The Evolving Academic Library and the Library Professions

Sheila Corrall
Professor and Chair, LIS Program

Email scorral@pitt.edu
Web www.ischool.pitt.edu/people/corrall.php
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  – Academic Library Responses
• Key Themes: What’s New? What’s Next?
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  – Reformulating Strategic Planning
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Challenges in the HE Environment

• Globalization, internationalization, and multiculturalism
• The culture of assessment and evaluation
• The employability agenda – What are universities for? – Skills development vs. liberal education/learning for life
• Student diversity – More students over 25 – More students working full-time
• Public expenditure cuts → Privatization of higher education
• Faculty demographics – Fewer full-time tenured instructors – More non-tenure stream and adjunct appointments
• Education online – How can we deliver equitable support? – Includes fully online, partly online, and blended learning
• The open movement (top-down and bottom up pressures)
• Emerging technologies, social media, and network security
• Strategic approaches to assessment → value and impact, institutional alignment, bibliometrics and altmetrics support
• Space as service (24/7) supporting the full hierarchy of needs (physical access, functional use, communal, and scholarly)
• Evolving academic library specialties and new service models: blended, embedded, customized, participatory librarianship
• Demand-driven/patron-driven acquisitions and digitization, pay-per-view articles and cloud-sourced collective collections
• Renewed interest in unique and distinctive collections and scholarly communication roles (educate, advocate, facilitate) – Reinvention of metadata support as a public service
• Hiring from other professions and new organization designs (merged, mission-based, hybrid, and partnership structures)
“Libraries are fundamentally relationship organizations”
(Mathews, 2014, p. 22)

Evolving Library Specialties
What’s new? What’s next?

Hybrid Specialist → Blended Professionals
Information Specialists in Context/Informationists
Embedded Librarianship → Participatory Librarianship
• Boundaries between different professions are overlapping/blurring as specialists engage in cross-functional processes
  – Professionals need fuller understanding of the business
• Information professionals have to develop and apply more specialized knowledge and skills to differentiate value added in the contemporary information-intensive environment
• Info pros have to deal with a wider array of internal/external data, information, and knowledge resources in new media
  → More technical capacity and more functional capability
• The service-as-support model has become dysfunctional in the network digital world of online learning and research
  – Librarians must function as academic partners and embed richer “services” in the workflows and lifeflows of users
Evolving Academic Library Specialties

“Professional autonomy gives way to a stress on collaboration, persuasion, and boundary crossing.”

“The same factors that have created new specialties are actively reshaping existing roles.”

Hybrid, blended, embedded roles are exciting and significant, but require continuous learning to develop knowledge and skills

(Cox & Corrall, 2013, pp. 1536, 1538)
Digital Library Positions

Evolutionary, **incremental** change to traditional **functions** and **roles**, e.g.,

- Reference Librarian
  - email, chat, text, and social media
- Instruction Librarian
  - e-resources, online tutorials
- Collection Development
  - digital resources, digitization
- Cataloging Librarian
  - metadata standards, user tagging
- Special Collections
  - online exhibits, digital preservation
- Systems Librarian
  - ILS, repositories, discovery, mobile
- Library Assessment
  - digital tools, digital services

Radical, **transformational** change of **job content** and **position titles**, e.g.,

- Digital Assets Librarian
- Digital Collections Coordinator
- Digital Initiatives Librarian
- Digital Publishing Project Manager
- e-Science Librarian
- Electronic Resources Librarian
- Emerging Technologies Librarian

*(DelRosso & Lampert, 2013; Peacock & Wurm, 2013)*
### Key components of the model

1. Grounded on solid foundation of professional practice
2. Emphasis on interpersonal skills for partnerships, innovation, marketing, and advocacy
3. Expectation for competence in management and leadership
4. New teaching roles in academy
5. Support research of others and be researchers in their own right
6. New roles in research data management and preservation
7. Expected to thrive in digital world and be technologically-savvy

(CARL, 2010)
Core Competence
(necessary, but not sufficient)

Essential Enablers
(both generic and context-specific skills/knowledge)

Survival Skills
(needed by all professionals)

Professional Knowledge Base
– will evolve and expand over time

(Corrall, 2005, p. 35)
During the past year, have you (frequently/occasionally/rarely/never):

1. Collaborated with one or more members of a group outside the library; contributed to their work directly on an ongoing basis?
2. Met more than once with members of an information user group to discuss information needs and present results to them?
3. Provided information literacy instruction away from library facilities?
4. Met (in person or virtually) with senior members of your user group to discuss information-related needs and services of the group?
5. Attended a meeting, class, or conference devoted to the area of your information user group’s expertise (not oriented to librarians)?
6. Attended meetings of an information user group to learn about its work and information needs?
7. Collaborated on or contributed to the electronic communications and/or collaborative work spaces of an information user group?
8. Had lunch with members of your customer group?
9. Attended social events held by your customer group?
10. Met with the group manager to discuss your performance/contributions?
“...qualitative assessments of outcomes are often a more meaningful way of demonstrating the value and impact of a service and its achievements”

(Usherwood, 2002, p. 120)

The Culture of Assessment

What’s new? What’s next?

