NSM Stuff Session  
Meeting Minutes  
June 21, 2010, 9:00-10:30 – ACES Heritage

I. Update on NSM Projects

JoAnn Jacoby opened the session with an overview of the NSM Teams:

- Reference Services: Wrapping up their report – expected in about 1 week.
- Geology: Adapting to closure of parts of Natural History Building. Concentrating on transfers to Grainger, pulling analytics. May need to adjust timing of the move to Grainger based on plans to reinforce the structure and the scheduled for reopening NHB.
- Literature & Languages: Beginning renovations to 225, Modern Languages and English are working on transfers to Oak St. and Main Stacks
- International & Area Studies: Renovations will begin in 325 once English has moved, beginning to consolidate backlogs.
- Social and Applied Health Sciences Planning Team draft charge was submitted to the EC (ec@library.illinois.edu). Comments are invited through June 28th.

JoAnn then gave a presentation which outlined the scholarly support services available at U-Illinois. This includes the development of user-centered search and discovery systems, programs that support data services, digitization, and scholarly communications, and embedded librarians (physically and virtually).

Presentation materials are available at:  
http://www.library.illinois.edu/nsm/stuffsessions/ScholarlySupportStuffSession.pdf

II. Panel Discussion on embedded librarians and Scholarly Commons

Panel members: Merinda Hensley, Karen Hogenboom, Lisa Hinchliffe, Cindy Ingold, Lynne Rudasill, Sue Searing, Sarah Shreeves, Robert Slater

a. Lynne Rudasill - Center for Global Studies Librarian
   - Global studies – new undergrad program out of International Studies. Works with over 100 faculty associates in difference subject areas.
   - As an embedded librarian, she does traditional library tasks (collection development, reference, etc.) uses blogs/RSS feeds, tries to provide traditional services in a digital forum.
   - Works at a different level because there is no physical collection.
• Title 6 Center is interested in LCTL (less commonly taught languages). Created an offshoot of Slavic Reference Services (GIVES), which provides support for scholars using non-English languages.

b. Sue Searing – Library and Information Science Librarian
• It has been one year since the closing of the physical LIS library, faculty and staff are still dealing with the transition but the GSLIS students who started this year have never known a different model.
• Recently created a survey on use of LIS library services to find out how people, especially user from the Library, are coping without a physical library.
• She and Sandy Wolf hold office hours, receive questions with email, Facebook, etc.
• Tries to balance physical embeddedness with a virtual presence via the website.

c. Cindy Ingold – Women and Gender Resources Librarian
• Holds office hours in two student support centers – Women’s / LGBT Resource Centers.
• Doesn’t answer a lot of reference questions, but feels the value is in interacting with students, so they know they have someone to contact with questions. For example, the LGBT Center is a safe space for students and this is a way for them to have access to a librarian in a different context than the Main library.

d. Sarah Shreeves – Coordinator, Scholarly Commons / IDEALS
• The Scholarly Commons is opening this fall.
• Aimed at supporting faculty and grad students.
• This will be a set of services that allows them to experiment with new technology and gain expertise in data/digital services.
• Opportunity for librarians to be involved with research at different stages, earlier in the process and in different ways than are used to.

e. Karen Hogenboom – Numerical and Spatial Data Librarian
• Works with GIS – creating maps online, and numeric data.
• Huge software learning curve, people have an idea of what they want to do with GIS data, but need help getting started with the right programs.
• Crucial partners: ATLAS <http://www.atlas.illinois.edu/> – doing statistical consultation for 20 years – and Data Services Task Force.

f. Lisa Hinchliffe – Coordinator for Information Literacy Services
• Focuses on e-learning and teaching services.
• Works closely with the partner units on campus.
• All learning involves some e-learning. For example, most students are using Moodle to some degree. There isn’t a great divide between on-campus and distance learning.
• Sees Scholarly Commons as a way to be a connecting point for campus units /faculty members. Not to teach them how to do things, but showing how to get students learning and involved and how to connect to subject specialist librarians to collaborate on learning outcomes.

