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Barcelona, Spain

# Striving for Inclusivity: Supporting Research and Teaching Within Local and Global Ecosystems

Lynn Silipigni Connaway, PhD.  
Executive Director, Research  
OCLC Research



**Our traditional model was one in which we thought of the user in the life of the library... but we are now increasingly thinking about the library in the life of the user.**

**(Connaway 2015)**

**(Dempsey 2015)**

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# USER IN THE LIFE OF THE LIBRARY

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# Some OCLC projects reflecting the User in the Life of the Library



## Open Archives Initiative Protocol for Metadata Harvesting - Tools

Home

Projects

Specifications

Community

About OAI



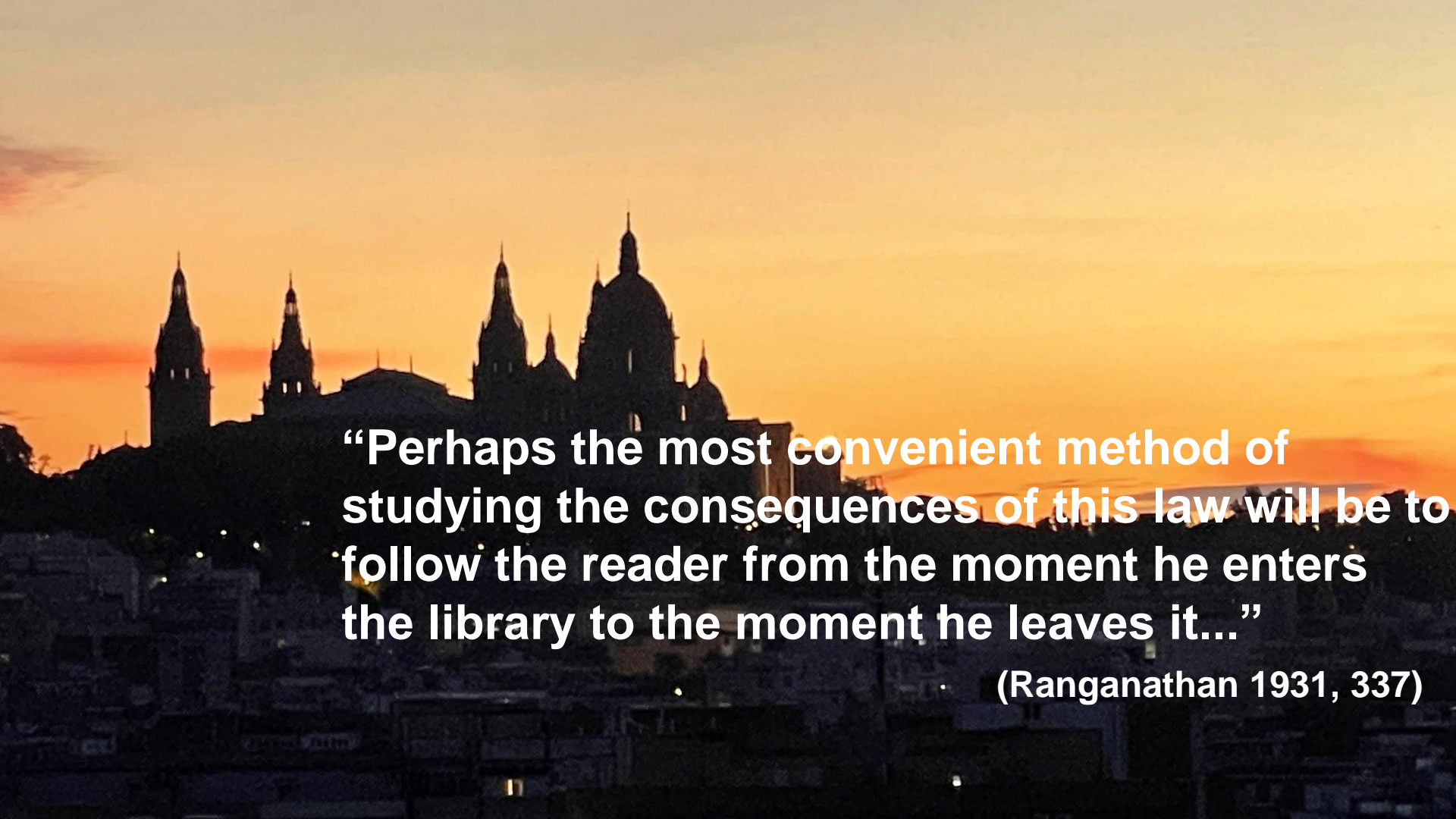
## Use of Circulation Statistics and Interlibrary Loan Data in Collection Management

*Jennifer E. Knievel, Heather Wicht, Lynn Silipigni Connaway*

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# LIBRARY IN THE LIFE OF THE USER

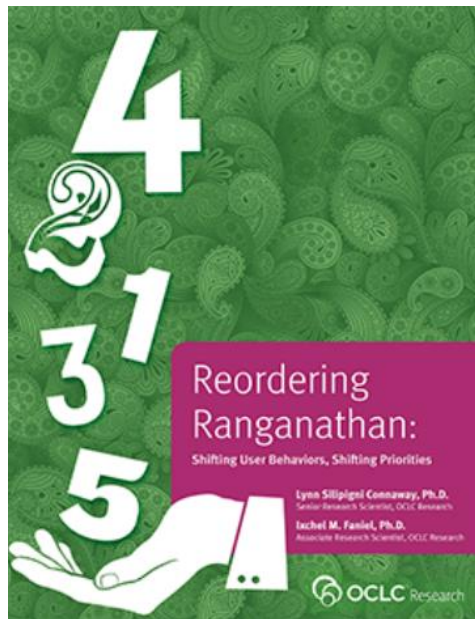
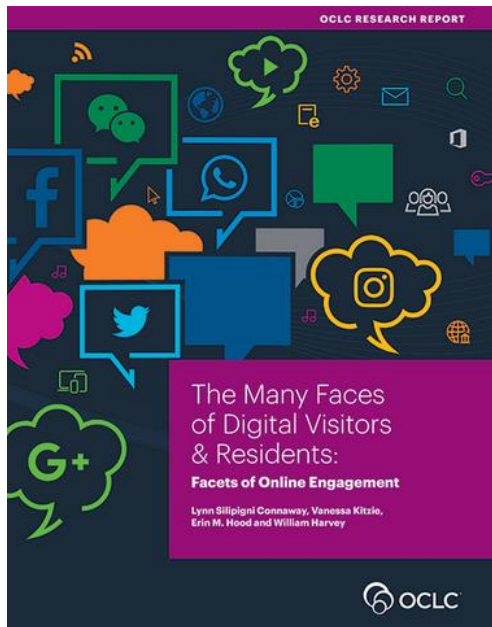
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A silhouette of a city skyline, likely featuring a large cathedral or church with multiple spires, set against a bright orange and yellow sunset sky. The foreground is dark, showing the outlines of buildings and some lights.

