

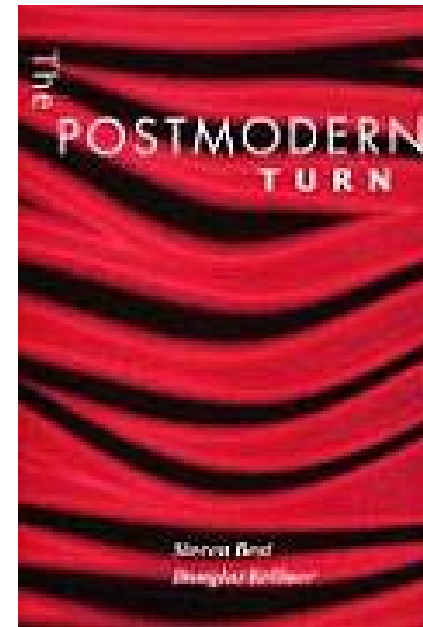
# The “Service Turn” and the Future of the Academic Library

Scott Walter  
OCLC Distinguished Seminar Series  
June 16, 2011

UNIVERSITY LIBRARY  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

# The Way My Mind Works (1): The Postmodern Turn

“The past several decades have witnessed a postmodern turn in theory, the arts, and the sciences, one that is part of a major paradigm shift and, some would argue, an epochal transformation from a modern to a postmodern world . . . . The postmodern turn involves a shift from modern to postmodern theory in a great variety of fields and the move toward a new paradigm through which the world is viewed and interpreted.”



**Source:** Best, S., & Kellner, D. (1997). *The postmodern turn*. New York: The Guilford Press.



# The Way My Mind Works (3): The Service Turn

“[In] an era when everything we know about how content is created, acquired, accessed, evaluated, disseminated, employed, and preserved for the future is in flux, the research library must be distinguished by the scope and quality of its service programs in the same way it has long been by the breadth and depth of its locally-held collections.”



**Source:** Walter, S. (2011). "Distinctive signifiers of excellence": Library services and the future of the academic library [Editorial]. *College & Research Libraries*, 72 (1), 6-8. Retrieved from <http://crl.acrl.org/content/72/1/6.full.pdf+html>

# Why Make a Service Turn?

- Evolving user perceptions of place of libraries in the academic enterprise
- Reconsider library “value statement” in light of changes in access to scholarly content
- Pursue collaborative initiatives based on shared service goals
- Re-envision what “excellence” in academic librarianship means
- Promote greater interaction and collaboration across library types
- Facilitate strategic planning and resource allocations



## Context for Consideration (1): Change Begets Change

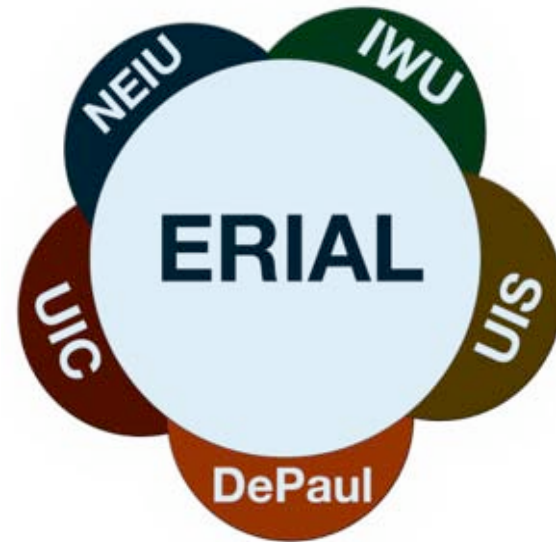
“Academic libraries  
are changing  
faster than at any  
time in their  
history.”