“The assessment of intangible value added will be key to developing a compelling story around our value proposition.”

(Town, 2011, p. 123)
Library Assessment Trends

- From operational service provider perspective on resource inputs, process throughputs, and outputs
  - To strategic approaches identifying specific and general outcome, higher-order effects or impacts
  - Aligned with institutional mission to demonstrate value
- Adoption and adaptation of business models/tools and use of social science methodologies (mixing QUAN with QUAL data)
  - SERVQUAL/LibQUAL+™, balanced scorecards and strategy maps, return on Investment, social auditing, ethnography
  - Supported by professional associations (ARL, ACRL, RLUK)
- Appointment of specialist assessment librarians/coordinators and library anthropologists
- Resurgence of interest in intangible assets evaluation (1990s)
The value of libraries for research and researchers

ARL Statistics
Annual Library Statistics

LibQUAL+
Charting Library Service Quality

MINES for Libraries
Measuring the Impact of Networked Electronic Services

ClimateQUAL
Organizational Climate and Diversity Assessment

LibValue
Value, Outcomes, and Return on Investment of Academic Libraries

ASSOCIATION OF RESEARCH LIBRARIES
empowering the research library community

ANTHROLIB

River Campus Libraries | University of Rochester
Essential Questions

- How does the library contribute to learning
  - Student enrollment? – Student retention and graduation?
  - Student success? – Student achievement?
  - Student learning? – Student experience?
  - Faculty teaching?

- How does the library contribute to research
  - Faculty research productivity? – Faculty grant proposals?

- How does the library contribute to
  - Institutional reputation or prestige?

Areas of Library Impact on Institutional Mission (Oakleaf, 2010)
Projects that employ a participatory design process to build and improve library projects:

- Allegheny College
- American University of Cairo
- American University of Co...
- American University of N...
- American University of Paris
- American University of Sh...
- Arizona State University
- Brandeis University
- Brigham Young University
- Brock College
- Bucknell University
- California State University...
- Carl von Ossietzky Universi...
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<th>Annual</th>
<th>Point-of-Service</th>
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<td>• Effectiveness of liaison services to faculty, staff, and students</td>
<td>• Orientation meetings</td>
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<td>• Library guide strengths and weaknesses</td>
<td>• Library guide feedback</td>
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<td>• Distance learning liaison services impact</td>
<td>• IL class evaluations</td>
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<td>• Quantitative usage statistics</td>
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<td>e.g., library website visits</td>
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<td>IL classes taught</td>
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<td>views of an online tutorial</td>
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<td>Microevaluations</td>
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<td>• Information literacy classes</td>
<td>• Faculty liaison services</td>
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<td>• Online information pages</td>
<td>• Specific liaison service projects</td>
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<td>• Special events</td>
<td>e.g., research support</td>
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<td>increased communication</td>
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<td>online tutorials</td>
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<td></td>
<td>• Information literacy and embedded</td>
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<td>assistance</td>
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<td></td>
<td>• Use of embedded reference links</td>
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Strategic approaches to library assessment demand a much fuller understanding of institutional mission and concerns

- Across all parts of the library, and at all management levels

Library assessment specialists direct/coordinate activities, but everyone needs to be involved in evaluating all areas of work

- How does each task contribute to learning and research?

Current evaluation frameworks are more comprehensive, e.g., LibQUAL+™ Library as Place (utility, symbolic, “refuge”)

- But generally do not measure staff capability and capacity beyond traditional activity-based quantitative metrics

The value of human capital represented by staff expertise, the corporate knowledge in library systems and procedures, and quality of relationships need to be taken into account...
The Open Movement
What’s new? What’s next?

“OPEN means ensuring that there is little or no barrier to access for anyone who can, or wants to, contribute to a particular development or use its output.”

