - Create different videos for different levels. Beginner, intermediate, advanced? OR create short videos from the very basic beginning and then follow-up videos that build on earlier concepts. Each video could reference another one (e.g. if you don't know what this means, watch THIS video).
- Engineering has created research videos on how to find materials, designed for students to return to over and over. There has been fabulous help from both administration and particularly IT in making the videos.
- We are doing more "just-in-time" instruction at the students' point of need - videos, embedded librarians. IT has helped a lot with this.
- Everybody is trying to build up their resumes these days. Should the library produce a "library certification program" that students can complete? Can we incentivize it so that it would look good on their resumes? Perhaps this is something that can be done via online videos?

Library as a creation space

- We are making great strides with makerspaces.
- We should continue to grow our makerspaces.

Collections

- Collections - requests for hard drives of texts for data mining are up. Visual resources - we store, curate, etc.
- We are digitizing our collections so they are more accessible.
- We need to do a better job of collecting/preserving online materials generated by our students. Examples: student theses, data
- Digital repositories: There are so many different places to put things with so many names. How can anybody keep track?
 - Educate CUL staff, connect them all via libguide or similar
 - How do we customize our repositories for different populations?
 - Digital pedagogy training is important here.
- We should be thinking about preservation before knowledge gets produced. Preservation should permeate all aspects of the library.

Library curriculum

- PSEC Instruction Committee has mapped the curriculum.
- We are finding ways to integrate librarians into the curriculum, not just doing one-shots. This adds to significant gains in student learning and retention.
- High school students are not as prepared as they should be. Maybe we could do outreach to high schoolers to prepare them - how to do research, how to study. Maybe conduct targeted outreach to the high schoolers who have been accepted to Cornell? Get to them early.

- We need to create a coherent, university-wide strategy for library/research instruction, rather than doing it piece-meal. We should do a scan of what is already available, or see if someone else has done a scan.
- We need to build skills that are marketable for the students.
- Students don't know as much as they think / we think they know about technology, the digital world, or how to do research. Problem: getting them to realize this. We need to reach the students as soon as possible, before they are seniors. We need to find a way to relate to students at their time of need. Also, if we can get to grad students before they become faculty by showing them the value of the library, then they will become supportive partners.
- Regarding our teaching: Are we using this time and context as effectively as we can? Are we repeating materials or creating redundancies in our instruction? i.e. how to use the catalog. How do we build a program? What are the priorities? Different for each school/department? We should be building an actual research instruction curriculum, and working with the faculty to do so. We also need faculty support.
- Don't assume students already have the technical knowledge and know how to use technology. We need to build digital literacy.
- We need to think about life-long learning goals for students. Help them engage with information.
- We need to be careful not to duplicate efforts with others at Cornell. Scan for gaps in digital skills. If already being addressed by some other group, is there a way to contribute or share? Or find our own niche?
- Students think they are better prepared than they really are. How do we break through that barrier?
- Efforts with undergrads and grads are especially valuable if we get them while they're "young."
- Teaching is discipline-specific. Liaisons can help here.
- Librarians need to be real faculty. We need to create more for-credit classes. This will give us more respect from the students and the other faculty, and it will allow us to connect more closely with the students.
- Not all students are as skilled in technology as we assume.
- More resources in the classroom for teaching. Mindful selection of classroom technology.
- We need to create our own curriculum with real classes.
- We teach people how to use resources while they're here at Cornell, but then they leave and don't have access to all of the tools that we have here and they're stuck. How can we teach digital literacy to prepare alumni to succeed?
- When we're teaching, how do we know where each student is starting? This is important - don't want to teach down to them, but don't want to start so high that they're lost from the get go.
- How can we scale our instruction up yet personalize it so that we can address people at different levels?
 - Create different videos for different levels. Beginner, intermediate, advanced? OR create short videos from the very basic beginning and then follow-up videos that build on earlier concepts. Each video could reference another one (e.g. if you don't know what this means, watch THIS video).
- Is there a "swim test" for information literacy?
- We need to take a holistic approach to library instruction. Think about career preparation, building on our own instruction as people progress, and alumni access beyond Cornell. How can we make a customized approach?
- Engineering has created research videos on how to find materials, designed for students to return to over and over. There has been fabulous help from both administration and particularly IT in making the videos.
- Africana offers a half semester, one credit class on research strategies and evaluating resources. It is fun and interesting.
- We should be careful to consolidate/combine workshops so that there is not duplication that might cause confusion among students.
- We need to reach students with our services at their time of need.