**Source:** Hoare, S. (2008, April 21). Introduction: A new chapter [Libraries unleashed]. Retrieved from <http://education.guardian.co.uk/librariesunleashed/story/0,,2274788,00.html>

## Context for Consideration (1): Change Begets Change

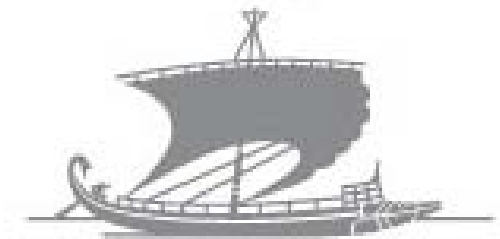
“[One] of the most striking aspects of the ERIAL study was the near-invisibility of librarians within the academic worldview of students . . .”



**Source:** Asher, A., Duke, L., & Green, D. (2010). The ERIAL Project: Ethnographic research in Illinois academic libraries. Retrieved from <http://www.academiccommons.org/commons/essay/erial-project>

# Context for Consideration (1): Change Begets Change

“Basic scholarly information use practices have shifted rapidly in recent years, and . . . the academic library is increasingly being disintermediated from the discovery process . . .”



**Source:** Schonfeld, R. C., & Housewright, R. (2010). *Faculty survey 2009: Key strategic insights for libraries, publishers, and societies*. New York: Ithaka.



# Context for Consideration (1): Change Begets Change

“The transformation of research libraries mirrors, to a large degree, the ongoing evolution of research institutions and the practices of research and scholarship.”



**Source:** Association of Research Libraries. (2009). Transforming research libraries. Retrieved from <http://www.arl.org/rtl/>

## Context for Consideration (2): Praxis

“Today’s academic libraries face unprecedented challenges. The relentless pace of change combined with increasing levels of complexity and ambiguity are creating chaotic and turbulent work environments. Even the largest and wealthiest of libraries are straining to meet escalating demands for new technologies, new skills, and new services in the midst of static or declining budgets.”



**Source:** Ray, K. A. (2001). The postmodern library in an age of assessment. In H. A. Thompson (Ed.), *Crossing the divide: Proceedings of the 10th national conference of the Association of College and Research Libraries March 15-18, 2001, Denver, Colorado*. Chicago: Association of College & Research Libraries. Retrieved from <http://www.ala.org/ala//mgrps/divs/acrl/events/pdf/kray.pdf>

## Context for Consideration (3): New Service Models

“At the University of Illinois at Urbana-Champaign, we believe that . . . . Fundamental changes in the information and academic environments . . . demand new approaches to defining, designing, and delivering library services. An approach to library service designed for the twentieth century retains limited value if it cannot adapt to the demands of a new era in teaching, learning, and scholarship. To meet the challenge of designing a library for the next generation, we must embrace changes to our organization and to traditional ways of conducting our work.”



**Source:** University of Illinois at Urbana-Champaign. (2008). Challenge, change, and the service imperative: The University Library in the twenty-first century. Retrieved from <http://www.library.illinois.edu/nsm/>

## Context for Consideration (3): New Service Models



University of Illinois at Urbana-Champaign  
Scholarly Commons

<http://www.library.illinois.edu/sc/>

## Context for Consideration (4): Distinctive Signifiers of Excellence

“ARL libraries want to be known for their distinctive collections, not by some characteristic shared with every other library.”



**Source:** Cronenwett, P. N., Osborn, K., & Streit, S. A. (Eds.). (2007). *Celebrating research: Rare and special collections from the membership of the Association of Research Libraries*. Washington, DC: Association of Research Libraries. Retrieved from <http://www.celebratingresearch.org/>



## Context for Consideration (5): New Roles for New Times

“ARL libraries are increasingly exploring and adopting a range of new roles in serving research institutions, researchers, scholars, and students, making the time ripe for ARL to organize a new report cluster focusing on key new roles. The series will identify and delineate emerging roles and present research on early experiences among member libraries in developing the roles and delivering services.”



ASSOCIATION  
OF RESEARCH  
LIBRARIES

**Source:** Association of Research Libraries. (2009). Transforming research libraries. Retrieved from <http://www.arl.org/rtl/>

# The Big Questions

- What are the “core services” for a research library in the 21st century?
- What makes a library service “distinctive”?
- What can a focus on identifying “distinctive services” mean for planning, budgeting, staffing, etc., during a period of constrained resources?
- What do discussions of the “collective collection” mean for discussions of “shared service”?