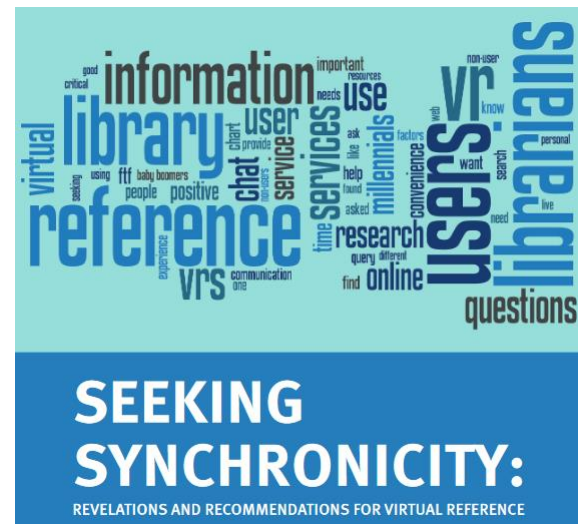
**“Perhaps the most convenient method of studying the consequences of this law will be to follow the reader from the moment he enters the library to the moment he leaves it...”**

**(Ranganathan 1931, 337)**

# Some OCLC Projects reflecting the Library in the Life of the User



## Cyber Synergy



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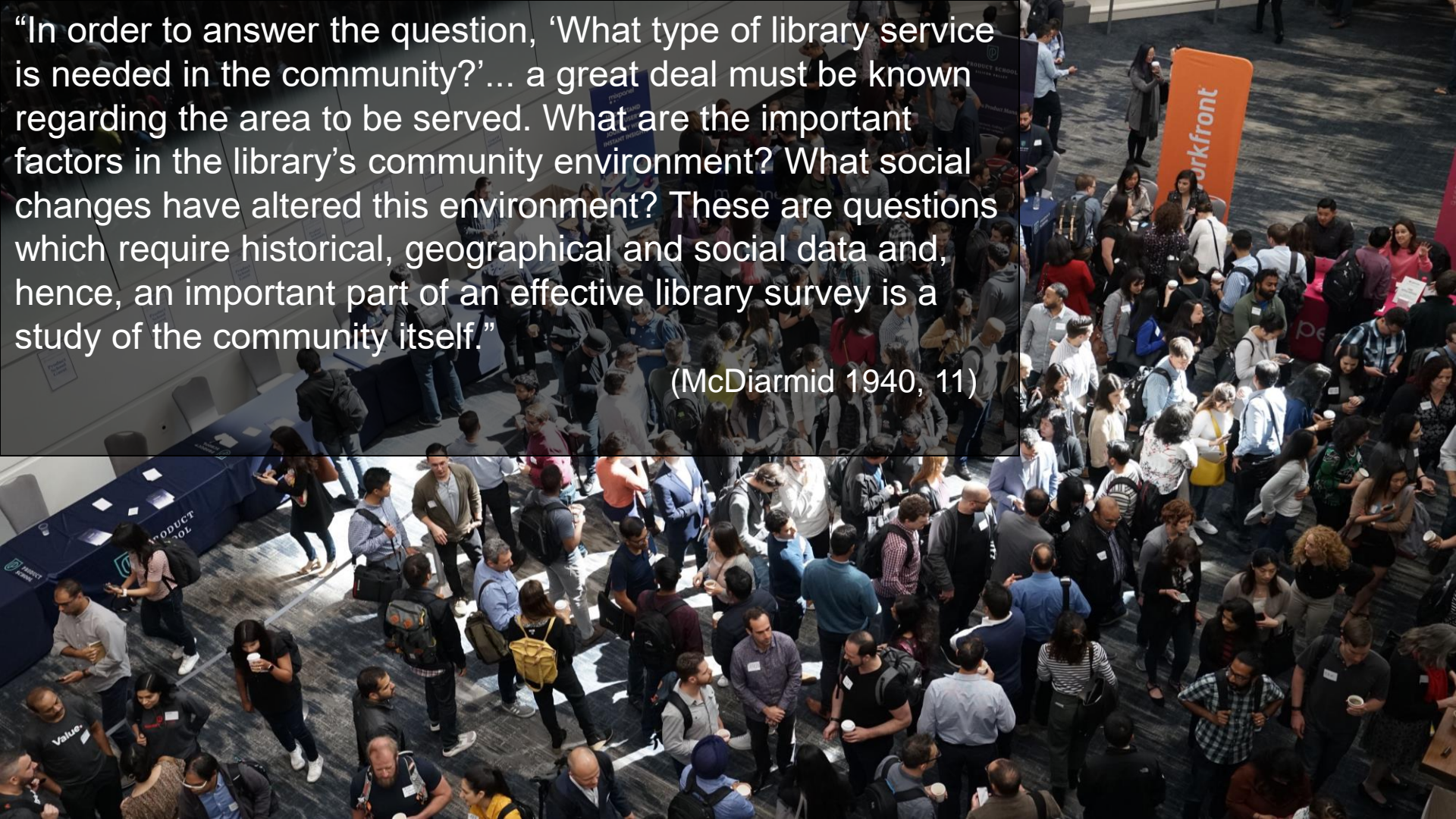
# LIBRARY IN THE LIFE OF THE COMMUNITY

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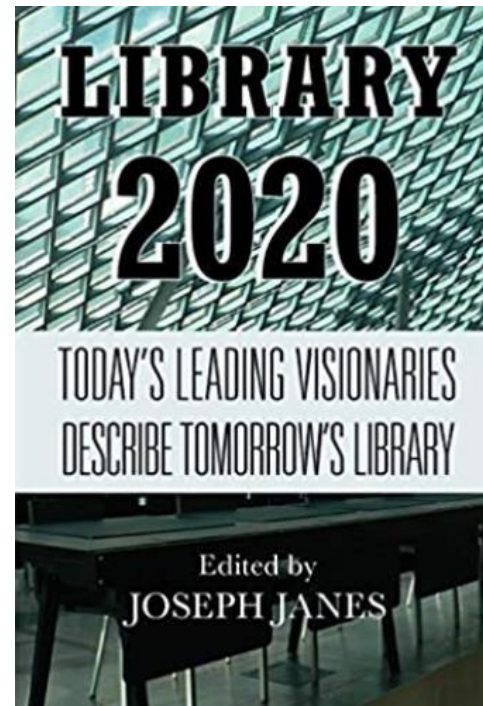
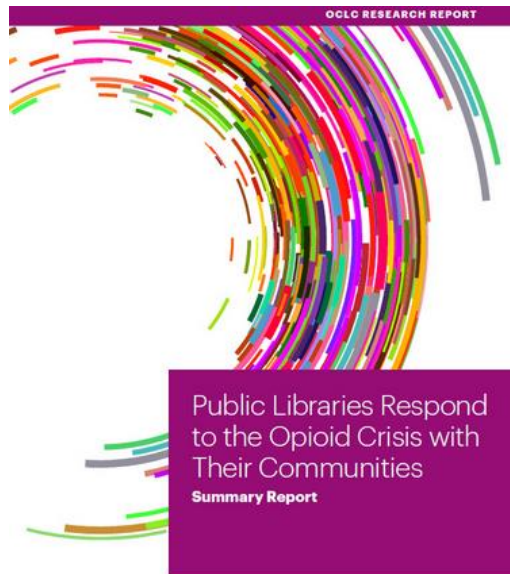
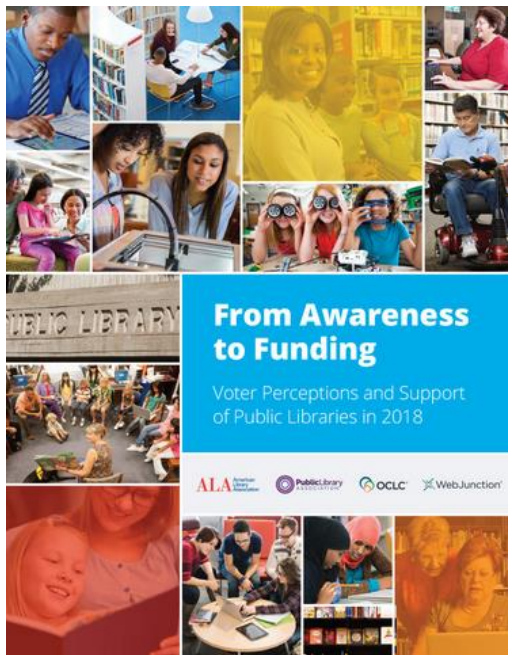


“In order to answer the question, ‘What type of library service is needed in the community?’... a great deal must be known regarding the area to be served. What are the important factors in the library’s community environment? What social changes have altered this environment? These are questions which require historical, geographical and social data and, hence, an important part of an effective library survey is a study of the community itself.”