- This generation thinks they already have 21st century competencies, but they don't. For example they leave their research data sitting on a drive on a desk. We need to show them what they don't know and save them from themselves.
- Students find research results without understanding anything about the way the product (book, article, etc.) was created, or how the process of research really works. We need to provide more context to the scholarly world.
- Instruction is a patchwork, often overlapping, across the university. How do we institutionalize library orientation to all? Does the library need to have a conversation with the provost on how to standardize this?
- Everybody is trying to build up their resumes these days. Should the library produce a "library certification program" that students can complete? Can we incentivize it so that it would look good on their resumes? Perhaps this is something that can be done via online videos?

Library services (other than instruction)

- RDMSG is collecting data and doing outreach.
- Promote collaboration within a research lab setting.

Outreach

- RDMSG is collecting data and doing outreach.
- High school students are not as prepared as they should be. Maybe we could do outreach to high schoolers to prepare them - how to do research, how to study. Maybe conduct targeted outreach to the high schoolers who have been accepted to Cornell? Get to them early.
- We need to do more to make faculty and students aware of what the library offers.
- Awareness - we need to increase communication about what is available at CUL, our services
- We need sufficient staff coverage, including all areas of expertise - to spread the knowledge.
- We are participating in orientation.
- Students don't know where Kroch is, or that they have Korean books.
- We need to reach students with our services at their time of need.
- There is resistance among younger students about actually going to the library in person, and this challenge will probably continue to get greater. Similar to people preferring an ATM to a teller. How can we show them the value of interacting with a person?
- We need to get out of the library and into the residential halls.
- The library can do better at being right there when people need us. Consider embedded roles, work in residence halls?
- We should train the faculty first. Once they buy-in, they'll advocate for us and this will help to reach more students.
- We need to work harder to break down barriers for students to approach us.

Money and staffing

- It will be a challenge to lose Mickey Casad. Her position was funded by discretionary funds. Need more firm financial footing. There is a good foundation, but we need to build.
- Concern: resources - budget, staff
- We need sufficient staff coverage, including all areas of expertise - to spread the knowledge.
- Budgets
- The library needs more support for videos in order for us to really take off. Do we need more people in house to support this?
- A large part of the library doesn't work with students now. If we're going to do more of this, we need to think about our staffing.

Faculty

- Students don't know as much as they think / we think they know about technology, the digital world, or how to do research. Problem: getting them to realize this. We need to reach the students as soon as possible, before they are seniors. We need to find a way to relate to students at their time of need. Also, if we can get to grad students before they become faculty by showing them the value of the library, then they will become supportive partners.
- Regarding our teaching: Are we using this time and context as effectively as we can? Are we repeating materials or creating redundancies in our instruction? i.e. how to use the catalog. How do we build a program? What are the priorities? Different for each school/department? We should be building an actual research instruction curriculum, and working with the faculty to do so. We also need faculty support.
- Librarians need to be real faculty. We need to create more for-credit classes. This will give us more respect from the students and the other faculty, and it will allow us to connect more closely with the students.
- We need to get more faculty input on what workshops we offer. But don't rely on surveys - maybe there could be a place for them to make requests. (Note: this staff member said her husband is a faculty member and that he felt the survey was too long.)
- We should train the faculty first. Once they buy-in, they'll advocate for us and this will help to reach more students.
- Should we focus on grad students most, since they are future faculty?

Analog in a digital world

- Concern: No-one has been talking about the analog library. There is still a lot of print. I created a video of Charles Dickens' book and put it on Facebook. It has thousands of hits. The analog needs to be integrated with the digital. Can students be involved in these projects? Learn the process? Can the new Tech. Services Archivist bring students into the picture?
- Students have a terrible time accessing print materials in a digital world.

CUL staff training

- We need more training for staff - ongoing, in-depth continuous learning.
- Training for staff in technology.
- We need more e-resources training/support for staff. The Electronic Resources librarian will be helpful.

Discovery and access

- We are digitizing our collections so they are more accessible.
- Meaningful access to unique materials in digital form.
- As search options get simpler, this is a double-edged sword. It's easier for students to find superficial materials simply, but they miss a lot and don't understand the processes behind the research.

