Breakout Sessions: Roundtable Discussion Notes

**Roundtable Topics**
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Table #2: How Do You Assess Library Instruction?
Table #3: Integrating Primary Sources into Undergraduate Instruction
Table #4: Libraries and Teaching and Learning Centers (TLCs)
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Table #9: Using the Web to Reach & Teach Library Patrons

**Roundtable Discussion Notes**

**Table #1: Embedded Librarianship**
Facilitator: Liza Vick (Harvard University)

- Many levels of embeddedness
- Challenges:
  - Huge time commitment - scalability
  - Highly customized
- Value created through intense engagement
- Build over the less successful instances
- Be selective: not one size fits all

**Table #2: How Do You Assess Library Instruction?**
Facilitators: Kelly LaVoice & Kelee Pacion (Cornell University)

- Shared language
- Safe space “culture of trust”
- peer/self assessment expo
- Interest → action
- Peer feedback: learn how to give; set guidelines
● Balance between individual & group practices
● Expectations & responsibility
● Analytics

Table #3: Integrating Primary Sources into Undergraduate Instruction
Facilitator: Bill Landis (Yale University)

● Houghton CRT:
  ○ Looking more coherent to faculty users - where they can teach? Who can help them?
  ○ Need a tool to foster cross-repository collaboration
● Using special collections outside of special collections
  ○ Can we be less restrictive?
  ○ What needs to be in place?
    ■ Staff to supervise
    ■ How do we transport rare materials between buildings safely?
    ■ Training for handling
● Non-special collections libraries
  ○ Loosening our mindset
  ○ Handling training
● Contextualizing vs. encouraging students to question - empowering them as researchers
● Getting faculty to build specific assignments around special collections engagements

Table #4: Libraries and Teaching and Learning Centers (TLCs)
Facilitator: Melanie Maksin (Yale University)

● Centers physically in library or not
● UT - residency programs
● Fight against fragmentation
● Librarians deserve to be good teachers too
● Relationships come first!
● Challenges:
  ○ Identifying issues that multiple offices are trying to address (e.g., academic integrity)
  ○ Culture of teaching at institution may trump strategies
  ○ Conceptions of library outdated
● Opportunities:
  ○ Librarians know whom to call
Face to face
○ Documentation, reporting back to leaders
○ Commitment from senior management

**Table #5: Library Closings & Shrinking Budgets: Maintaining Outreach Services in a Changing Environment**
Facilitator: Kelly Barrick (Yale University)

- **Factors:**
  - Budget
  - Losing space
  - Harvard (space on Cambridge Campus)
  - Faculty wanting space
    - Student activity, saving space & labs
  - But Library doesn’t tell its story of importance
- **Opposition**
  - Loss of collections harming their scholarly work (these people are sometimes dismissed as broken records)
- **Collections**
  - Remote storage
  - Integrated into other libraries
- **Additional Services**
  - Borrow Direct
  - Intercampus delivery
  - Partnerships within Lamont
  - Students want books
  - More consultations
  - Office hours anywhere

**Table #6: Optimizing the RTL Environment: Anticipating the Needs of our Diverse Library/Archives/Museum Users and Staff**
Facilitators: Michelle Gachette and Joshua Parker (Harvard University)

- Definition of diversity & inclusion
- Students don’t like to admit what they don’t know
  - Be emotionally intelligent.
  - Don’t make assumptions.
  - Being culturally aware cuts down on the noise that cross-cultural miscommunication creates.
- Does labeling students help or hinder us?
Labels can be misleading, but they can also help students self-identify.
Focus in segmenting students should be on learning, not on patron-type.

- **Diversity in the Library (use, status)**
  - Need to create a welcoming environment sensitive to all patrons and use these skills in all types of services.
  - Ask questions of patrons, be flexible, allow ourselves to be uncomfortable.
  - Need to make the time/space to discuss these types of issues with peers.

- **Empathy: How can we be more empathetic?**
  - Difficult when you’re not able to pick up on cultural cues.
  - We need to find a way to be more comfortable.
  - Empathy is something you can demonstrate and an area in which you can grow.
  - It’s okay to ask patrons to have empathy for us too; this will help level the playing field. Sometimes we don’t have the time to dedicate to an interaction, which creates a poor user experience. Acknowledge our own faults.

- **What is our purpose?**
  - We should feel comfortable talking about our errors and mistakes.
  - We should be flexible in our delivery of information. Consider the way you communicate with a student. How does s/he best learn?

**Table #7: Participatory Design**

**Facilitator: Emily Bell (Harvard University)**

- Library website (UX Librarian)
  - via: Facebook...free coffee (use campus cash instead? Pizza dinner?)...5/person → share with friends!
- Retrospective study: How do you do research?
  - School of Design: target specific students
    - No reward, but still got good participation
      - They liked to be heard
- Location of advertising important!
- Difficulty putting aside “Librarian-ness”
- Can be used with physical space/virtual
  - Especially when multiple interviewers involved
  - Muzzling inner reference librarian
- Train librarians (Nancy F.F.) OR hire firms to help library do it
- Library must be willing to accept suggested changes OR must acknowledge that X change is heard, but isn’t feasible.
  - Instead of open-ended, only allow them to choose among do-able options
- How do you balance loud minority vs. silent majority? (especially regarding hours)
- Balancing library, students, funding, university administration
- Can use polling as advertising for upcoming changes
- May need to recommend changes without knowing if change will come
- Non-"space" studies may still have library space implications
- Start process by asking involved librarians to question assumptions/map your mind
- Challenge of writing questions
  - Use previous studies (literature search)
  - Anthropologists (librarians/faculty)

**Table #8: Public Service Librarians and Scholarly Communications/Copyright Law: How Much Do I Need to Know?**
Facilitator: Anne Langley (Princeton University)

- Defined Scholarly Communications → create, manage, share, archive, use
- If library builds it, they won’t come. Must be driven by faculty.

**Table #9: Using the Web to Reach & Teach Library Patrons**
Facilitators: Ellie Ransom (Columbia University) & Kris Markman (Harvard University)

- Assessment
  - Clicks
  - Course evaluations
  - Informal conversations
  - Quiz
  - Survey
- Communicate
  - Point of need? Overwhelming
  - Access to website?
  - Articles, etc. sent out on website (curated resource)
  - Twitter
  - Blog
  - Course pages/websites
  - Face-to-face consults
  - Face-to-face classes
  - Library catalog link
  - Newsletter (email)