

Carl Grant's talk

Carl talked about the crisis facing academic libraries. Service use is declining, according to all reports. Use of current services will bottom out in 2034. Libraries that haven't changed will be anachronisms. We have to amplify libraries and librarians. "Average is over."

Carl talked about the OU library, which they have redefined as the "crossroads of the university." We are not in the discovery business but in the knowledge, or use of information, business. As an example, he talked about a new project at OU. OU has a tremendous special collection with the complete works of Galileo and a substantial collection of Copernicus. They are making the Galileo special collection vital in two ways. They have started a collaboration with the Max Planck Institute to collaborate in the use and further development of their Open Edition software, which incorporates images with annotation and discussion of images to create useful and important open access scholarly works from their special collections. They have set up a peer review panel and invited scholars at OU and beyond to do original research about Galileo and publish it as peer reviewed text through Open Edition. They are also planning a week of Galileo and have asked different departments to do programs about Galileo from their perspective—Mathematics, Museum, etc.

He also talked about eliminating any barriers to service and to serve as an integrator across what were formerly silos. For example, the OU libraries are part of an innovation hub, which they will partly staff. They will connect students with great entrepreneurial ideas with faculty able to review and critique their work, business faculty who can discuss finding venture funding, marketing, etc. to take the students from dream to realization. They are also interviewing entrepreneurs as an oral history collection and tying their recommendations from successful entrepreneurs to relevant library resources and tutorials, thus using the oral histories as compelling marketing tools.

He talked about the perceived diminishing relevance of libraries in higher education. The library's share of the academic budget has been shrinking steadily and is now about 1.8% of the budget.

Libraries must differentiate themselves from competing and heavily used services such as Google, Wikipedia. We are perceived as the "book place." Carl talked about how business models, such as the music purchasing and video lending industries have been destroyed when the focus is on the medium (CD, DVD, VHS) rather than the message (the information people want and need). It is dangerous for libraries to be associated with a form of information rather than the use of information. Recommended a focus on "assist, advise, show, and loan." He recommended the book "Blue Ocean Strategy" to help us think out of the box.

LSP – Library Service Platform

Carl talked about what to look for in evaluating a library service platform (formerly called ILS and Library Management System)

1. You want to be able to get your data out without any loss
2. You want the system to support all data standards and platforms, for example, HTML 5 for IPAD.

3. You want to evaluate the APIs—are they developed to a standard? Can you only read or also write to other systems? Do the APIs cost extra? Can you develop your own?
4. Does the system employ REST for maintaining state so users don't lose their continuity.
5. Does the LSP support mobile. the current generation of student almost exclusively uses smart phone and note pad. The desktop and laptop environments are foreign to them.
6. Most importantly, is the system truly multi-tenant and in the cloud so that you can use the usage metrics reflecting the experiences of other libraries to build predictive services. "Students who got an A on their research paper also searched this resource."

The participants then broke into three groups. Carl distributed 17 questions and asked each group to select three or four, and hopefully not the same questions, and to think about next steps with respect to the chosen questions. He encouraged each group to "think outside the box."

Group 1

Question 2: What collaborative ideas do you want to explore with other libraries.

Ideas:

- Cultivate a culture that develops partnerships outside the library. This culture should not preclude working with commercial entities.
- Work with our current commercial service providers to develop strategic services, such as research specific or focused on content on the fly
- Develop collaborative R&D centers/labs with other libraries

Question 7: What are your plans for extending the value of librarianship in the future

Ideas:

- Become part of the knowledge building community
- Develop a culture of innovation and entrepreneurship in the library
- Get to understand and collaborate with outside entities so that ideas are not only library-centered.