# A Taxonomy of Library Services

- Traditional
  - Access
  - Collection Development and Management
  - Information and Assistance
- Contemporary
  - Teaching and Learning
  - Outreach and Engagement
- Emergent
  - Student services
  - Scholar services

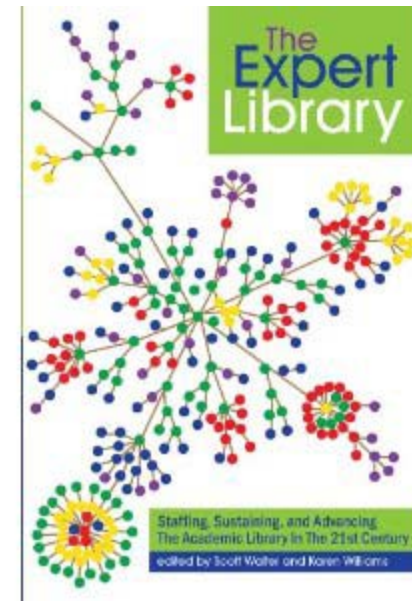


McMaster University Libraries – Mills  
Learning Commons  
<http://library.mcmaster.ca/>



# Library Services and Professional Expertise

“As we look back on a decade of extraordinary change in academic libraries . . . [we find] nothing so important to the future of the library and its continued place at the heart of the academic enterprise than its people and the expertise they bring to the design, development, and delivery of library services.”



**Source:** Walter, S., & Williams, K. (Eds.). (2011). *The expert library: Staffing, sustaining, and advancing the academic library in the 21<sup>st</sup> century*. Chicago: Association of College & Research Libraries.

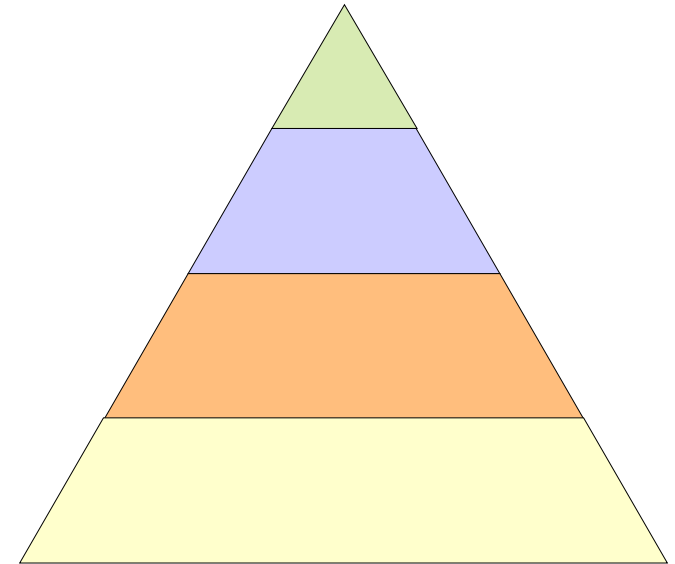
# Professional Expertise and Library Staffing

- Instructional Design Librarian
- Data Services Librarian
- Metadata Librarian
- Digital Publishing Librarian
- Digital Humanities Librarian
- Assessment Librarian
- First-Year-Experience Librarian
- User Experience Librarian
- Multicultural Outreach Librarian

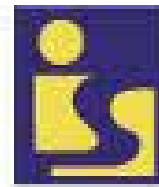


# “Maturity” and Service-Centered Expertise

- Is the area of expertise represented in the LIS curriculum?
- Are connections made between LIS curriculum and complementary curricula?
- Do professional networks exist within the LIS field that focus on the area of expertise?
- Are connections made between the LIS networks and complementary networks?
- Are libraries recruiting for specialists in the area of expertise; are they doing so in a way that recognizes and promotes the expertise?