Library as a leader

- Tech. skills are related to information dissemination. We need to take more of a leadership role, not rely on IT or others.
- Instruction is a patchwork, often overlapping, across the university. How do we institutionalize library orientation to all? Does the library need to have a conversation with the provost on how to standardize this?

Alumni

- We teach people how to use resources while they're here at Cornell, but then they leave and don't have access to all of the tools that we have here and they're stuck. How can we teach digital literacy to prepare alumni to succeed?

- Grow alumni access to resources. If we are successful in this, it would be a big benefit of graduating from Cornell and would highlight the value of the library.
- Teaching alumni to use materials that they can't access after graduation... If we are preparing students for a digital world and they can't access it after they leave, what's the point? There are real world implications.

CUL in context of Cornell, World

- We are finding ways to integrate librarians into the curriculum, not just doing one-shots. This adds to significant gains in student learning and retention.
- We need to build skills that are marketable for the students.
- Students don't know as much as they think / we think they know about technology, the digital world, or how to do research. Problem: getting them to realize this. We need to reach the students as soon as possible, before they are seniors. We need to find a way to relate to students at their time of need. Also, if we can get to grad students before they become faculty by showing them the value of the library, then they will become supportive partners.
- We need to do a better job of collecting/preserving online materials generated by our students. Examples: student theses, data
- We need to think about life-long learning goals for students. Help them engage with information.
- Grow alumni access to resources. If we are successful in this, it would be a big benefit of graduating from Cornell and would highlight the value of the library.
- We need to put CUL in the context of the rest of the university to make what we do meaningful.
- We need to take a holistic approach to library instruction. Think about career preparation, building on our own instruction as people progress, and alumni access beyond Cornell. How can we make a customized approach?
- We are doing more "just-in-time" instruction at the students' point of need - videos, embedded librarians. IT has helped a lot with this.
- We could consider a business model for the library so that we can identify our gaps in a more practical way. This would be more outward looking instead of inward looking.
- Students find research results without understanding anything about the way the product (book, article, etc.) was created, or how the process of research really works. We need to provide more context to the scholarly world.
- We need to cultivate partnerships with professional organizations
- Everybody is trying to build up their resumes these days. Should the library produce a "library certification program" that students can complete? Can we incentivize it so that it would look good on their resumes? Perhaps this is something that can be done via online videos?

Library as a business

- We could consider a business model for the library so that we can identify our gaps in a more practical way. This would be more outward looking instead of inward looking.
- We need to think of the library as a business. This would help us to decide what is most valuable to our patrons. Not what is most valuable to us.
- Should we develop personas (much like they do in web/product development) and address those to more effectively envision our users?

Assessment

- We need to create a coherent, university-wide strategy for library/research instruction, rather than doing it piece-meal. We should do a scan of what is already available, or see if someone else has done a scan.
- We need to get more faculty input on what workshops we offer. But don't rely on surveys - maybe there could be a place for them to make requests. (Note: this staff member said her husband is a faculty member and that he felt the survey was too long.)
- We need better assessment of our students.

- Do we know what is happening in each field and how we are addressing it?
- Should we develop personas (much like they do in web/product development) and address those to more effectively envision our users?

Other

- There is a lot of technical expertise at this table.
- In general: vendors are a challenge!!!! Specifically: working with vendors to get specialized data sets is a challenge.
- IT is always helpful when we want to implement a new idea.

How will we know when we are succeeding?

- When we have too many classes to teach and too many individual appointments with students to handle. When we have too many requests to handle.
- Conduct surveys of students. But - how do we know we've made an actual difference? Did they actually learn?
- Track when and how much our technology is being used, ex. Videos.
- Keep communications open with faculty and students. Surveys.
- When we have more classes/workshops/consultations than we can teach. That will mean that the message has gotten out that we are important.
- When budget funds are allocated by highest administration to these areas.
- It will be easier to assess student learning in real, for-credit classes, than in one-shots. There will be real deliverables.
- Use technology to track the number of students using our resources.
- When we receive praise from our stakeholders.
- When we are positively mentioned in the Daily Sun.
- We will see our success in the results of student and faculty surveys - when they tell us we're filling their needs/gaps.
- Student surveys
- When faculty invite you into classes
- When students and faculty are able to save time due to our assistance
- Undergrads become seniors who can make good use of the library.
- We should be tougher on ourselves and remember that, in a way, we are a business. That would make us look harder at whether we are successful. Otherwise, we're too spoiled/privileged/protected in academia to know what real success looks like.
- When people don't need librarians telling them how to do things.

