Reporting back from tables:

**CONTEXT OF DISRUPTION?**

Response:

- Students and new faculty coming in are like “customers”. Asking us to quickly change and innovate with new materials. Wants 24x7 access. Wants new on-line tools. Customers are becoming more sophisticated. Sophisticated customers can be a disruption. And, also need to assist faculty who have been there for a while with ‘old’ or ‘current’ set of services.
- Library space. How do we use it? Do we still have it? Gaining space when moving to electronic resources. Information literacy becomes increasingly important.
- Uneven cultural expectations between IT and Libraries. Expectations of students and parents and faculties. Accountabilities.

Response:

- Competition among the following for $, time, space and technology. With competition comes disruption.
- Flexibility or nimbleness in face of constant change. In the library field, change is coming
very quickly in terms of technology and expectations. Next major change is coming very soon. How do we respond quickly?

• Librarians are facing changes in their traditional roles. Have to become conversant in technology. People staffing libraries are not only librarians anymore. Ex. Many instructional technologists work in the libraries. Librarians are taking on functional roles. Ex. Move to have library staff get into classrooms. Also, leading IR projects and educating staff on fair use and content.

• Appearance in change of appearance of library toward collaborative commons. Learning more social in nature (group) vs. individual. What does that do the end product?

Response:

• User expectations. Demanding ease of use, seamlessness, time is $. Libraries are not necessarily an easy place to get info. Google easier.

• Higher ed built around individual scholarship vs. group projects. Intellectual property.

• Talent that is required to support new technology tools to provide new services. Identifying, selecting, acquiring and assisting in finding info
and content. Tools move quickly and become obsolete quickly.

Response:

• Net gen. How do students work? Customization, collaboration and web 2.0 tools and service models and what will follow. Students are not willing to do it differently. Individual customization.
• Google-ization will undermine libraries. Ease of use. No need to navigate old online databases. Integrate this notion of google into tools.
• Scholarly communication model is transforming. NIH mandate for anyone to receive $ from NIH to put it into open repository. (NIH policy.) Cyberscholarship – need to curate our research data.
• Reinvention of library space and library roles. Are library schools preparing grads adequately for their new roles?

Response:

• Saw this as an opportunity not disruption.
• External pressures for innovation. Ex. NEASC reaccredidation. Looking at staffing responsibilities. Also, more societal pressures.
• Issue of new media was brought up. Libraries and IT are dealing with this more in teaching, learning and scholarship. Manuscripts and archives and oral histories. How do you preserve them? Special collections dept asks what do we do with letters and email.

• Metatagging is changing with social tagging and social networking. Do you incorporate it and if so, how? Certain vendors are incorporating social tagging into ILS system.

• Developing skills in students to navigate the “3rd path”. First books, then databases, then everything else. (Where does Google take you?) How are we developing these skills? Who is taking on the responsibility for assessing the viability of this?

• Culture clash. Technologists and librarians is being worked through. Incorporating ‘business’ type of focus and some procedures into the library space.
Reporting back from tables:
WHAT ARE SOME STEPS WE CAN TAKE TO EMBRACE CHAOS AND GAIN CONTROL OF OUR FUTURE?

Response:

• Education and training
• Become policy setters
• Effective collaborators in the teaching and learning enterprise
• Create content and not just manage it.

Response:

• What’s the most effective strategy for influencing information literacy? Approach from grass roots level (implement in the libraries immediately). Approach from top-down level. Lots of discussion.
• Librarians can get out of the library. Most useful interaction is with faculty in the classroom.
• Embracing the chaos and not trying to control it.
Response:

• Think about a project-centered approach. Cross departmental involving IT and libraries. In the context of a project, lots of cross-communication. Look at how both cultures approach and achieve good customer service. Map to skill-sets vs. preconceived ideas of who does what.
• Improve teaching and presentation skills to work with faculty. Learn how to collaborate effectively. Active listening. Constructive criticism.

Response:

• Discussion of what is meant by chaos. Does it mean uncertainty? Yes.
• Credibility, complexity, uncertainty. Be willing to take on additional uncertainty.
• Increase communication.
• Cross-pollination. Generate an appreciation of the value of the other group. Do the IT folks see the value of librarians? Librarians see the value of IT folks.
• Educate about the importance of technology. Look at value not just cost.
• Assessment tools. User input is important especially when under-going change.

Response:

• Collaboration should be seen as a value not as a threat.
• Assessing, examining and benchmarking success (or failure). Show me the data.
• Learning through pilots and experimentation. Agility.
• Collaboration amongst all involved in a project (students, faculty, librarians, staff). Get to know them as individuals goes along way.
• Adjust and adapt in a way that increases tolerance for ambiguity.