# Teaching and Learning: A “Mature” Service Program in Academic Libraries



**Instruction  
Section**  
Association of College and Research Libraries  
and American Library Association

<http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/index.cfm>

*Texas Immersion*

*Institute for Information Literacy*

<http://www.lib.utexas.edu/immersion/index.html>



<http://www.comminfolit.org/index.php/cil>

# Interlude 1: Learning from Public Libraries

## THE TEEN REPUBLIC

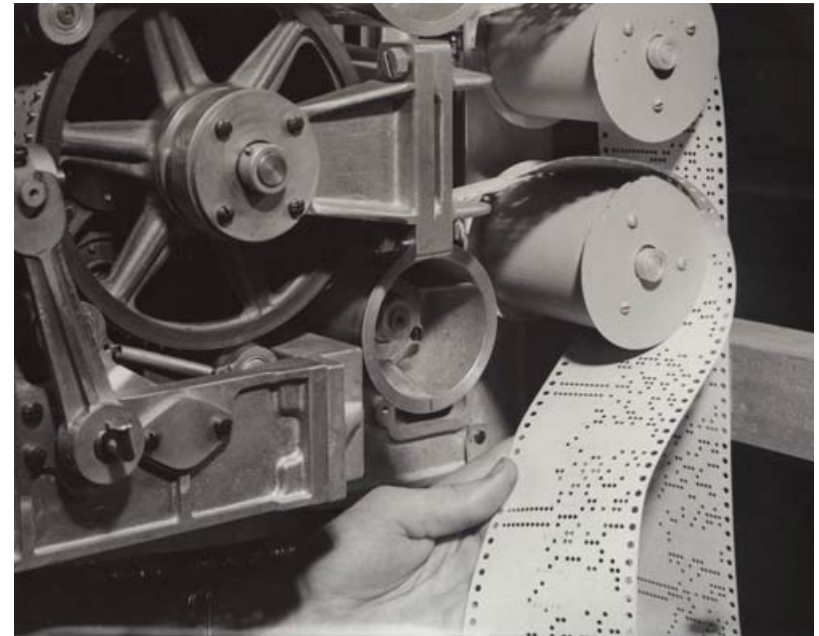
Tom Green County (TX) Public Library – Teen Services  
<http://www.youseemore.com/tomgreen/contentpages.asp?loc=9>



Washington Centerville (OH) Public Library – Senior Services  
<http://www.wclibrary.info/links/seniors.asp>

# A Spectrum of Library Services

- Universal
  - Access Services
- More Common
  - Information Services
  - Instructional Services
- Less Common
  - Digital Publishing
  - Copyright Consulting
- Distinctive



Harvard University Archives, call # UAV 362.7295.8p

Harvard University  
Harvard Library Lab  
<http://osc.hul.harvard.edu/liblab>

# The Service Spectrum and the Library Brand

“The event will offer an interactive forum for library patrons to ask questions, tour the building and see demonstrations about services provided, including electronic resources, personal librarians and free digital images. Information also will be provided on the many items available for checkout . . . . The fair will feature breakout workshops on EndNote Web, . . . and on Mining Uncle Sam’s Data, featuring Geographic Information Systems, maps and patents.”



**Source:** Toland, J. (2010, August 26). Library Fair to feature smoothies, swag, and demos. Retrieved from <http://today.ttu.edu/2010/08/library-fair-to-feature-smoothies-swag-and-demos-2/>



# The Service Spectrum and the Library Brand



“Welcome to the Center for Digital Scholarship. This exciting new concept is brought to you by KU Libraries, whose mission is to serve “as dynamic partners and campus leaders in advancing inquiry and learning for KU, for the state of Kansas, and for an ever-expanding community of world scholars.”

