New Directions Snapshot: Remote Users or Remote Librarians: Offering Library Resources to Students/Faculty in the Places They Frequent
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OVERVIEW

Students, graduate students, and faculty are increasingly less reliant on the physical resources of our libraries; research more often is taking place in the virtual or digital world. If the “future of everything is online”, how does the library manifest itself in a way that is desirable and useful to our patrons?

Faculty members indicate that the library provides “quality” resources and that their reliance on web-based sources stems from workload and time pressures. Students note that libraries are their preferred place to study, yet librarians are often not present in the library at the same time as our patrons. In an age of 24x7 connectivity the library still largely follows a 9-5 staffing model. Therefore, attempts to “reach users where they are” need to include enhanced outreach to the physical spaces (offices, dorms, classrooms, in the stacks) as well as the virtual spaces (text messaging, chat, Facebook, etc.)

NATIONAL TRENDS

- traditional focus on print collections has moved to electronic access
- research taking place across disciplines and geography
- students multi-tasking due to increased economic and social pressures
- merging of private and academic lives necessitates 24x7 access to resources
- academic organization increasingly modeled on private (business) sector
- increased integration of “technology” and “content”
- resources less frequently identified with “place” (our patrons come from outside UCB – e.g. WorldCat.org)

LOCAL ISSUES AT BERKELEY

- small number of “distance learners” relative to other universities
- numerous attractive library spaces
- high caliber of students, many of whom will become faculty (if we prove our merit now, they will be faithful faculty supporters in the future)
- faculty and graduate students preferred over undergraduates
- research-driven more than curriculum-driven
- premier print-based collection and archival resources that are heavily used
- current or popular titles often unavailable because they are circulating
- gradual acceptance of B-space as a learning resource

STARTING POINTS

There are numerous potential starting points (see below and Appendix 1) all of which require that we make greater efforts to go to our patrons rather than waiting for them to come to us. Continuous assessment of their current practices and preferred service-delivery methods will need to take place in tandem with better marketing of the services we already provide.
- **Promote customer-service model** based on business practices
  - continuous assessment of how to get resources to patrons in most efficient manner
  - streamline the ability to make changes based on assessment

- **Better marketing** of services we already provide around themes of quality, saving time, and reducing work load
  - increased promotion of instruction to faculty and GSI’s (train-the-trainers model)
  - vigorous promotion to undergrads. They are our most numerous users, and some of them will be tomorrow’s GSI’s and faculty

- **Increased physical presence** in patron’s lives
  - expanded reference hours (including during finals study halls)
  - roving reference in stacks and library work areas. Not only does this increase our ability to provide service, it will also make the buildings safer with more people watching over our interests.
  - Alternative locations for reference service (dining halls, Sproul Plaza, faculty office visits, etc.)
  - Improve access to print materials (universal charge and discharge, consortiums with CSU’s and others for expanded access to current materials)
  - Open a 24-hour room in Moffitt with limited access to reference materials (perhaps online)
  - Improve signage using common vocabulary and encourage interaction (“Ask Us”)

- **Increased virtual presence**
  - embed “library services” into all course B-Space pages.
  - expanded chat/text/phone-in reference services with more visible links (recognizing that asynchronous communication may not be most efficient form of knowledge transfer.)
  - greater visibility in spaces students now doing research (e.g. Google via better metadata tags, Facebook?)
  - make virtual services that students use available on library workstations (Firefox, Zotero, Flickr, etc.)
  - assess most effective virtual training tools and use them (video instruction, podcasts, wikis?)
Appendix 1: OPPORTUNITIES FOR NEW DIRECTIONS

Web 1.0 has been broadly defined as the consumption of online content and Web 2.0 the democratized creation of that content. Library 2.0 incorporates the concept of continuously improving services to address patron need, but Library 1.0 is often generically used to indicate the old, or print-based, way of doing things. Here we use Library 1.0 to indicate physical services or more traditional library services and Library 2.0 for more novel digital services.

<table>
<thead>
<tr>
<th>Library Service</th>
<th>Competition</th>
<th>Library 1.0 Solutions</th>
<th>Library 2.0 Solutions</th>
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</thead>
<tbody>
<tr>
<td>Monograph Delivery</td>
<td>Amazon.com</td>
<td>Universal discharge and charge (like public libraries) – free Baker Service to any campus library.</td>
<td>E-books discharge or chapter rental. Link non-copyright full-text UC Berkeley in B-Space course sites. Incorporate Google Books into catalog.</td>
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<td></td>
<td>Google Books</td>
<td>Consortia with smaller academic libraries (Link-plus) to ensure access. Reduce book request→patron receipt time to 2 weeks.</td>
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<tr>
<td>Article Delivery</td>
<td>Google Scholar</td>
<td>Reduce “clicks” to article. Allow email on public workstations.</td>
<td>Federated searching from a single box with selection of subject area databases.</td>
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<tr>
<td>Reader Advisory/ Current Awareness</td>
<td>Google topic/news alerts</td>
<td>Email of new resources to specific departments.</td>
<td>Training on subscription database alerting services.</td>
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<td>Library Instruction</td>
<td>Vendor websites with instruction.</td>
<td>5-15 minute instruction modules to be selected by faculty. Train-the-trainer: focus instruction on GSI’s. 10 minute sessions at faculty meetings – “new offerings” 1 hour orientation to new faculty. GIS tool training. Research for the professions (available resources after Cal).</td>
<td>Locating Services on B-Space Instruction videos (3-4 minute) Best practices for free online services (Wikipedia, Google)</td>
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<td>Library Orientation/Tours</td>
<td>Prospective student tours</td>
<td>Clearer signage in libraries. In-library podcast tours (think museums)</td>
<td>Downloaded audio files – IPod Html files on website Video files on website</td>
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<td>Citation Management</td>
<td>Endnote vs. Refworks</td>
<td></td>
<td>Zotero</td>
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<td>Other</td>
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<td>Information commons</td>
<td>Peer support</td>
<td>Linking research and multi-media or presentation skills</td>
<td>Greater support for computer programs (paid and free web-based)</td>
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<td>Visual resources</td>
<td>Google images, Artstor</td>
<td>Better coordination – “find a book, find an article, find an image”</td>
<td>Integration of images into catalog</td>
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<td>Coordination of non-print materials</td>
<td>“Catalog” You- Tube faculty lectures, notes</td>
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<td>Assessment of user experience</td>
<td>Informal verbal surveys at beginning of BI’s 1-minute surveys at end of BI’s</td>
<td>Continuous assessment of services “rate this service”, “was this information useful?”</td>
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<tr>
<td>Data and datasets</td>
<td>Website of available datasets (subscription and free)</td>
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<td>Library instruction on GIS and other data tools</td>
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<td>Social Networking</td>
<td>Myspace, Facebook etc.</td>
<td>24-hour room(s) in library</td>
<td>Bibliocommons</td>
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Appendix 2: BIBLIOGRAPHY

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