

## ULC/DEPARTMENT REP SESSIONS

March 29 – April 1, 2011

The ULC hosted four sessions with departmental representatives to hear what faculty would like to see in a 21<sup>st</sup> century research library. How are faculty needs changing and what can the library do to address those needs? The discussions addressed the questions listed below:

1. How are the information needs of faculty changing? What services do they require to make the best use of emerging information technologies?
2. What instructional and media technologies hold most promise for the various disciplines, and how should those be supported?
3. How is the research process changing? What services are needed to support faculty in an increasingly competitive environment?
4. What new roles should the research library be prepared to assume? What legacy activities could be jettisoned to make room for more advanced services?
5. How can the library's extensive facilities be redesigned or repurposed to meet future needs?

Listed below are the main themes from each session.

### Lunch 1/March 29

Present: Alexander Mathas (German); Pat Curtin (ULC/Journalism); Michal Young (ULC/CIS); Andrew Bonamici (Library); Ben Yang (Business); Deb Carver (Library); Joyce Cheng (Art History); Stephen Shoemaker (ULC/Religious Studies); Lori Kruckenberg (Music)

- Core journals in some disciplines not available as current subscriptions (Art History, Decision Science).
- Some faculty compensate by relying on continued access to their previous institutions, or purchase their own subscriptions...results in equity issues.
- Faculty are relying more heavily on interlibrary loan. Systems have deteriorated, e.g., ILLiad. Loan periods too short.
- Faculty need their own collaboration tools. Blackboard is for students. (reference to a tool at UM).
- Concern about the decline in research skills among students.
- Library puts too much emphasis on technology. Faculty can encounter resistance to purchasing physical copies of books. ILL is not an adequate substitute for students; the book needs to be IN the library.
- Students at reference desks not helpful for faculty.
- Too much is expected of faculty, e.g., teaching basic research/ information literacy skills.
- Print still very important in some disciplines. It is often an indication of quality. Online resources do not distinguish quality to the same extent.

- Digital resources have both their advantages and disadvantages.
- Interest in social tagging, e.g., people who checked this title out also checked these titles out. (like Amazon)
- Library is a sacred place, a symbol of the supremacy of American higher education.
- Worldcat more difficult to use. The order of results does not make sense.

### Lunch 2/March 30

Present: Alisa Freedman (ULC/East Asian Lang), Jack Maddex (History), Mohsen Manesh (Law), Dan Pope (ULC/History), Mary Jaeger (Classics), Cynthia Vakareliyska (Linguistics), Alejandro Vallega (Philosophy), Mark Watson (Library), Deb Carver (Library)

- With digital content, faculty are concerned about consistent services and access.
- Blackboard operates with too little staffing. Updates to Bb are problematic.
- There are core titles/databases that we do not own or have access to.
- In History, the monograph still the gold standard.
- New catalog interface is a real problem. Not designed for scholarship. Students are very puzzled by it as well. Too many log in procedures. "The system is perverse." "I always go back to the old catalog." Searching has become problematic for faculty.
- Students don't know how to evaluate content...they see everything as equal, everything is valid. *[this comment made repeatedly]*
- Checking out journals is useful. Reading on paper is easier.
- Disastrous problem in the decline of print materials. So many lost titles (books that are listed in the catalog but cannot be found). No faith in the search (for lost books) process. Library is not carrying out its obligation. "I'm all for access, but our ownership needs to be at a higher level." Library is not meeting the expectations of a research university.
- Some large computer files have been very helpful, however. But sometimes there is the perception that we have made gains and we really haven't. In some cases, the earlier versions of a work (on paper or even microfilm) are more reliable.
- Summit works well...but the delivery time seems to be getting longer.
- All my work is with electronic resources, and what I can't find my research assistants find for me (Law).
- Condition of shelves poor. (Knight)
- Too many items that are not cataloged, e.g., special collections.

- Electronic databases are great and necessary, but they are harder to get access to if we do not own it. (Print is easier to locate and borrow).
- Good ILL program. ILL works better than other universities. “staff really enjoy looking for the materials.” Exception for Summit delivery...it seems to be slipping a little.
- Faculty concerned about the university being so donor driven. We should be able to direct gifts more than we do. [Comment refers to athletic giving, Alumni Center, etc.]
- Need of a quiet space....contemplative spaces.
- Law library needs more study space.
- Library does a good job with minimal resources.
- Some purchasing threshold is acceptable (Orbis-Cascade suggested threshold on the number of copies for a single title within the consortium)...assigning areas of responsibility to different institutions make sense. *[The threshold concept seemed acceptable as long as the UO was one of the owning libraries.]*
- The challenges for faculty are learning new programs/interfaces, etc...some of these systems are less intuitive than their predecessors. Students are just the opposite. They don't know how to use the traditional library. We seem to have low expectations with respect to student research. Even graduate students are not very skilled at searching.
- Students' frame of reference is limited. Students should read a newspaper every day. No common knowledge. One of my students didn't know we were bombing Libya.
- Library is becoming a portable concept, which is great.
- Subject specialists who get out has been a big positive change.