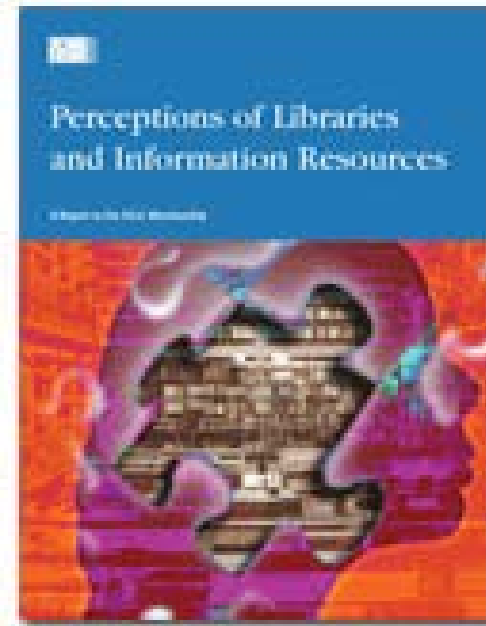
University of Kansas Libraries – Center for Digital Scholarship  
<http://cds.lib.ku.edu/>



# The Service Spectrum and the Library Brand

“The library brand is books.”

“Books, in fact it’s the only thing I think of when thinking about a library.”



**Source:** DeRosa, C., et al. (2005). *Perceptions of libraries and information resources*. Dublin, OH: OCLC. Retrieved from <http://www.oclc.org/reports/2005perceptions.htm>

# The Service Spectrum and the Library Brand

“We connect people with scholarship. This is the core mission of the research library in the 21<sup>st</sup> century. It is an inherently active mission and strikingly different than in previous decades . . . . It is simply not possible to connect people with scholarship without collaboration, partnerships, and dynamic interaction.”



**Source:** Dewey, B. I. (2009). Through any means available: Connecting people with scholarship. *Journal of Library Administration*, 49 (5), 533-544.

# The Service Spectrum and the Library Brand

- Instructional Initiatives
  - First-Year Experience
  - Undergraduate Research
- Student Services
  - Writing Centers
  - Health Services
- Faculty Development
  - Centers for Teaching & Learning
  - E-Scholarship
- Information Technology
  - IT Training



University of Illinois at Urbana-Champaign  
Ethnography of the University Initiative

<http://www.eui.illinois.edu/>



University of Illinois at Urbana-Champaign  
The Savvy Researcher

[http://www.library.illinois.edu/sc/services/savvy\\_researcher.html](http://www.library.illinois.edu/sc/services/savvy_researcher.html)

## Interlude 2: Learning from Collections



Bowling Green State University Libraries  
Browne Popular Culture Collection

<http://www.bgsu.edu/colleges/library/pcl/>

# The Service Spectrum and the Distinctive Service

- Does it represent a new approach to, or a new area of, library service that has served as a “lighthouse,” i.e., an innovation that has been broadly taken up by other libraries?
- Does it represent a unique or unusual library service closely tied to a distinctive area of strength in the library’s collections or the campus academic program?
- Does it represent a unique or unusual library service closely tied to a distinctive aspect of the campus mission, identity, or history?



Working with scholars  
to improve publishing



University of Michigan  
Scholarly Publishing Office (MPublishing)  
<http://www.lib.umich.edu/spo/>

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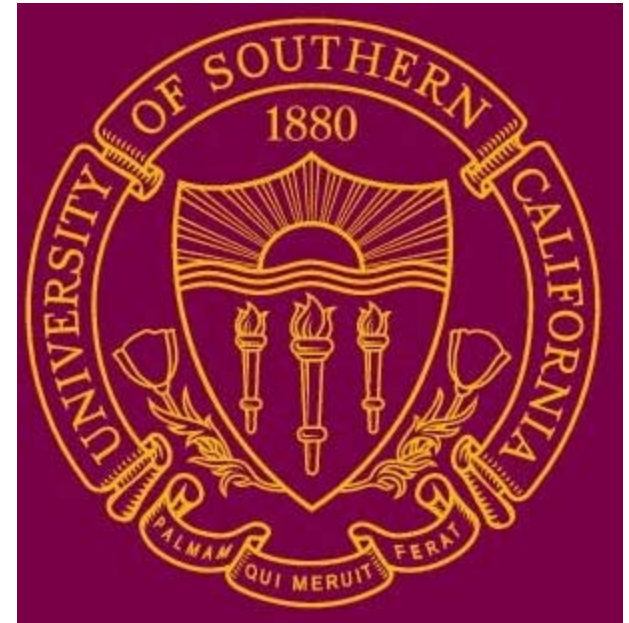