g. Merinda Hensley – Instructional Services and Reference Librarian
• Manages the Savvy Researcher program, which came out of a conversation with the Grad School on gaps in e-research issues.
• Librarians are starting to think about what students need to know, and what tools are needed for scholarship.
• Surprisingly, their most popular offering is the class on giving poster sessions. Also: Past writers block – discussions on impeding factors in their research.
• Workshops are developed by many different librarians and subject specialists.

h. Robert Slater – Web Technologies & Content Coordinator
• Became involved with Scholarly Commons doing consultation on creating a web presence.
• Getting involved with tracking user experience/user studies.
• Will be donating time to assist with use of technologies tracking user experience.

III. Questions & Answers

• Can liaisons to departments provide messages to faculty about the Scholarly Commons?
  o Yes, we will be providing ways for them to market the services and become involved with the services themselves. Will also create material to send out.

• Savvy Researcher: Are you seeing students from a broad spectrum of disciplines? (Humanities, hard sciences, etc.)
  o Merinda Hensley - Yes, especially for the poster session class. Generally they try to not focus on discipline-specific issues where possible, but classes could be adapted to subjects. Could teach better with disciplinary examples.
  o Sue Searing – Appreciates being able to send a student to someone who knows RefWorks inside and out, focusing on that rather than on a subject specialty.
- **Lisa Hinchliffe** – The more tools we add, the less librarians will be less able to provide instruction at the same level on all materials. Perhaps there are different kinds of teaching expertise that should function as a team. We are still figuring out how to provide this smoothly.

- **Karen Hogenboom** – This means coordinating the team approach, figuring out who knows the most about an issue.

**How do these models function within the overall library program – how does Scholarly Commons work with existing structure? How do embedded libraries work with their home units?**

- **Cindy Ingold** – Being in that unit informs what you bring back to your home dept. Makes me think more about collaboration with Undergrad, for example. There can be a disconnect for students, they don’t know that librarians are there. Scholarly Commons will help to counteract this.

- **JoAnn Jacoby** - Now you can write a research paper without coming to the library – how do librarians engage students then? Challenge of letting them know what is available, knowing how to engage and on what topics.

- **Lisa Hinchliffe** – This points to how, as we go to more fluid library structures, it becomes less easy to indicate how to access the subject areas without a physical building, hours sheets, etc. Need to think about central intake processes – Undergrad, main reference, these are the portals to library services. Moving into more of a consultative role – who can I refer you to? (not a single subject or entity)

- **Cindy Ingold** – Had an encounter with a Women’s Studies professor who could go to a very wide range of subject libraries – felt like she was sending her everywhere. Could there be a portal to connect different areas and allow people to work together, and to organize interdisciplinary work?

- **Lisa Hinchliffe** – It can’t be “I’ll help you, but first you have to listen to a commercial”, but we do need to use traditional services to provide more detailed instruction in strategic ways.
- Lynne Rudasill – We need the ability to cross-train and provide reference services. Researchers need to know about Scholarly Commons, where the fields of expertise are. Need to provide tools/instruction on how to use these resources.

- **What support or infrastructure is needed for success?**

  - Lynne Rudasill – We need the ability to count things differently and qualitatively understand them. Also need tools to assess user perspective, since we’re not working face-to-face, to help gauge virtual user interactions.

  - Sue Searing – More of her time is committed to being embedded at GSLIS – ¼ of time is blocked to be someplace outside the library. This wouldn’t work without backup, and complicates the idea of working as a multifunctional team – less available to colleagues. Need to balance these two needs.

  - Lisa Hinchliffe – Clearly people are having a hard time getting to committee meetings – conflicting schedules. Maybe it’s time to reassess committee structure, which is still based on the print model functions. Or change mindsets on how committee work is done – how frequently to meet, etc.