FOCUS AREA 4:

Enhance the Library's support for the University's international goals

Moderators: Neely Tang and Jim Morris-Knowler

Do you know of related work already underway and how can we build on it?

- Provide remote support for students abroad (Neely); follow Cornell students as they go abroad
- Long history of involvement supporting students and faculty abroad > a lot of it is centralized; Olin RLS has been providing orientation for incoming students for 20 to 30 years now
- RMC intro for EISS program

- International orientation > other methods to provide recorded sessions to accommodate time/schedule; more avenues > the better; these should be recorded with subtitles in own language so they can watch over and over again
- Does this also include international materials/resources? Push to educate about our resources
- Asia and RMC and Kheel > exchange information about their international work focus > good to increase communication between our groups; understand researcher who is looking to develop more
- ILR relationship with ILO > exchange last few years; additional knowledge of what is available; collection development/reference/instruction have all benefitted
- Olin/Uris workshops for international students > time to grasp American research library
- Exchange with Tsinghua > smoother transition in terms of paperwork! Hiring (foreign students, etc....) and tips on travel
- Conservation/preservation programs; Luce interns
- Benefits of hosting international guests (librarians from around the world): engaging in conversation; discussions applied to practice; new perspectives/ideas; why we do what we do; why we do how we do; think about our processes > helps to get you to think differently about what we do on a daily basis > is there a better way to do it?; Other connections
- Libguides; Einaudi Center; ISSO; Xin's role keeps us focused; grad classes for international students
- Koreans; 3rd largest population; students surprised we collected in Korean; manage FB page for Korean community > Korean collections; leisure reading; promote services through FB pages; build partnerships with Korean Universities; Korean program is expanding; Japanese as well; LTS does processing in CD > good way to judge increase in requests?
- Inside Scoop > international grad student open house
- Bitner fellows (law); it would be nice if exchanges were ongoing
- ChemEng class > support coursework that requires students to access international information for their projects (CEIC data; international pricing; etc....)
- Humphrey Fellows training; TEEAL meets with those before they go home; small scale > University of AR > all international students attend a library session about resources/services; more pro-active way of communicating; orientations
- AGORA/TEEAL > create a list of publications that have benefitted from the programs?
- Cultural sensitivity > student experiences outreach/interaction with different communities
- Survey to international students where they had problems; ask current class what would have been helpful when they started
- Language > metadata keeping language/vernacular when they are there leave them in and put them in MARC record; difficulty with non-Roman characters; tech barriers/advantages to adding MARC fields; now we keep them when we can in the record; how to add more and in different languages?
- What about embedding in culture/field to better serve needs? Dept. of Communications lead (by staff and PhD candidate) a class in Africa; ability to travel abroad and work; she and librarian > advising international projects; what about faculty and library liaison run program together. Creates stronger partnerships
- Funding? Support? Budget? Ongoing support? Seems only for new stuff/growing stage; opportunistically based on grants and funding...it would be nice to have on-going support
- Work to increase legitimacy of role of librarian on grant
- International dimension of Tech
- Language list > anyone who feels comfortable speaking with students/faculty/staff
- LTS is fluent in many languages
- Search modifications for Chinese/Japanese/Korean > don't have spaces between words > what are other modifications that can be made?
- ID language gaps
- Mentoring program? Help with English and proof read papers > service could be facilitated through the library
- Recruitment/ build brand name