Earlham College Libraries

<http://legacy.earlham.edu/~libr/>

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University of Southern California  
Leavey Library  
Information Commons  
<http://www.usc.edu/libraries/locations/leavey/ic/>



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University of Illinois at Urbana-Champaign  
Slavic Reference Service  
<http://www.library.illinois.edu/spx/srs.htm>



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Kent State University Libraries  
High School Outreach Program  
<http://www.library.kent.edu/page/10973>

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Grinnell College Libraries

Peer Mentoring

<http://www.grinnell.edu/library>

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Pierce College  
Lakewood Computer Clubhouse and  
Robotics Center  
<http://lakewoodclubhouse.us/blog/>

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Hostos Community College  
*Escriba!/Write!*

[http://www.hostos.cuny.edu/library/escr  
iba/](http://www.hostos.cuny.edu/library/escr<br/>iba/)

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University of Kansas  
KU Info  
<http://kuinfo.ku.edu/>

# Services Programs or Service Clusters?

“Research is a primary mission of the University, and therefore Harvard’s library collections must be funded and supported accordingly. Harvard’s libraries have an obligation to scholarship that transcends any particular time or contingent circumstances. The collection is paramount to the research university’s library in a way that it is not in the library of a liberal arts college where teaching and curriculum are the overriding concerns.”



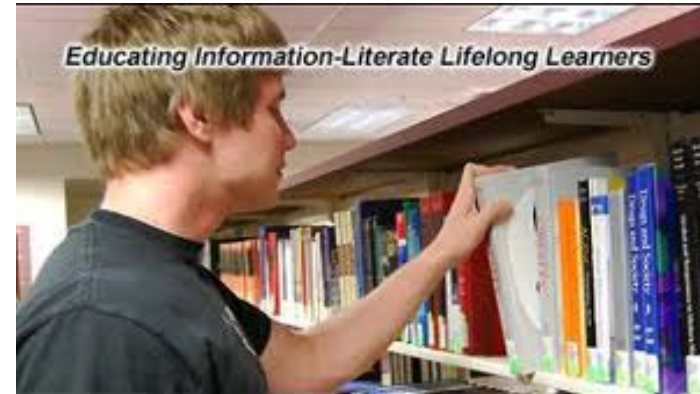
**Source:** Harvard University. (2009). Report of the Task Force on University Libraries. Retrieved from [http://isites.harvard.edu/fs/docs/icb.topic869018.files//Library\\_Task\\_Force\\_Report.pdf](http://isites.harvard.edu/fs/docs/icb.topic869018.files//Library_Task_Force_Report.pdf)



# A Service Cluster for Liberal Arts Colleges



Undergraduate Research  
<http://thesis.haverford.edu/>



Teaching and Learning  
<http://library.wartburg.edu/infolit/>



Peer Leadership  
<http://www.grinnell.edu/library>



Community Engagement  
<https://www.amherst.edu/academiclife/cce>

# Sustaining Distinctive Service Programs

- Clear mission
- Compelling vision
- Identified constituents and partners
- Flexibility in application to promote broad relevance
- Commitment to sustainable service infrastructure
- Research base



Libraries *for* LIFE

Carnegie Library of Pittsburgh  
<http://www.clpgh.org/librariesforlife/>



# Planning and Distinctive Services

- Building on strength
- Considering campus connections
- Acknowledging role in library landscape
- Identifying collaborative projects and programs
- Allocating resources
- Planned abandonment
- Shared services

**Libraries Budget Briefing**  
May 27, 2009

*info* ➔

University of Washington Libraries  
(2009). Libraries budget meeting.

Retrieved from

<http://www.lib.washington.edu/dean/budgetget.html>

## Interlude 3: Learning from Collections

“Large-scale electronic publishing and the retrospective digitization of millions of print books and journals have produced new centers of gravity around which users congregate with little attention to institutional provenance or ownership. In this environment, the once distinctive value of locally held print collections has rapidly diminished . . .”