(McDiarmid 1940, 11)



# Some OCLC Projects reflecting the Library in the Life of the Community

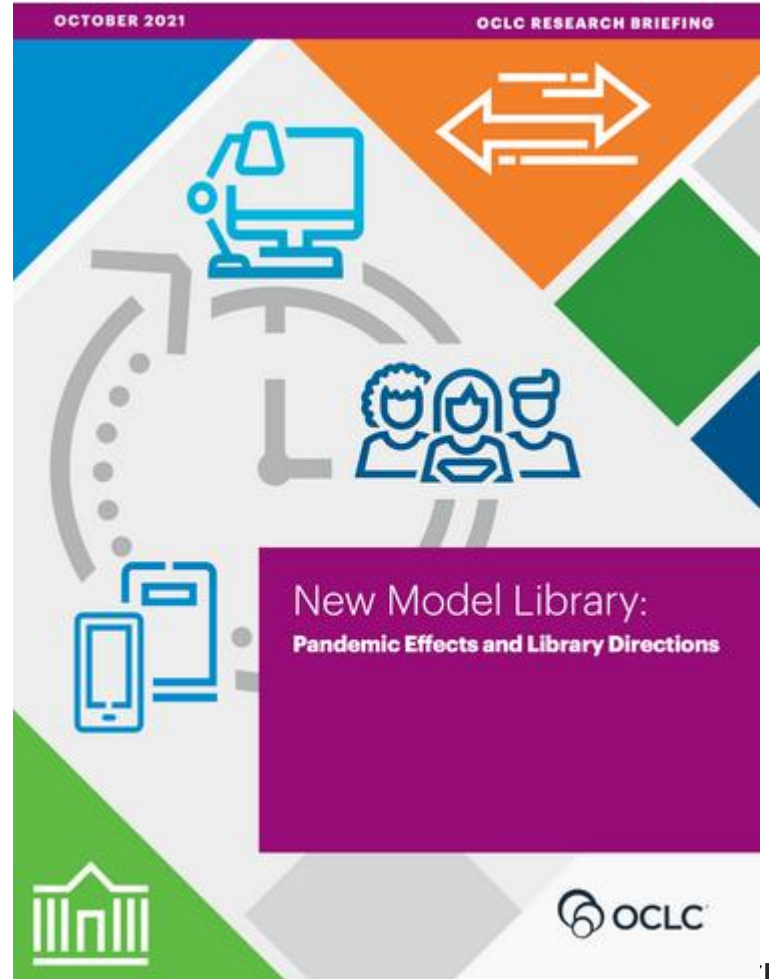


**“...librarians in 2020 will be assisting users in the creation, evaluation, and production of content.”**

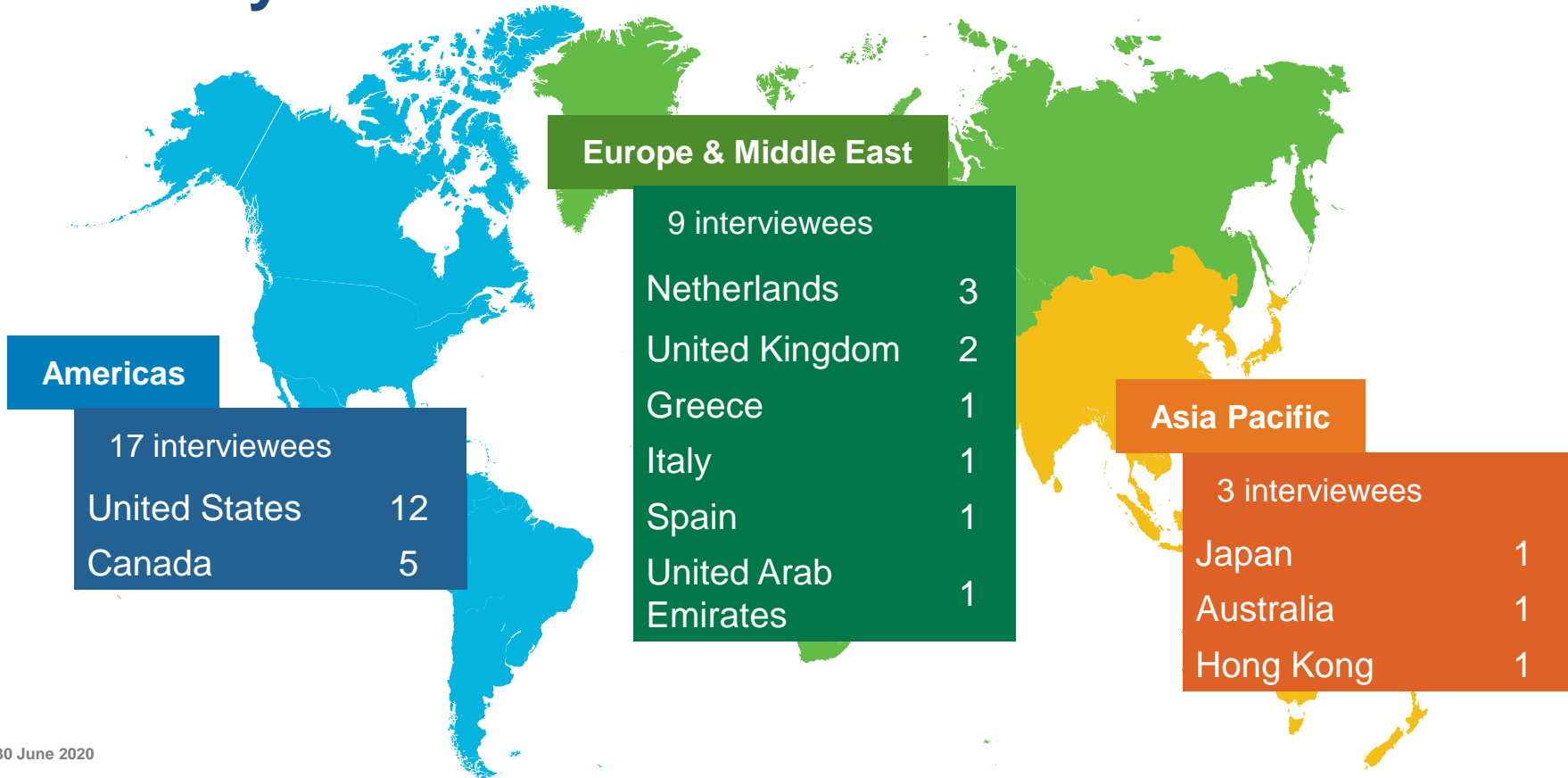
**(Connaway 2013, 83)**



# OCLC's New Model Library



# 29 Library Leaders



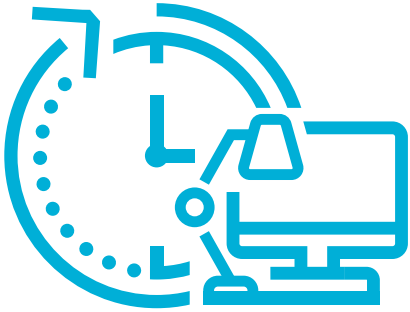
As of 30 June 2020

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# FINDINGS

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# The New Model Library



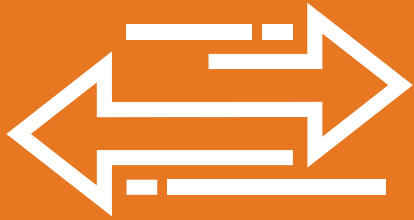
**Work  
experiences**



**Collections  
experiences**

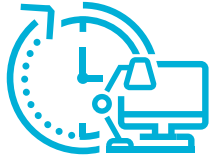