- Work with Columbia; share hours between departments and learn more about what others do
- ID people who have language and cultural skills in the system > diverse library community
- Issues when people visit from abroad > housing, translators, etc.... > how can we help to communicate solutions?
- Procedures for working in international archives > helpful for our archive to smooth the way at other archives > rules tend to be different; facilitate between folks who have been in-country to go abroad
- CUL HR—possibility of partnering with other campus units.
- Einaudi Center
- Career services—support int. students in job hunt, helping them find jobs in US
- Study abroad units—prepare students and inform them of research tools they'll have access to
- International data alliances (e.g., Leah attended Research Data Alliance Plenary in Japan in early March)
- International educators (eg, Leah working on international survey of chemistry educators on their chemical safety training programs)
- Engage with libraries and librarians at international academic institutions on behalf of grad students
- More with ISSO
- Admissions: CUL projects like TEEAL provide link where questions about getting into CUL come through—possibly explore partnership with admissions
- Qatar
- Cornell in _____ (Rome, eg, is AAP program)
- Tsingua/Johnson
- CALS International Programs
- Luce Grant
- AGORA/TEEAL
- Mann & Olin Inside Scoop—Sept. info fair for grads. Lots of int. students via ISSO
- Olin's orientation to American Libraries
- Law=open house for int. students
- Fulbright support (Sarah Howe)
- Study Abroad Libguide (linked from CU Study Abroad website)
- ILR—gets times in study abroad/internship trainings
- TEEAL
- Some search systems now work with Chinese characters-expand to other languages (aka language infrastructure for resource discovery)
- ArXiv
- Catalog in any language desired
- Southeast Asia newspapers project
- Library programs specifically for international students
- Mentoring for non-English speakers
- Promote foreign language collections
- Foreign language newspapers on giant touch screen (Jesse saw this in Korea).
- Expand CUL presence on CU Study Abroad page beyond Libguide; pre-abroad library session
- International visitors reinforce connects and present opportunities
- Survey of international students—what do they need/expect from library?
- Host a social event in each library for international students
- Language expertise
- Online courses
- Getting in touch with high schools in other communities

What are the gaps and challenges we need to consider to ensure success?

- Just like some places have a first year experience librarian > international student librarian whose focus is on the ground; visionary
- MOOCs? Getting stuff up, accessible, and online. Captioning/translation of languages.
- Can we hear from international students? Focus groups? Either same or mixed geographies? Common experiences? Undergrad vs. grad? Let's listen to them first and use that information to move forward
- 1st generation coming to school; peer to peer learning is very effective, as is mentoring and other similar programming > can the library provide a peer-led library experience?
- Café is popular and we have many spaces; could we provide places for these students to meet?
- Outreach > it would be helpful if we knew what are trying to accomplish first; get the word out about all of the cool things we already do
- What is access abroad like? VPN access? Resolver links? Internet access?
- Get materials or access to something elsewhere > physical items are difficult; we are not set-up to send to individuals; how do we work through challenges? How do we support students abroad?
- Understand language and cultural barriers/differences that might exist > more outreach > international student liaison; cross-disciplinary > further connections with other liaisons; also international faculty and staff
- PhDs > not all languages have online dictionaries for all languages, such as Burmese; how do they find appropriate materials? They want everything online. They don't want to stay in ref go over materials that can't be loaned. Burmese interest has grown from 1 or 2 students to 13 or 14 now; Language resource center > some faculty have developed their own materials
- What are our collecting priorities?
- Anecdotal: it seems the ref desk gets more international students than US students asking questions
- Professor in AgSci at a uni in Burma; looking to strengthen their library > are there possibilities there?
- Outreach with faculty about our services > when we do liaison work > incorporate strategic talking points
- Define what are the things we need to help students, faculty, staff with
- We have limited amount of time (especially for grads); mixed bag of skills > coming from different places > information literacy might have come from undergrad
- What about recruitment of international faculty/staff/students? How does library make Cornell more attractive?
- Language
- Cross cultural differences
- Different social understandings of libraries and librarians, and collections
- Why the Library? Which piece makes sense?
- Should the Asia Library focus on Asian students?
- Have we stopped collecting in foreign languages in many units due to low use?
- Where does your work intersect with this priority? Does it?
- How do we support Cornell undergrads abroad?
- Is it possible to give students in developing world access to some electronic resources, such as those in Alumni Access portal?
- Ithaca is small, remote (shows up in logistical challenges of holding international conferences at CU)
- How are the needs of faculty different from students? They are usually getting support from their departments
- Funding
- Importance of being an incubator (think hothouse tomatoes vs. in-season), so measures of success might be different. Basically, "how will we know we're succeeding?" is a tough question.

How will we know when we are succeeding?

- How do you measure rise in confidence in ability to do instruction, reference, outreach? To be able to answer questions better
- Is it ok to record international student questions? How would you identify if a student is international?