# Share

**Source:** Michalko, J., & Malpas, C. (2009). Managing the collective collection. *NextSpace*, no. 12, retrieved from <http://www.oclc.org/nextspace/012/research.htm>

# Distinctive Services and Shared Services

“The intention of this program is to leverage the expertise resident at one or another of the CIC libraries to provide support for staff, faculty and students on other campuses . . . . In the long run, it enhances communication and coordination across our campuses, such that a greater breadth of resources can be proximate to scholars in the Midwest.”



“CIC Libraries Co-Invest in Japanese Studies Expert”

<http://info.cic.net/eNews/CLI/Article.aspx?List=e2b6f931-966b-48a1-a375-36f2c6a5860d&ID=48>

# Distinctive Services and Shared Services

Upcoming at ALA (June 25, 2011):

*Envisioning our Future:*

*Restructuring the Academic Library through Radical Collaboration*

- Collaboration Is the New Competition: 2CUL and the Imperative to Partner.
- A Strategic Agenda For a Multi-Institutional Library in the Northwest.



2CUL

<http://2cul.org/>

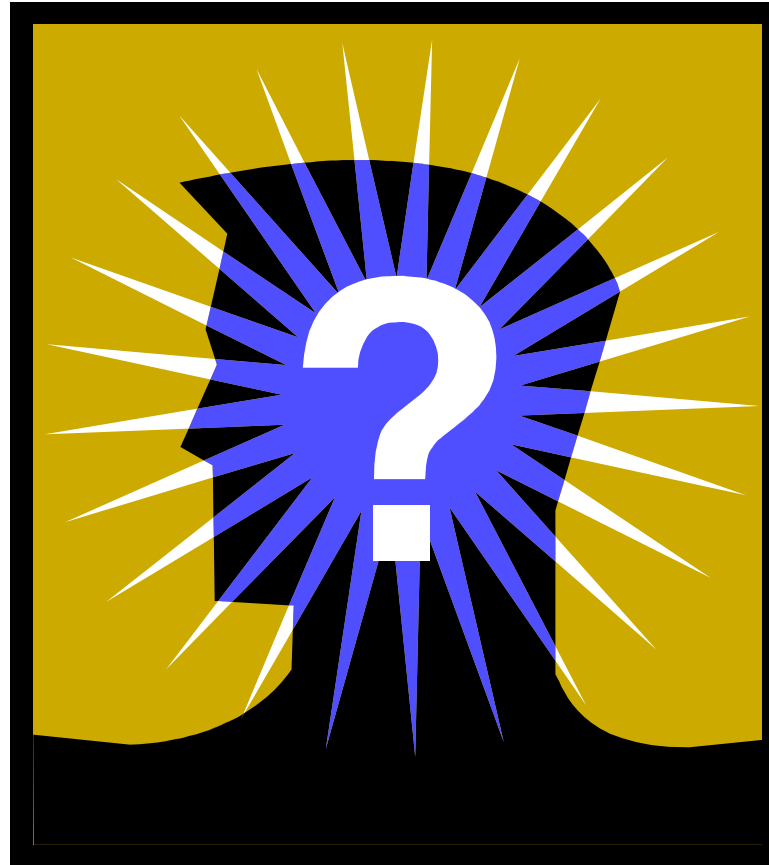
# Role for OCLC Research

“As the network shifts the pattern of transaction costs, the composition of the internalized “library service bundle” will change. Some services that the academic library has traditionally undertaken will be externalized to others. But it is important to emphasize that the shifting boundaries of the library are not the result of a one-way downsizing process. Even as some activities are shed, new ones will be taken on.”



**Source:** Lavoie, B., & Dempsey, L. (2010). Rethinking the boundaries of the academic library. *NextSpace*, no. 17, retrieved from <http://www.oclc.org/nextspace/017/research.htm>

# Questions



# Contact

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