**Engagement  
experiences**



**AGILITY**  
**COLLABORATION**  
**SPACE**  
**VIRTUALIZATION**





# Work experiences

**Train for the future**

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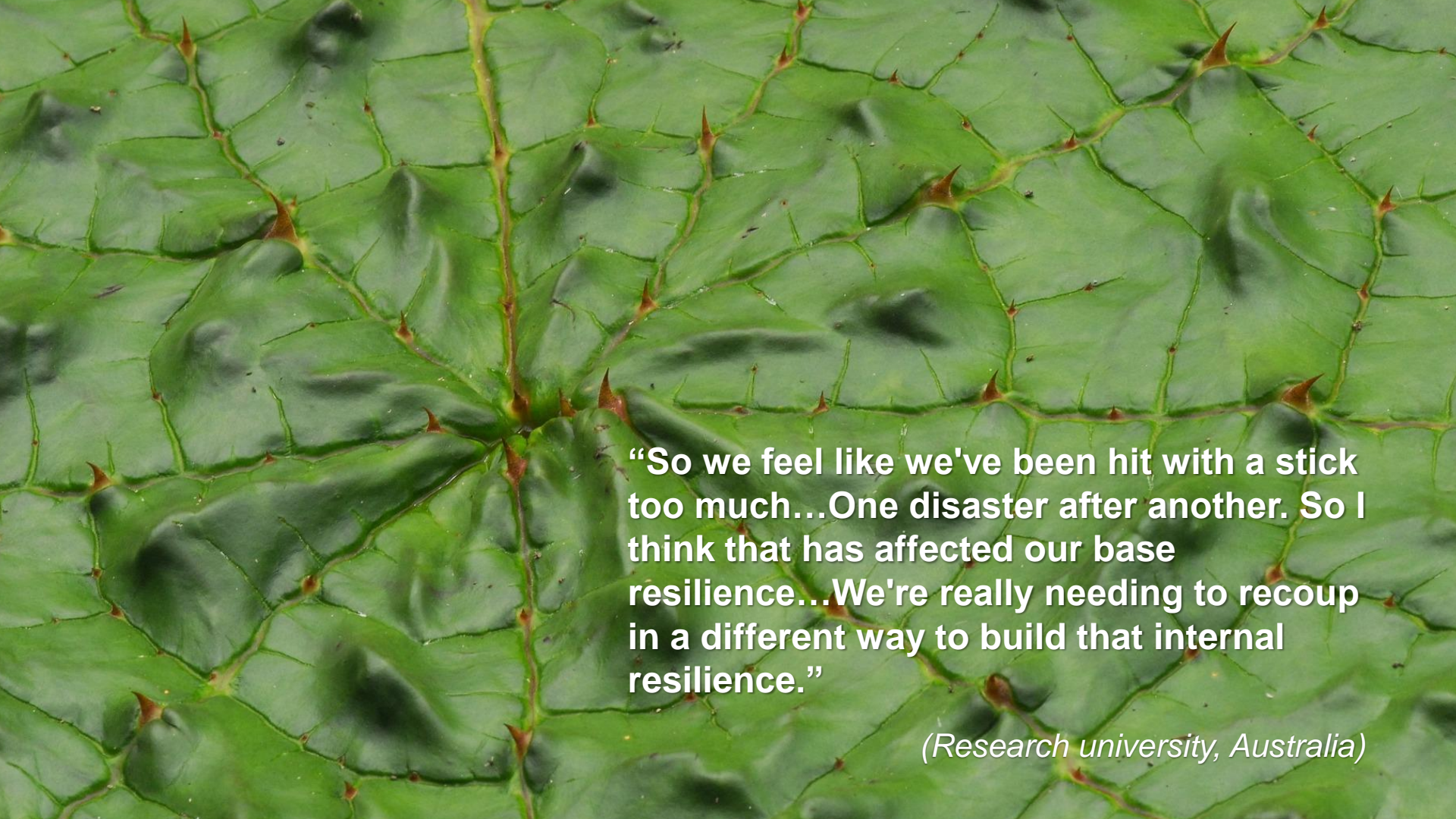
**Focus on staff's well-being**

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**Embrace work flexibility**

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**Challenge traditional divisions of labor**

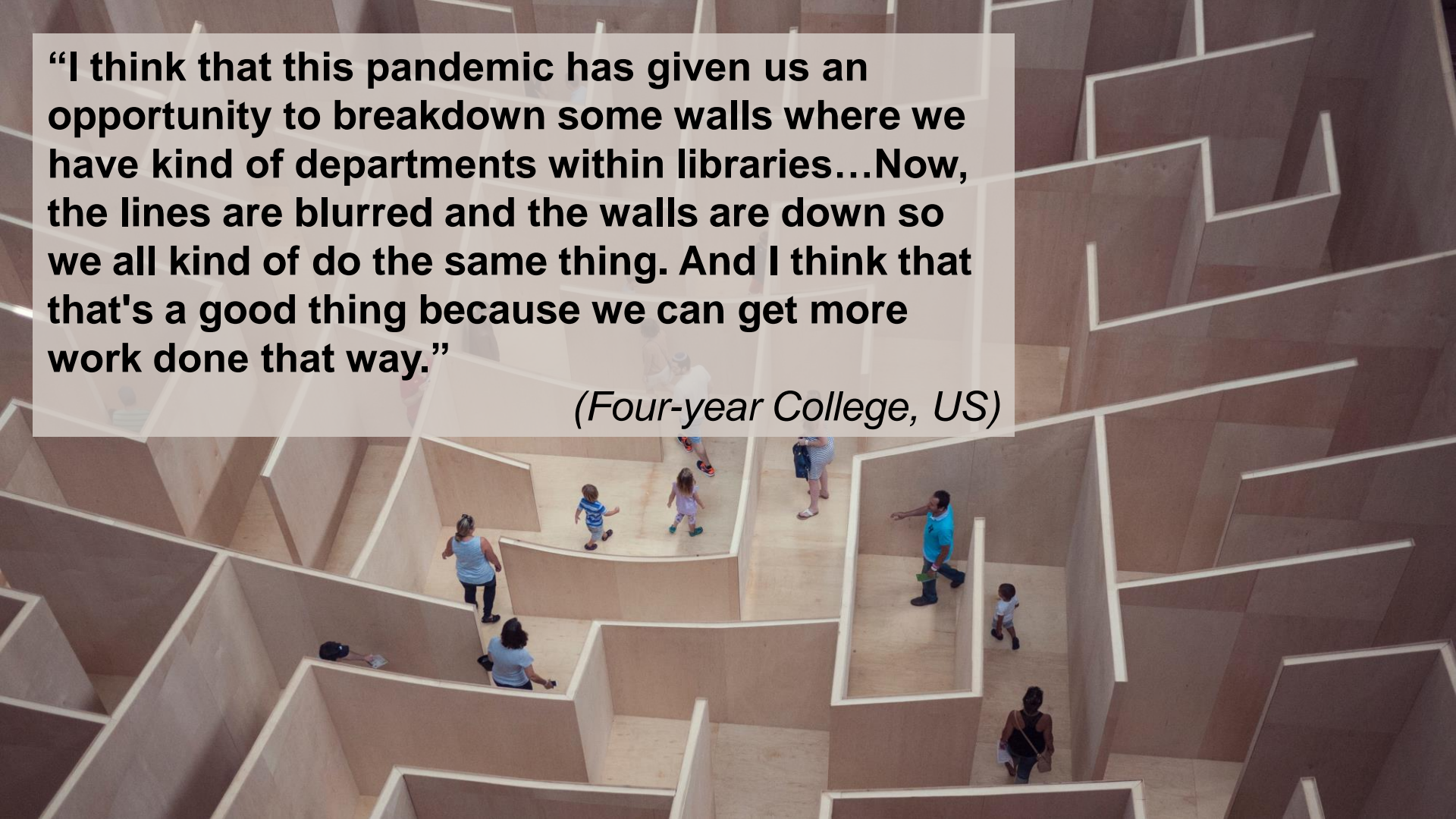
A close-up photograph of a green leaf, showing a network of veins and small, brown, pointed structures (possibly thorns or buds) along the veins. The leaf has a slightly textured, waxy appearance.