FOCUS AREA 5:

Preserve Cornell's digital assets and scholarship for future generations of scholars and students

Moderators: Evan Earle and Tre Berney

Do you know of related work already underway and how can we build on it?

- Build on our success of having a number of digital repositories by publicizing their existence more and promote the use of the resources we already have in place.
- Consolidate digital pools of information to make the environment less confusing to staff and patrons.
- Integrate and include digital preservation and metadata creation from the earliest possible point in project discussions. We have staff who are good with these issues, have them help bring issues up that might not otherwise be thought of. Use them more widely.
- Continue to grow with the digital humanities.
- Have our staff who are good with these things train our other staff with good practices and workflows. Workshops were an idea. Empower coworkers, faculty, students to assist us by following good practices and making easy tools available to preserve digital content.
- Cleanup of existing systems, removing duplication, version control, consolidation of multiple platforms to make it easier for patrons, but also so staff can better understand who is in control of things. It can be difficult to know who takes responsibility for our digital assets once projects are done, is it a curator, a programmer, a database person, an IT person, etc..
- Continue to gather and identify use cases that help inform more concrete policy in digital preservation. Whether its user stats or the history and scale of an ongoing program, there is much to be learned by the ways in which we are succeeding. Take what we do well and apply it to complete open ended projects and issues rather than start new ones or look too far ahead to less attainable goals. Identify and document our processes. This helps inform staff.
- Repo Exec efforts in identifying repositories across campus. Next step: Identifying pressures (monetary, administrative, etc.) which make consolidation and collaboration more attractive. Service consolidation.
- Library partnerships with publishers- how to stretch that into a more systematic and beneficial relationship structure between partners.

What are the gaps and challenges we need to consider to ensure success?

- **Strategic planning and education:** Carving out and applying direct effort to documentation, strategic planning, and then implementation across the library for digital preservation. One quote from respondent: "I feel like I've been hearing this for 15 years." This is actually beginning to happen, but will need partners across the library at the table.
 - Shift towards programmatic, University supported efforts regarding digital material to move away from smaller project funding that can result in each project reinventing the wheel or following different standards than another similar project.

- How do we back up and preserve digital items we deem important for digital scholarship that aren't things that we own or aren't allowed to copy, such as digital journals or other items that we rent or purchase from outside vendors?
- If we decide we are going to collaborate with others and utilize digital resources that they create or provide how do we know that they are backing up and preserving content effectively?
- Just because things are in a born digital format and easy to store does it mean we should save them if we can't effectively provide access.
- We need to preserve as much as we can because storage is the easy part and you never know what may be important in 100 years. The difficulty is in making all of this discoverable and usable.
- Rights, licensing and IP management for library staff and users of collections. This information should be more easily retrievable and manageable. It's also necessary and key component to preservation policy.
- Better understanding for staff about how we balance long term preservation of massive files vs short term access of "research quality" digital objects. Do we need to always store expensive raw files?
- Is it possible to have more concrete rules about what we preserve without seeming like we are always privileging certain material? How do we decide prioritization?
- Better understanding for staff about how we balance long term preservation of massive files vs short term access of "research quality" digital objects. Do we need to always store expensive raw files?
- **Metadata:** Standardization of metadata, consistency across the library, and outside the library with international standards. Technically skilled metadata manpower to be able to navigate and handle legacy metadata, access metadata and preservation metadata.
- **Applying principles of preservation:** Back up and fixity of data, how do we really ensure that our data is being preserved and are we sure our data is safe. Migration of materials and data from old formats (AV, data discs, HDs).
- **Administrative and promotional planning:** Social media, current event, and e-mail archiving needs to be a priority, but who knows who to do it?

How do we know we are succeeding?

- Continued funding in the area.
- University buy-in: Cost-sharing partnerships between the library and campus partners
- Additional staff in these areas.
- More buy-in from staff, staff don't need to be digital experts to be involved and helpful with digital preservation goals. Training can help.
- More collaboration with other institutes. Let's see what else is being preserved and how. Share standards. Share assets in single repositories of similar material. Prevent duplicate digitization of items and other duplication of effort.
- Discoverability: Easy access and discoverability to well described digital material is success. Greater utilization of linked data.
- Identify constraints and apply reasonable expectations so that projects are completed.
- "We won't live long enough to know what success is." (rim shot :)