



Breakout Sessions: Roundtable Discussion Notes

Roundtable Topics

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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 - Conceptions of library outdated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)