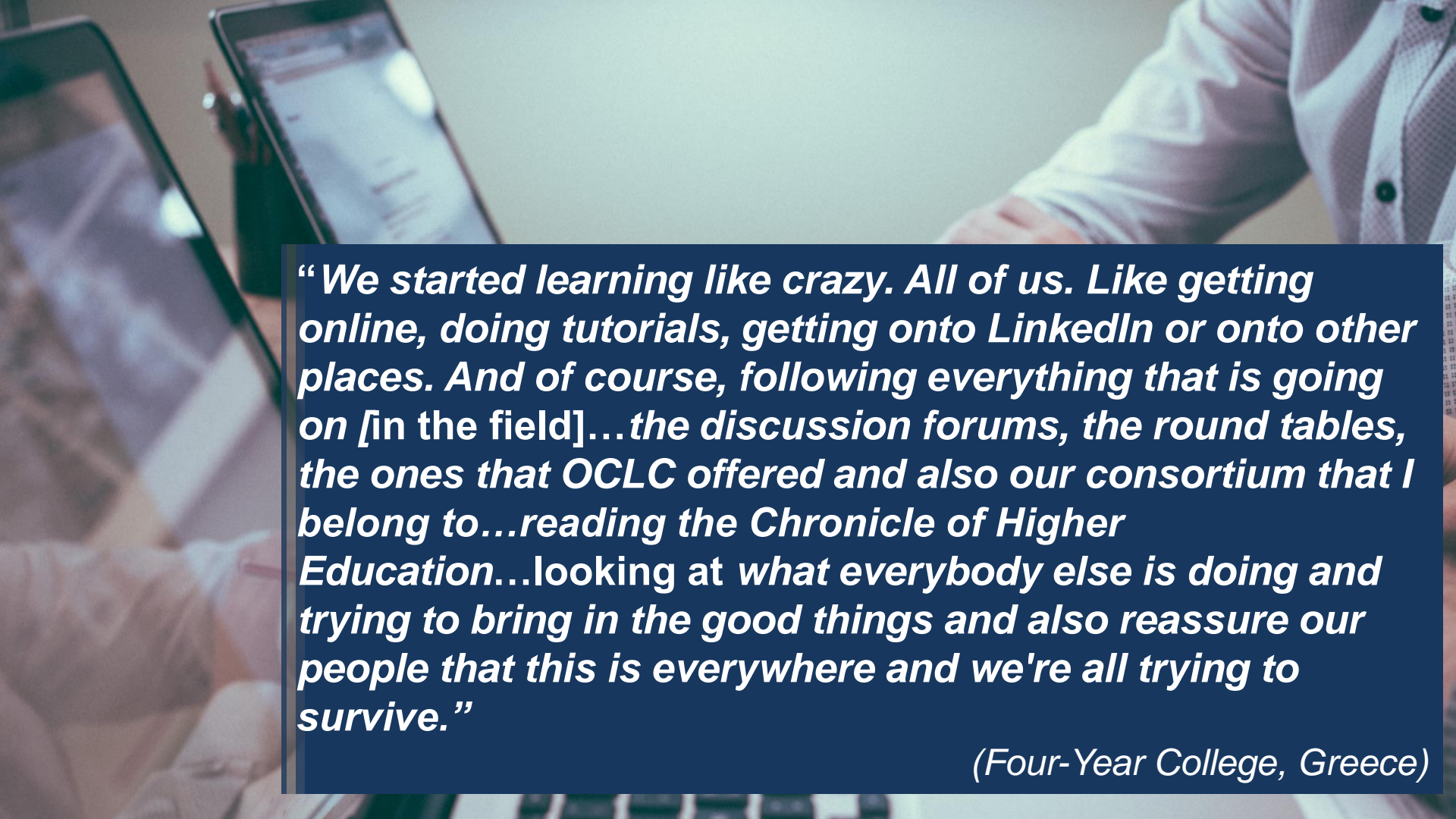
**“So we feel like we've been hit with a stick too much...One disaster after another. So I think that has affected our base resilience...We're really needing to recoup in a different way to build that internal resilience.”**

*(Research university, Australia)*

**“I think that this pandemic has given us an opportunity to breakdown some walls where we have kind of departments within libraries...Now, the lines are blurred and the walls are down so we all kind of do the same thing. And I think that that's a good thing because we can get more work done that way.”**

*(Four-year College, US)*



A person wearing a white shirt is looking at a tablet and a smartphone. The background is a blurred office setting. A dark blue text box is overlaid on the image.

***“We started learning like crazy. All of us. Like getting online, doing tutorials, getting onto LinkedIn or onto other places. And of course, following everything that is going on [in the field]...the discussion forums, the round tables, the ones that OCLC offered and also our consortium that I belong to...reading the Chronicle of Higher Education...looking at what everybody else is doing and trying to bring in the good things and also reassure our people that this is everywhere and we're all trying to survive.”***

*(Four-Year College, Greece)*

**“I think it's proved a lesson to a lot of colleagues that they can do their [jobs] perhaps even more effectively by being more flexible in the way that they're working. At a practical level, that will be an interesting one. I've already talked with my boss within the institution that we should really anticipate, we'll start to see a lot more staff requesting flexible working, and how will we deal with that? Because we have a typically formalized structure where that happens.”** *(Research University, UK)*





