

WEBVTT

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INTS 1128: Good afternoon, everyone. Thank you for taking the time to participate in today's vision seminar for our search for UCR's next University librarian.

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INTS 1128: I am Mark Long, Dean of the School of Public Policy, and I am chairing the committee for this search.

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INTS 1128: We are pleased to welcome Dr. Jade G. Wynn. Dr. Wynn currently serves as the Associate University librarian at the University of Southern California.

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INTS 1128: Please be advised that we have provided Dr. Wynn with a prompt for the Vision seminar, and she will spend about 20 min discussing the following topics.

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INTS 1128: first, the opportunities and challenges facing higher education in the upcoming years.

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INTS 1128: second, the specific opportunities and challenges she anticipates for the University Library at UC Riverside, and 3, and her vision for the library and the strategy she would employ to achieve that vision.

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INTS 1128: We will then open the session up for questions and answers.

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INTS 1128: If you have a question for our candidate, please raise your hand, and a member of our team will come to you with a microphone, and with that I will hand the session over to Dr. Wynn to introduce herself and provide her response to the prompt.

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INTS 1128: Well, hello, everybody, and thank you for coming.

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00:01:15.870 --> 00:01:40.630

INTS 1128: If you see me walk over, and it's because my screen goes dead and I can't time myself. So yes, I have minutes to discuss some really big topics that I could probably spend an hour on any one of them. So these were my prompts, you can see, and they're pretty big stuff, right? I could talk about one opportunity in higher education in the future for probably an hour. So be glad you're not

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00:01:42.570 --> 00:01:48.610

INTS 1128: 3 h, because if it was to me, talk about these things for 3 h. But I did want you to see.

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00:01:53.250 --> 00:01:55.540

INTS 1128: and I put a lot of junk on my

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00:01:58.650 --> 00:02:21.299

INTS 1128: refer back to my slides. I wanted you to know that I had more thoughts on it than just the top level. So let's talk a little bit about the challenges and opportunities that are facing higher education right now. I think I would be remiss if I didn't talk about political climate, right? No matter how much we don't want to talk about it. Really seen something that we've never seen in history before.

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00:02:21.810 --> 00:02:37.070

INTS 1128: an attack on our values in higher education, our value and being funded, and our grants and many of our revenue streams, including the fact that we may have a problem with international students in the future.

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INTS 1128: So what can we do? What opportunities can we take? And how can we combat the political climate now? And moving forward. 1st of all, we want to be able to act on change. We need to be agile and nimble, so we can't be so ingrained in what we've always done. And this is the way we've always done it, that we sink ourselves because we're not willing to change with the times

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00:02:59.720 --> 00:03:24.240

INTS 1128: just because we're in a political climate today we've seen since I've been here. We saw our budgets go back and forth right? So we need to also be nimble because we don't know what's going to go on in the political climate around us. We need to be forward thinking, I think, that that goes without saying so we can't be reactive to everything we need to think about what ifs and be prepared for them as well as we?

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00:03:24.420 --> 00:03:25.660

INTS 1128: There's a lot of what if

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00:03:25.880 --> 00:03:31.370

INTS 1128: idea would come but as well as we can. The next one is going to be our value

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00:03:33.680 --> 00:03:53.850

INTS 1128: myself. Being a faculty member among many of the things I've been. And a researcher, we do have a noble ideal of higher education we want. We value having an educated populace right? And right now, that's kind of coming under attack. So how are we going to keep upholding our values? 1st of all.

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INTS 1128: would we have to take

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00:03:56.180 --> 00:04:06.289

INTS 1128: and off of everything we need to take it out of job titles. We need to take it off committees. We're not going to change our values around deia and anti-racism.

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00:04:08.670 --> 00:04:25.719

INTS 1128: But what we do need to change is our language. So I know the answer to the correct. There's not one correct term I've come up with. I've seen schools using community. I don't know that that's the best one. But we do need to start having language around. How do we uphold the bills around diversity, equity.