Question 9: Suggest ways to have information seek users rather than users seek information

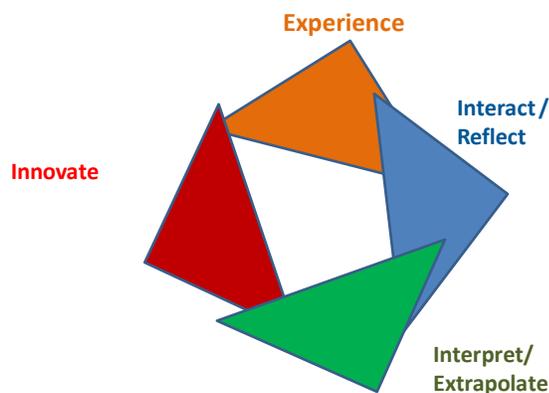
Ideas:

- Work with faculty to develop curriculum and research based suggestions for other articles and sources rather than simple “crowd source” (instead of “people who looked at this article also looked at” and instead “for a research paper, your professor suggests also...
- Reach out to high schools in neighboring communities to understand students entering the university and to develop tools for their success.

Question to Grace Agnew (floater): Should the library offer different services to undergraduates and graduates?

Answer: Innovation and discovery are valued in all students. A freshman in English 101 should be striving to synthesize information to say something new just as a PH.D candidate does, just not at the same level of scholarly depth. It is a question of degree. A scaffolded approach, that leads every student to evaluate information, synthesize, and make new discoveries, should be employed. Don't underestimate undergraduates or over-estimate graduate students.

What is Learning?



Learning *is* Research

Group 2

Q1: What programs do you think you could launch on your campus that underscore the library as an intellectual commons idea?

Ideas:

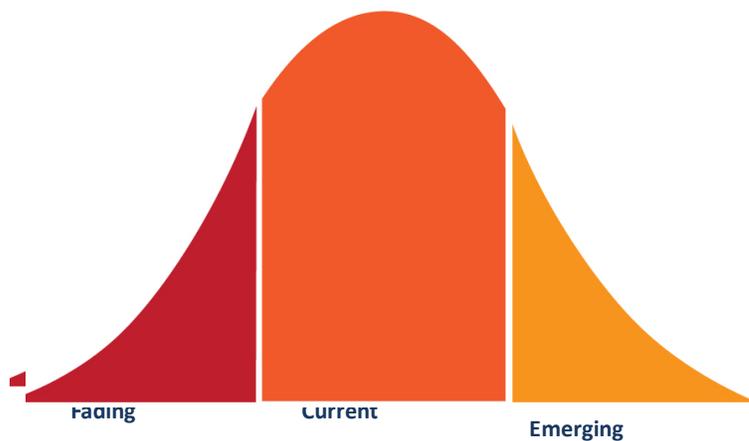
- Implement collaborative learning commons that offer tutorials and IT assistance
- Integrate instructional design and libraries so that library services are integrated at point of most usefulness and need as part of the fabric of instruction, not a “one off.”
- Implement statewide ETD and open access publishing repository (Bepress, etc.)
- Sponsor interdisciplinary “Ted” talks and make available via the repository
- Provide integral tech support for all collaborations

Q3: Draft a change management plan for moving your library to an LSP. What steps would you undertake? (OLE or, potentially, something else)

Ideas: Grace Agnew (floater) presented the continuum of library service

The Service Curve

How do our services and collections align?



Group agreed that part of change management was obtaining institutional agreement on:

What is dead?

What is stable?

What is new/coming?

All C.A.V.E. people need to be identified and retired—conceptually, if not actually. (CAVE people are committed to the way things are now)

Define new workflows and the skillsets they require. Envision how you would like information to flow from purchase to user in the best possible world. Document the workflows that support this. Do a gap analysis based less on what is and more on what is wanted to evaluate LSP. Develop and train for these “best case” workflows. Build a “culture of possibility.”

Implement a sandbox to explore new workflows

Develop training videos.

Overcome institutional inertia.

Work to establish staff buy-in

Question 5: Suggest ways to get your library teams more engaged with the communities they serve. What technology could they use/would they need?