# Collections experiences

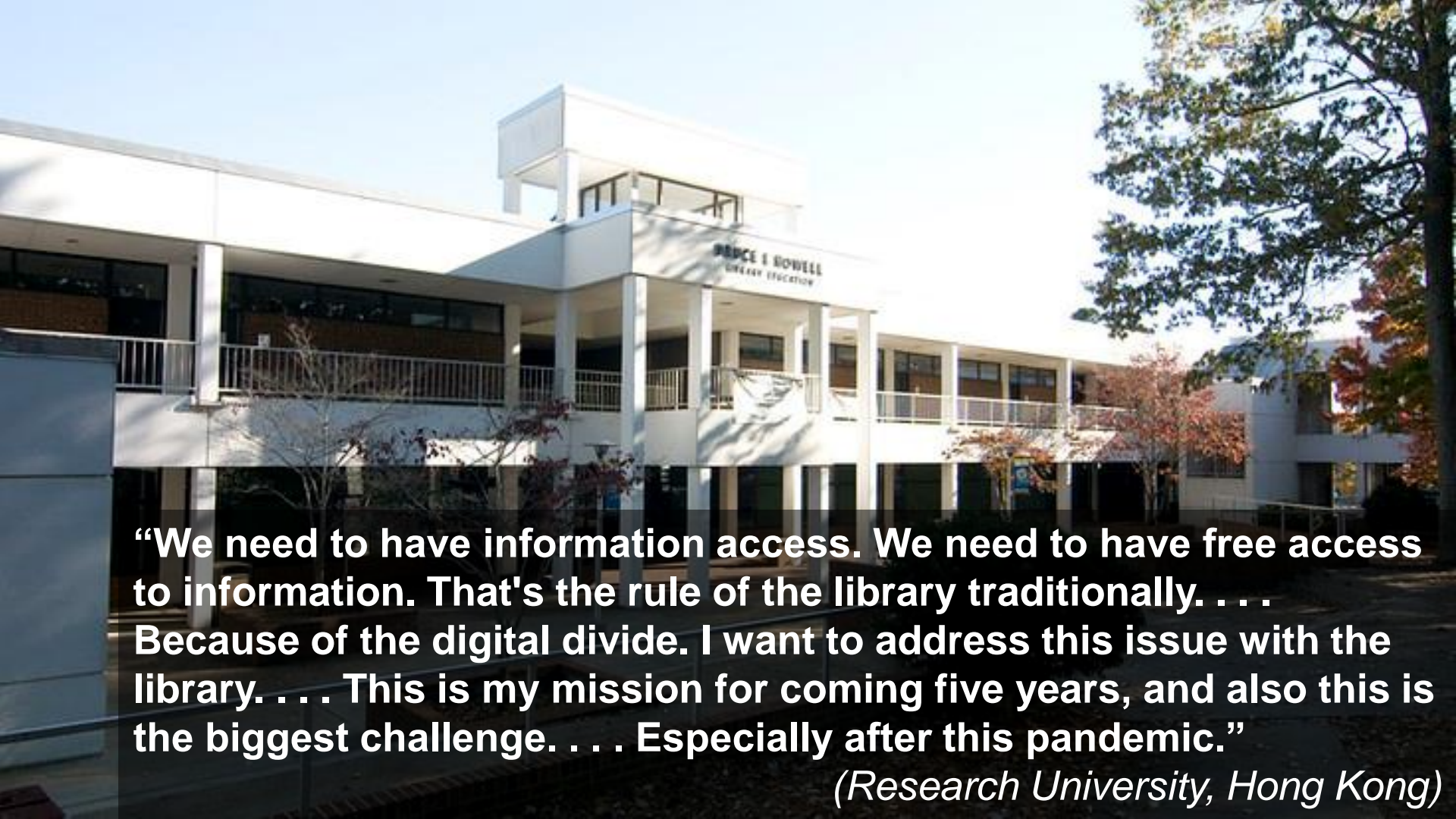
**Acquire digital and open content strategically**

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**Create new connections to physical collections**


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**Prioritize resources that close the digital divide**



**“We need to have information access. We need to have free access to information. That's the rule of the library traditionally. . . . Because of the digital divide. I want to address this issue with the library. . . . This is my mission for coming five years, and also this is the biggest challenge. . . . Especially after this pandemic.”**

*(Research University, Hong Kong)*



**“I think we should have to rethink what we are doing, the budget we invest on printed collections, and also things like withdrawals and to create a policy for the collection management, more precise, more accurate, to the needs of our users.”**

*(Research University, Spain)*





# Engagement experiences

**Partner with a purpose**

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**Lead with a hybrid approach**

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**Invite engagement in physical spaces**



***“In the past, the library was seen as providing resources for teaching, learning and research. As we move forward, we will build the expertise and offer services that allow us to become deeply integrated into these activities.”***


**(Damon Jaggars 2016)**





**“I think the physical library...will still exist, but in most cases will have transformed more into a place to be, to study, to come together, to discuss with other people. Will be used more and more as a platform for the community and of, by and for all.”**

*(Suburban Public, Netherlands)*

A photograph of three Black women sitting at a table in a meeting. The woman on the left is smiling broadly and looking towards the other two. The woman in the middle is also smiling and looking towards the woman on the right. The woman on the right is seen from the side, looking towards the other two. They are all wearing professional attire. The background is a plain, light-colored wall.

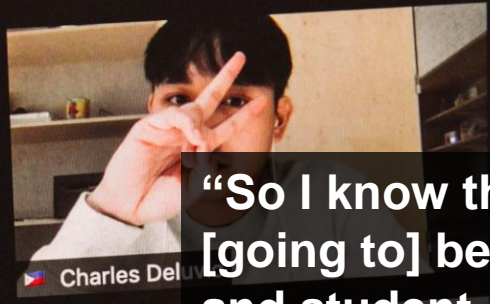
**“We are very [closely] working inside the university now. That was not [the case] before...[the] pandemic caused a lot of change in their [the faculty] working style and class style and financial support... [this has] not ever been seen before.”**

*(Research University, Japan)*

**“..working with Student Success, and because we were starting to be involved with the academic instructional technology pieces, we got to become part of the major advocacy that had to happen with faculty suddenly going remote... The library has all of these resources, make them available, a good chunk of them online, and you are wanting to talk about educating our community, let's partner on this.”**

