

NERCOMP 2008 Pre-conference: The Future of the Library
March 10, 2008

Group Exercise: What are the 3 most disruptive changes in your landscape?

Flip Chart #1

What's changing (disruptive) in the library environment? [Disruptive: not important?]

Media differences

Technology/space/time competition

Do students actually learn?

Students disrupting teachers/classes

Intellectual property laws

“classic environment” vs “learning commons”

Knowledge that there will always be change, soon

Changing roles in traditional categories

Dependence on technology

Changing function of library from repository to “collaborative commons”

“individual learning” to “social learning”

Selected list

Money

Time/space/technology competition

Flexibility/nimbleness in face of constant change

Change in traditional library roles

Changing function of library from repository to collaborative commons:

Individual learning to social learning

Flip Chart #2

NIH policy for mandated depository (new non-traditional communication) [scholarly communication]

Web 2.0 wikis, blogs, full customization request, [Gen Y]

Intellectual property/copyright archaic guidelines/laws

How students work

Cyber-scholarship – original research data has not been archived/curated [scholarly communication]

Underdevelopment of librarian skill set in library school programs [traditional ideas transformed]

Search engines undermine opacs/libraries [web 2.0]

Old library building design [traditional ideas transformed]

Library facilities

NERCOMP 2008 Pre-conference: The Future of the Library
March 10, 2008

NERCOMP 2008 Pre-conference: The Future of the Library

March 10, 2008

Flip chart #3

User Expectations -- ease of use, consumer mentality, etc.

Demands of digital scholarship & publishing – web 2.0, IP, e-content, devaluation of print

Talent re: new technology tools required for lib. Services [required to enable #1]

Flip Chart #4

Student/new faculty expectations to change/innovation

Library space – how do we use it & do we have it?

Uneven culture expectations

IT

Librarians

Business people

Faculty

Students/parents

Flip Chart #5

External pressures for:

Innovation

Organization changes/staffing responsibilities

New media – cataloging, preserving

Tagging & social networking (meta tagging) – how or if to incorporate

Developing skills in students to navigate the “3rd path”

Culture clash

NERCOMP 2008 Pre-conference: The Future of the Library
March 10, 2008

Group Exercise : Name 3 practical changes which must/ should happen in order to meet the future

Flip Chart #1

Cross communication
Project-centered
Teaching/presentation skills for user empowerment
Collaboration (teaching)
Define (consultant) custom. Services cultural content

Flip chart #2

Wide variety formats – migration, preservation
Role of librarians for purchasing books (disciplines – preferences, large formats)
Keeping up with upgrades
Library space – group study? Use of space changing – renovate
Staffing changes – skills needed, people choosing different work, culture expectations uneven
Recession – budgets, online not= managed
Marketing about library/educating about library
Libraries attracting technical people \$ require MLS? Compete with corporations
Students as customers/consumers
Should vs need/want
Faculty's technical skills – retirement turnover/new faculty – different expectations, innovate

Flip Chart #3

Librarians can leave the library – be where faculty (and students) are
Embrace chaos – don't try to control it

Flip Chart #4

Education/training
Develop change management strategies
Become policy setters
~~Gain control~~ – effective partners/collaborators in the teaching & learning enterprise
Learn how to create content – to be publishers

Flip Chart #5

Embrace “chaos” (uncertainty?) & gain control of future
[uncertainty = credible / complexity]

NERCOMP 2008 Pre-conference: The Future of the Library

March 10, 2008

Enhance communication among groups

Cross-pollination; appreciation of value of each group

Educate decision-makers on importance on investment in tech. & thereby access to information resources

User input

Assessment tools

User centered approach