(e-Infranet, 2013, p. 12, adapted from CETIS)
• **Open content** – making content of various sorts freely accessible and available for reuse
e.g., publications, theses, dissertations, datasets, metadata, learning objects, computer code

• **Open process** – carrying out academic or business processes in the public arena
e.g., product/service innovation, software development, scientific work, peer review, pedagogical practices

• **Open infrastructure** – creating an interoperable technical environment for education and research
e.g., standards, systems
## A Typology of Open

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<th>Open Type</th>
<th>Open Domain</th>
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<tr>
<td><strong>Open Content</strong></td>
<td>Open access to research publications (OA)</td>
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<td>Open data</td>
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<td>Open educational resources (OER; including Open CourseWare, OCW)</td>
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<td>Open bibliography</td>
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<td>Open source software (OSS)</td>
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<td><strong>Open Process</strong></td>
<td>Open development</td>
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<td>Open educational practices (OEP)</td>
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<td>Open peer review</td>
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<td>Open science/research</td>
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<td>Open innovation</td>
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<td><strong>Open Infrastructure</strong></td>
<td>Open standards</td>
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<td>Open systems</td>
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Importance of “Open” Agenda

- Open approaches are gathering momentum
  - Bottom-up initiatives led by researchers, librarians, educationalists, and technologists
  - Top-down drive by policy-makers and funders
- Influences and instantiations are multifaceted
  - Social, technological, economic, political, etc.
- Multifarious movements at different stages
  - Typically pursued within specialist communities
  - Relatively few efforts to think and work holistically
- Potential benefits are not being realized
  - More effort needed to educate, advocate, facilitate, coordinate, and integrate...
• Open initiatives pursued by different communities of practice often with little or no connection between them

• Different open domains overlap, support each other, and stimulate new forms of openness
  – Open research data building on open access to publications often using open source software (e.g., Eprints, DSpace)
  – Open educational resources using open source systems leading to shared pedagogies and peer learning

• Dependencies and synergies among open domains indicate significance of coordination and culture
  “Where ‘open content’ is used and produced in ‘open processes’ within an open infrastructural setting, a culture of ‘openness’ gradually emerges”
  (e-InfraNet, 2013, p. 13)
An Evolving Model of Open

Policy interventions

Open Content

Open Process

Open Culture

Open Infrastructure

(Corrall & Pinfield, 2014, p. 301)
Different communities all share a commitment to unrestricted exchange of information and ideas, are based on common economic principles, have similar characteristics, and are increasingly interconnected in practice (e.g., OA uses OSS).

The potential benefits for HEIs and society are also the same:
- Visibility and impact, reuse, innovation and agility, cost effectiveness, quality enhancement, reputation and trust.

Librarians can play a key role in promoting open approaches and advancing the movement:
- Educate stakeholders about benefits and limits of open
- Advocate sharing and reuse of resources
- Facilitate deposit and description of resources
- Coordinate creation of integrated policies and practices
### Individual Assets

#### Professional/technical know-how
- Data, information and **knowledge organization** and management
- Information, communication, and learning technologies

#### Business/institutional know-how
- Generic management skills
- **Context-specific understanding** of own organization and sector

#### Personal qualities and abilities
- Self-awareness, **reflective practice**, and personal effectiveness
- Interpersonal behaviors and **relationship management**

### Collective Assets

#### Human capital
- Knowledge, skills, and know-how that staff “take with them when they leave at night”

#### Structural capital
- Knowledge that stays with the firm “after the staff leaves at night”

#### Relational capital
- External relations with customers, suppliers, and R&D partners

*(OECD, 2008)*
Interactive Planning Paradigm (Operating Principles)

• **The Participation Principle:** The key benefit comes from engagement
  – Process is the most important product in planning, and stakeholders should engage directly in the planning process
  – Everyone who could be affected by the plans should be directly involved or represented in the process [stakeholder approach]

• **The Continuity Principle:** Planning should be continuous;
  – Plans should be continuously revised in light of their performance, unexpected problems and opportunities that arise, and the latest information, knowledge, and understanding [real-time strategy]

• **The Holistic Principle:**
  – Every part of a system and every level of it should be planned for simultaneously and interdependently [cf. middle-up-down planning]
• Go with the flow
  – Keep up and get ahead of where your users are in their worklives
  – Be prepared to adapt your interventions to their practices

• Sustain subject liaison models
  – Develop to enable multilevel relationship management
  – Strengthen as needed with teams of functional specialists

• Take the lead
  – Exploit institutionwide relationships and the collective capabilities of the library to advance openness

Questions?
Concerns?
Challenges?
Comments?
Thank You for Listening!
scorrall@pitt.edu
e-InfraNet (2013). ‘Open’ as the default modus operandi for research and higher education. 
http://e-infranet.eu/output/e-infranet-open-as-the-default-modus-operandi-for-research-and-higher-education/