*(Four-year college, US)*



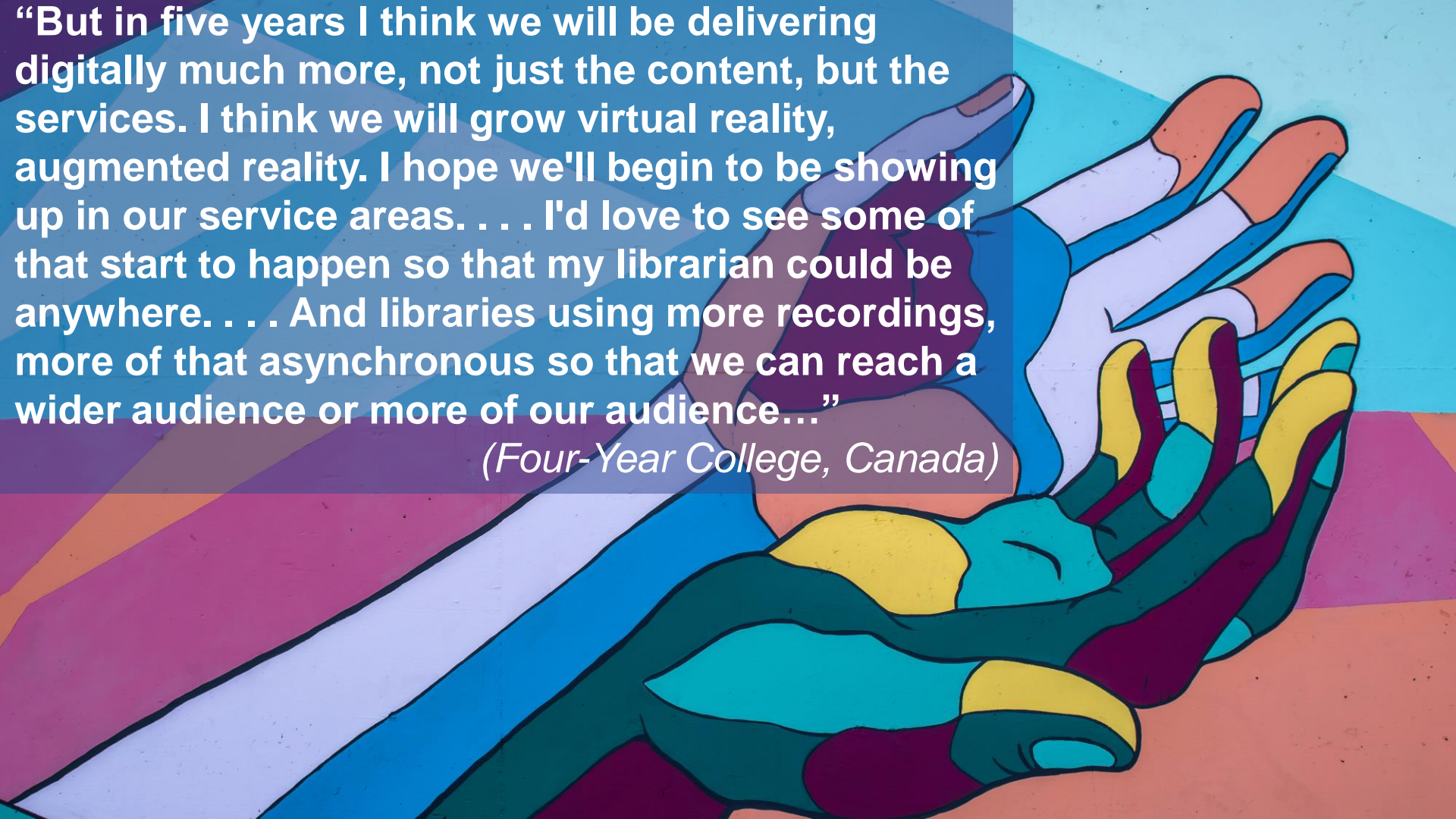


**“So I know that if we are truly [going to] be student-focused and student online-focused, then access is the big piece. Being accessible, being appealing, being useful, meeting needs in that online world, and whatever devices we’re using at that point in time is essential.”**

*(Four-year College, US)*

“But in five years I think we will be delivering digitally much more, not just the content, but the services. I think we will grow virtual reality, augmented reality. I hope we'll begin to be showing up in our service areas. . . . I'd love to see some of that start to happen so that my librarian could be anywhere. . . . And libraries using more recordings, more of that asynchronous so that we can reach a wider audience or more of our audience...”

*(Four-Year College, Canada)*



**“We need to be where our users need us, when they need us.”**  
(Connaway 2013, 84)





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# PREPARING INFORMATION PROFESSIONALS

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# Job Trends in Library and Information Science

- Digital Scholarship
- Research Support
- Scholarly Communication
- Teaching and Learning
- User Experience

(Sanches 2022)

# Changing Roles of Academic Librarians in Canada

- Explores librarians' role and responsibility changes in Canada's 15 research-intensive universities (U15)
- Asked about 5 areas of responsibility
- Data collected March 2017
- 205 out of 743 librarians completed the survey - 27% response rate
  - Responses from every U15 university

(Ducas, Michaud-Oystryk, & Speare 2020)

# Librarians lack confidence in these areas

- Research Support (62%, n = 102)
- User Experience (60%, n = 104)
- Scholarly Communication (51%, n = 62)
- Digital Scholarship (50%, n = 53)

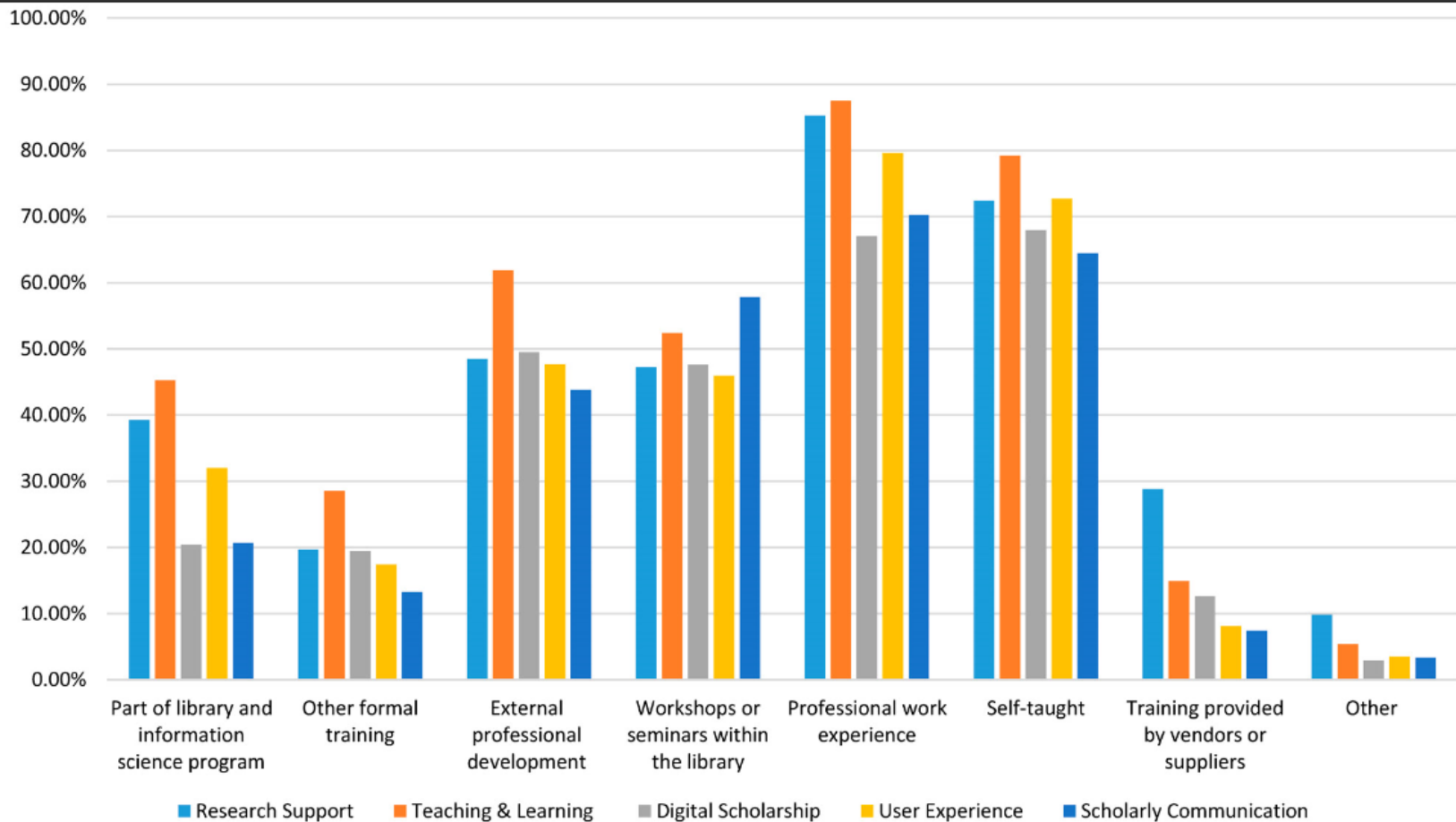
(Ducas, Michaud-Oystryk, & Speare 2020)

# How librarians acquired new skills

- Professional work experience (1<sup>st</sup>)
- Self-teaching (2<sup>nd</sup>)
- External professional development activities
- Attending workshops or seminars within the library
- Library and information science programs and other formal training is **considerably lower.**

(Ducas, Michaud-Oystryk, & Speare 2020)

**FIGURE 2**  
**How were your skills and knowledge acquired?**



(Ducas, Michaud-Oystryk, & Speare 2020)