### Meeting 3/March 31

Present: Jennifer Freyd (Psychology), Lizzie Reis (Women's Studies), Steven Chatfield (Dance), Andrew Lovering (Human Physiology), Gerry Berk (ULC/Political Science), John Conery (ULC/CIS), Lisa Freinkel (Comparative Literature), Andrew Bonamici (Library), Deb Carver (Library)

- Huge changes...social media has changed the world...we (faculty, the academy) are not dealing with it well.
- Concern about “Googlization,” i.e., the Impoverishment of research skills even at the graduate level.
- You lose something when you don't go into the library...and the students don't take full advantage of having a research library and the different forms of discovering... Serendipity that occurs when searching the stacks.

- We need some way for faculty to scan journal articles. [faculty did not know this service existed].
- Everything I need has to be borrowed from someplace else. While this is doable, it takes time.
- Like Amazon's feature: People who bought/read this also bought/read this.
- If it is not instantaneous, students won't take the trouble to get it. Not having it readily available is a problem for most students.
- Library still the heart of the campus, where everything converges.
- Faculty have to do a lot of workarounds when something is not available. "I ask my kids to get things...they go to another university with a better library." I'm sure my workarounds aren't legal.
- Open source journals may be OK for people who already have tenure, but I can't publish in them because of the uncertain impact factor.
- I get nervous when I see the term "legacy" used...I worry the library will get rid of things.
- We need research librarians, they are critical. Librarians who know the content and can come to class...the presentations are very helpful. Love the subject specialists.
- Chat reference seems to work really works well.
- Prospective faculty need to bargain for additional resources as startup packages.
- Time is so scarce for everyone. Anything that takes too much time means a loss of productivity, e.g., Interlibrary loan, changing interfaces, Bb advanced features.
- Tools are not intuitive. Interfaces are not intuitive.
- Bb needs: the ability to upload grades to Duck Web more easily (it takes forever, extremely painful process!!) Courses shouldn't disappear.
- I need to call for help all the time with the classroom technology. Lots of problems teaching in Gerlinger (Dance). The Crestrons seem to work well. Again, it's a time issue. You're trying to futz with the equipment, students are asking you questions, you need to start the class...its chaos at the beginning of class.
- But if all the classroom technology went away, I could still teach. Easy access to research content is more critical.
- Classroom presentations and other library instruction can be very useful for students, but it needs to be much more than "here's this resource, here's that resource." Library needs to activate the students' intellectual interests.
- There's a patchwork of technology..... Things don't integrate well.

- Interest in faculty collaboration tools. Does not have to be fancy, over designed. Simpler systems are better.

#### Meeting 4/April 1

Present: Liz Frost (Law), Mark Watson (Library), Deb Carver (Library), Michal Young (ULC/Library), Gordon Sayre (English), CHiXapkaid (COE), ???

- Would love more access to digital material, especially global resources. Digital content has transformed how I operate. Historical research is much easier. Digital delivery systems is where it's at.
- Research process becoming too easy? Loss of scholarly cognition, but we have always had that problem...maybe the heat has turned up some.
- Faculty need to become multi-literate...images, sound, are becoming increasingly important as research content, and not just for those disciplines, e.g., Music, Art History.
- Librarian interaction has always been very successful for students.
- Straining out what's useful and what's not (in terms of content)...that's the big issue.
- Things are changing very fast. Everything is becoming more like Google. The thought process is coming out of research. (Law) ..Students may be getting more complacent and lazy...research is not hard work anymore, which is both good and bad. The discovery process is very different.
- Students don't know how to distrust search results.
- Bb is better than other CMS that I have used at other institutions. (D2L). Lot of the Bb features are hard to use. Some stuff takes a long time to set up, faculty really don't have the time to do it. Faculty do not use advanced features. But faculty can benefit from what others have done.
- Research is becoming more collaborative in many disciplines. In COE that is especially important.
- Libraries need to be right in the middle....one of the few places that you can see all facets of the institution at work.
- Faculty do not want to see the library devolve into a computer lab....Tons of stuff still in print...very important..."library is holding history in its hand."
- Some faculty have a hard time getting their students into the library.....
- Time time time.....everyone wants things instantaneous.....
- Problems with lack of space in the law library. Law students are isolated; they should be using other libraries.

- Are there enough new books coming into the system to allow for browsing? Are the print collections going to be just for historians?
- Should the campuses be more involved in publishing? In History the physical book is still the gold standard....the prestige factor is so big, it would not be worth the UO getting into the publishing game....in the humanities, the book has too much power, but it is up to the disciplines to change things...not the library...
- "10 years from now, the book will be digital" Lots of disagreement among the disciplines.
- We have to preserve some of the key aspects of research...
- Global resources..... copyright in other countries, especially Europe, is too restrictive.
- UO library has been very progressive....librarians need to focus on the use of knowledge.....not just buy it and let it sit there....we need to be promoting the use of collections.
- The library can be an agent of social change....exhibits...centers of scholarship .collaborations...displays...visual learning....vibrancy. Library should be a pivotal player in social discourse...we need to maintain a human place...especially as things become more digital. Librarians are very important.