Ideas:

- Embed ourselves in departments, virtually
- Embed library tools in courses and pedagogy
- Obtain endless \$\$\$\$. (More seriously, need to articulate a compelling value that will encourage some entity with pockets (state? Grantor?) to fund

Question 8: How do we market our library services? How do we make people aware of our services?

- Drew University has embedded a simple 3 question survey in their OPAC and are discovering it also serves to alert users to services they knew nothing about
- Hire an outreach librarian with this specific role
- Use social media more effectively.

- Have a web page that is more responsive in guiding users to pages that meet their information needs, more interactive

Use focus groups and surveys to understand why they don't know or think of us as having answers for their needs.

Group 3

Question 4: Develop a list of barriers in your library that users faces. What can you do to remove them? What technology do you need?

Barriers:

- No central place for quick information. There is the illusion of easy knowledge but not the reality.
- Remove barriers through digital signage that is easily customized for special purposes or new service configurations
- Change architecture, layout to eliminate service silos. Circulation, reserves, IT support, reference and research, writing center and peer tutoring should be in the same place for a "one stop shop."
- Classrooms should be a collaboration of IT and library to support any technology but also to embed critical library services
- WiFi should be a lot easier for the user. Logging in is a great barrier even as other environments (coffee shops, hotels) are making it easier. While we recognize that we place more emphasis on security, there should be a way to "recognize" a user without the complex log in, that often takes multiple tries, that most universities have now.
- Eliminate library terminology or "jargon" and use the web terminology that is intuitive and familiar to student users.
- Create information filters that support principles of information literacy rather than popularity. Is the article authoritative? Is it useful? Codify information decision making into easy bullets that students can quickly apply and that they learn and own through repetition. For example, can we "read" the article and provide something like this:

This could be a very grant worthy approach to presenting resource evaluation in an effective and useful manner. Could also be of great interest to a vendor for collaboration:

	Relevance to your topic
	Scholarly article
	Peer reviewed
	Cites other sources

This article is 80% authoritative and is acceptable for use.

Illustrative only

- Push information to users. What are they searching for/checking out? Push related information to them.

- Address privacy by making it clear to users how we are predicting their needs and give them the ability to opt in or out.
- Need a broad base of information for predictive technology (“the Amazon model”). A compelling reason for collaboration via the VALID model. We will be different from Amazon or Google because a different business model, one that supports user privacy in information use.
- Need software that collects workflow information. Where is the user (student/faculty) located? What workflow need is the information use addressing?
- Use APIs to do a research or curriculum-based recommender service.

Question: Is there some level of service **all** staff should be able to provide?

Question 6 What existing services do you think you won’t be needing to continue/do in the near future (1-3 years)?

Ideas:

- We will be purchasing many fewer resources and doing more subscriptions for access and conditional and temporary purchases, at point of need.
- We will move from general service desks to conditional service at point of need, geared more toward the individual than the group.
- We will transition core services to new methodologies, focused on virtual rather than physical presence, rather than outright elimination.

<p style="text-align: center;">“As Is” </p> <ul style="list-style-type: none"> No retraining Less stressful Smoother transition Supports the “software couch potato” 	<p style="text-align: center;">“Redesign” </p> <ul style="list-style-type: none"> Make technology work for you Less stressful Create new efficiencies Opportunities for new services
<p style="text-align: center;">“As Is” </p> <ul style="list-style-type: none"> Setting yourself up for decline Less stressful No opportunity for improvements No support for innovation 	<p style="text-align: center;">“Redesign” </p> <ul style="list-style-type: none"> More work, esp. at first Stressful More training, no internal “know how” Risk of failure More work to sell to staff in a balanced way that gets buy in but doesn’t over promise

Note: As primary recorder and “floater” between groups, I took the liberty to expand on some ideas that were in short hand, and to add all the graphics with the exception of the final chart in this report. I tried not to stray from the core idea presented, and of course all the ideas from the groups are for further discussion not immediate adoption.