# New vs. traditional vs hybrid roles

- New = Research Support, Teaching and Learning, Digital Scholarship, User Experience, or Scholarly Communication
- Traditional = Reference, instruction, cataloguing, collection development, or administration
- 13% (N=21) perform only new roles
- 44% (N=72) perform only traditional roles
- 44% (N=72) perform hybrid roles

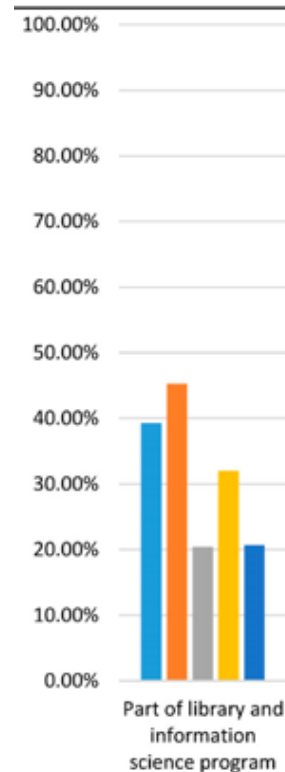
(Ducas, Michaud-Oystryk, & Speare 2020)

## Trends in library jobs

- Scholarly Communication ■
- Research Support ■
- User Experience ■
- Teaching and Learning ■
- Digital Scholarship ■

(Sanches 2022)

## How skills and knowledge are acquired



(Ducas, Michaud-Oystryk, & Speare 2020)





**Is this our fate?**

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# WHAT IS OUR FATE?

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# AI: Chat GPT



# Bio from Chat GPT

Lynn Silipigni Connaway is a highly accomplished information scientist and a **senior research scientist** at OCLC, a global library cooperative. She has made significant contributions to the field of library and information science, especially in the areas of user behavior and information-seeking practices.

Lynn earned her Ph.D. in Library and Information Science from **the University of Pittsburgh in 2002**, and since then has been involved in numerous research projects focused on exploring the changing landscape of information-seeking behavior in the digital age.

Her research has been widely published and cited, and she has received numerous awards and honors for her work, including the ALISE/Bohdan S. Wynar Research Paper Competition Award and **the OCLC Online Computer Library Center Award for Research.**

In addition to her research, Lynn is a highly sought-after speaker and presenter, and has delivered keynote speeches and presentations at conferences and workshops all over the world. She is also a highly regarded educator and mentor, and has taught courses in library and information science at the University of Denver, **the University of North Carolina, and Florida State University.**

Reimagining Descriptive Workflows" by OCLC is a research report that explores the major themes related to metadata creation and management in libraries, archives, and museums. The report identifies several challenges faced by institutions in these fields and proposes potential solutions to address them. Some of the major themes covered in the report are:

1. **Collaboration and Community:** The report highlights the importance of collaboration and community building in metadata creation and management. It suggests that institutions should work together and share expertise, tools, and resources to enhance metadata quality and efficiency.
2. **Automation and Artificial Intelligence:** The report discusses the potential of automation and artificial intelligence (AI) in metadata creation and management. It suggests that institutions can use AI to improve metadata quality, reduce errors, and increase efficiency.
3. **Linked Data:** The report explores the concept of linked data and its potential for enhancing metadata interoperability and accessibility. It suggests that institutions should adopt linked data principles and technologies to improve metadata sharing and reuse.
4. **User-Centered Design:** The report emphasizes the importance of user-centered design in metadata creation and management. It suggests that institutions should consider user needs and preferences when designing metadata workflows and interfaces.

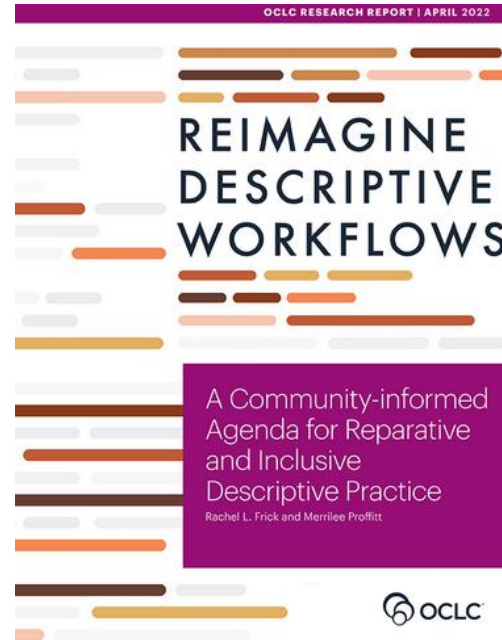


# What Chat GPT missed



No mention of:

- Power
- Racism
- Privilege
- White




## Bard is an experiment

As you try Bard, please remember:

**Bard will not always get it right**

Bard may give inaccurate or inappropriate responses.

The image shows three rotary telephones of different colors: a green one on the left, a cream one in the center, and a black one on the right. They are arranged on a textured surface. The green phone has a Siemens cordless handset. The cream and black phones are standard rotary models. The text is overlaid on the image in white and grey boxes.

**“We’re stumbling into a massive game of AI misinformation telephone, in which chatbots are unable to gauge reliable news sources, misread stories about themselves, and misreport on their own capabilities.”**

**(Vincent 2023)**

# Opportunities for Information Professions

- Change the type of metadata we are creating
- Revamp our ontologies, collection policies
- Test, use, and teach new technologies and applications
  - CORE-GPT
    - Answer not just drawn from the model itself, as is done with ChatGPT and others, but is based on corpus of 34 million open access scientific articles
    - Provides citations
- Metaliteracy



# Information Literacy to Metaliteracy

**“Metaliteracy is an overarching and self-referential framework that integrates emerging technologies and unifies multiple literacy types...expands the scope of generally understood information competencies and places a particular emphasis on producing and sharing information in participatory digital environments.”**

(Mackey & Jacobson 2011, 62–63)

“Metaliterate learners are critically engaged researchers who can contribute to discourse and who can also successfully navigate the information landscape that is riddled with fake news, alternative facts, biases, and counterknowledge.”

(Cooke 2017, 219)

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# Job Trends in Library and Information Science

- Digital Scholarship
- Research Support
- Scholarly Communication
- Teaching and Learning
- User Experience

(Sanches 2022)

A photograph of a library interior. In the foreground, a group of people, including students and staff, are seated around a wooden table. They are engaged in conversation and looking at books and papers. The background shows tall bookshelves filled with books. A man in a blue jacket is seated at a table in the background, reading a book. The overall atmosphere is one of academic collaboration and learning.

**Build relationships**


**“In order to become the hub of an academic’s work, the library needs to provide connections—between activities, and between people.”**

**(Tancheva et al. 2016, 36)**



**“Knowledge is created through conversation—if you’re in the knowledge business, you’re in the conversation business.”**

**(Lankes 2016, 23)**



**“By focusing on relationship building instead of service excellence, organizations can uncover new needs and be in position to make a stronger impact.”**

**(Mathews 2012, 9)**

A large, dark brown dinosaur skull is the central focus of the image. It is positioned in a museum-like setting with a white, paneled ceiling. A large, bright red 'X' is drawn across the skull, extending from the top-left to the bottom-right and from the top-right to the bottom-left. Overlaid on the skull is the text 'Is this our fate?' in a white, sans-serif font. The skull's features, including its large eye sockets, nasal cavity, and rows of sharp teeth, are clearly visible. The lighting is dramatic, highlighting the texture of the bone.

Is this our fate?

# Questions & Discussions



# Thank you!

**Lynn Silipigni Connaway, PhD**

Executive Director, Research

OCLC Research

connawal@oclc.org

@LynnConnaway

**Because  
what is  
known must  
be shared.<sup>SM</sup>**

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