Liaison Futures
Anne R. Kenney
ASERL/ARL
Liaison Institute
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Game Changers

• Economic and digital realities
• Global engagement
• Collaborative imperative
• 21st century information professionals
Economic and Digital Realities

- Academy under financial scrutiny
- Inevitability of digital knowledge ecosystem
- Changing nature of research, teaching, and learning
Global Engagement

- Universities as global entities
- International campuses and programs
- Internationalizing the student experience
- Research on a global scale

Collaborative Imperative

• Nodes in worldwide network
• Interdependence
• Operating at scale
Basic Challenge

In an age where some members of the academy question the value and expense of a library or maintain antiquated notions of what a library does, it is our challenge to make them expect more and to deliver the expertise, services, and resources that will be differentiators in academic success.
MY ONE-PAGE POSITION ON MUSEUMS AND LIBRARIES IN THE 21ST CENTURY:

NOT THERE YET.
Inadequacy of Current Approach

- Program stasis
- Turf issues
- Inside out
- Communication challenges
Outside In

Karla Hahn, “Stakeholder Map,” presentation at 2013 ARL Fall Forum
The Last Mile

• Weakest link in communication chain
• Effectively reaching faculty and students
• Example: information literacy offerings

Faculty Survey, Cornell University, 2015
Strategies for Moving Forward

• Focus on university indicators
• Partner on campus
• Develop intervention strategies
• Scale labor-intensive efforts
• Quantify goals and progress
• Build iteratively
• Align with academic goals and success measures
• Move beyond the institution
Focus on University Indicators

• Increasing university reliance on productivity and impact measures
  – Impact factors, $h$-index
  – Academic Analytics, IPES, AAUDE
  – University dashboards

• What are these indicators suggesting about library involvement?
Partner on Campus

To understand key trends, administrative structures, policies, and compliance requirements from university viewpoint

– Office of Institutional Research and Planning
– Sponsored Programs
– Division of Research
– Patents and Inventions
– Center for Teaching Excellence, Academic Technologies
– International Affairs
Develop Intervention Strategies

• Knowing *when* to do something is as important as knowing *what* to do
• Identify points of pain and need
• Example: *Engaging international students*
Scale Labor-Intensive Efforts

- Moving from one-offs to impacts at the department or disciplinary level
- Utilizing online tools and templates
- Mining data to target specific actions
- Example: data management plans

DMP Tool
Quantify Goals and Progress

• Track liaison activity as baseline
• Focus on outputs not inputs
• Monitor and measure university requirements
• Example: NIH mandate on public access

Screenshot courtesy of Paul Albert, Project Manager, VIVO, Weill Cornell Medical Library
Build Iteratively

- Identify goals
- Determine enabling prerequisites
  - e.g., mapping liaisons to academic departments, institutional repository, monitoring tools
- Develop measurements and yardsticks
- Align action with goals
- Define “success”
<table>
<thead>
<tr>
<th>Goal</th>
<th>Base Level</th>
<th>Good</th>
<th>Better</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR preserves and makes accessible faculty output</td>
<td>Publicize IR; Identify benefits; Automate ingest</td>
<td>Support faculty in deposit; Work with departments to agree on full departmental participation</td>
<td>Focus on demonstrating value to faculty who submit to IR; promote ORCID ids</td>
<td>Upward trend in  • Number and percentage deposit by faculty  • Use figures by faculty and others  • Faculty referrals</td>
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<td>OA publishing increases faculty visibility and reduces barriers to knowledge</td>
<td>Raise awareness about constraints of current publishing model</td>
<td>Provide license templates and funds for author fees</td>
<td>Identify high quality OA journals in particular disciplines; Mine data on use and impact factors; Support OA publishing on campus</td>
<td>Upward trend in  • Number of faculty using CC license addendum  • Number of faculty shifting to OA journals  Faculty OA resolution passed</td>
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<td>Global engagement expands</td>
<td>Ensure access to library’s collections while abroad and orient international students</td>
<td>Arrange access to collections and services at foreign libraries; utilize social media of international students</td>
<td>Create network of shared experts without borders</td>
<td>Upward trend in  • Faculty consulting with library in planning stages of trip  • Formal institutional partnerships include library issues  • Students rely on research support services in study abroad programs</td>
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<td>Research funding competitiveness increases</td>
<td>Identify grant opportunities; Characterize previous published research online and in print</td>
<td>Assist in data management planning; Compile literature review section; Ensure deposit compliance</td>
<td>Serve as co-PIs or members of research team; Connect faculty across disciplinary lines; systematic reviews</td>
<td>Upward trend in  • Number of grants submitted  • Success rate  • Funds received</td>
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<td>Access to scholarly content improves research and teaching</td>
<td>Build collections to support faculty needs; Enable robust borrowing programs</td>
<td>Respond quickly to faculty requests and new programs; Negotiate broad use rights in licensed material</td>
<td>Harvest and preserve web-based resources; Support digitization of personal collections; Extend access to recent alumni</td>
<td>Faculty/student recruitment enhanced by library collections; New forms of scholarship and teaching enabled; clinical care improves</td>
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<td>Institutional Capacity Building: Roles and Capabilities</td>
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<tr>
<td><strong>Early Stage</strong></td>
<td><strong>Established</strong></td>
<td><strong>High Capacity</strong></td>
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<td>Communication</td>
<td>DH projects are mostly ad hoc and at a grassroots level. No IT or library personnel are dedicated to DH projects, but interested partners begin to emerge.</td>
<td>Key players begin to be identified, namely technical experts and curricular and pedagogical champions. Additionally, there is commitment from IT and library for storage and preservation.</td>
<td>A formal DH or digital scholarship center/program is established, with dedicated faculty and staff for software development, hosting, and long-term preservation of projects. The DH program is a model for IT-library-faculty (intercampus) collaboration.</td>
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<td>Outreach</td>
<td>There is informal curricular infusion of DH concepts, but it is often isolated and without coordination. A few instructors begin to incorporate DH methods and hands-on projects into their courses.</td>
<td>Courses appear with DH or digital scholarship in their titles.descriptions.</td>
<td>There is broad curricular buy-in across multiple disciplines; formal credentialing, certificate, or degree programs are offered.</td>
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<td>Education and Training</td>
<td>Individuals begin to form support groups and share ideas around DH. However, formal lines of communication are lacking, as is campus awareness of DH events and meetings.</td>
<td>Formal user groups meet to share knowledge and experience; workshops and professional opportunities are promoted through formal communication channels. Additionally, collaborative partnerships are formed between departments and campus units to support DH.</td>
<td>Collaborative partnerships offer student assistantships and fellowships, and original contributions are produced with high grant-award capacity.</td>
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<td>Recognition</td>
<td>A few faculty emerge as potential content innovators, but there is no formal recognition of their efforts; digital humanities may not be considered in promotion and tenure decisions.</td>
<td>There is support for generating new forms of DH scholarship, and digital humanities is considered in promotion and tenure decisions.</td>
<td>The institution recruits top DH scholars and formally recognizes DH scholarship in its promotion and tenure decisions.</td>
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Supporting Digital Humanities, EDUCAUSE 2017
Move Beyond the Institution

• Collaborative program development
• Shared core understanding, set of practices, integrative development of liaison model across institutions
• This meeting is an opportunity to engage these issues
Conclusion

• What does the library do that promotes academic productivity?
• How does our engagement improve the lives of faculty, students, and others?
• Is it the most effective and efficient way to achieve that end?
• How do we shift from defining 21st c research libraries to implementing 21st c research universities?