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00:04:26.240 --> 00:04:46.569

INTS 1128: accessibility and anti-racism on our campuses without using the acronyms that we've commonly used? And how are we going to operationally define it? Moving forward so that it's acceptable for funding bodies and political funding bodies, but still upholds how we feel about it. So to me these are some of the big

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00:04:46.820 --> 00:04:49.740

INTS 1128: level. Oh, and I wanted to mention. There are many

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00:04:50.190 --> 00:04:51.819

INTS 1128: I'm gonna go super high level.

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00:04:52.050 --> 00:05:07.160

INTS 1128: Have 20 min. So please think of your detailed questions. I have much more detailed answers, I'm willing to share with you. So if you're looking at this and think, Oh, it's kind of lofty and up there, and I really didn't get enough out of it. It's because I needed to cover so much stuff.

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00:05:07.620 --> 00:05:30.519

INTS 1128: So again, something that's on everybody that's in academic administration's mind is enrollment, student debt, mental health issues. We're in a demographic shift that we've never seen in the United States before, meaning we have less 18 year olds coming out of college than we've ever had. So there's a need to. Now look at the untraditional student, the transfer student, the midlife

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00:05:30.520 --> 00:05:42.630

INTS 1128: career change students. And it's really going to mean that in higher education we need to do things differently than we've done before, especially when we're recruiting and looking at keeping our campuses full

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00:05:43.160 --> 00:05:54.149

INTS 1128: impressed to hear just a little bit ago that your enrollment will be up this year. That is quite an achievement. Across the Ucs, across the Csus and the private schools, we're still.

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INTS 1128: And it's not just due to covid

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INTS 1128: demographic shift in the population. And it is something as administrators that we need to be aware of.

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00:06:04.730 --> 00:06:23.650

INTS 1128: The next thing is going to be mental health and wellness, and I think that some of these you'll see, cross over every every topic that I'm speaking on. But there really is a need and a new era of mental health and wellness being part of our conversation, part of our teaching, part of the way that we do the things that we do. So

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00:06:23.650 --> 00:06:52.179

INTS 1128: when we see a campus, that when we see a student on campus that might be struggling, it's now it's very important that we stop and offer help where maybe 20 years ago, we just thought, oh, their boyfriend and them broke up. We're just going to walk by the crying student. We need to be aware of our students in Class I, as a faculty member in teaching, see the increase in accommodation letters every year as I teach. So it's something that all of us, especially in the libraries where we don't get accommodation letters.

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00:06:52.210 --> 00:07:17.729

INTS 1128: It's really up to us to treat everybody in a in a caring and empathetic way, because we don't have the manual or the letter that says this student needs accommodated in this way. So in the library especially, we have a higher need to be aware of the mental health and wellness needs of the of the community, and one of the ways that an opportunity for this is I did a lot. I read a lot of case studies before I came here on these topics

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INTS 1128: after I picked them out. And there's a great case. Study of one of the things that's working best is the counseling centers have student led peer to peer support groups for mental health and wellness, so they'll have a mental health ambassador in the residence hall and things like that. And that's a 1 way without a lot of resource campus resources that we can start to think about that. Maybe we need a mental health ambassador in the library. I don't know just throwing out ideas right now. But it is something that's new

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INTS 1128: that's evolving, and something we need to be aware of as we move into the next decade in higher. Ed.

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INTS 1128: the next thing is technology, disruption, cybersecurity. Once again, we need to be proactive thinkers. We need disaster management plans. We need our institutions across the institution, and within every unit, including the library, to be prepared for disasters that are unseen. We live in earthquake country. There are fires here. Clearly our buildings have structural issues, and we have to deal with leaks out of the blue. There are things that happen that we should be at least having a conversation about

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INTS 1128: and having disaster management trainings, so that some of our staff have the skills that if they're the ones on campus when something happens, they're empowered and feel like they know how to handle it, or who to call, if it's above our responsibilities.

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00:08:34.100 --> 00:08:49.890

INTS 1128: The next thing is going to be the need for innovation and collaboration. I think this speaks for itself. I'm going to stop reading all these because I'm already at 7 min. But what I do want to mention is

the ability to have the skills for change management. We're in a constant status change in the libraries. Our

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INTS 1128: technology changes what we're teaching changes. A generative. AI introduces new things that we have to be aware of, and the way we teach, I personally am assigning generative AI in writing courses, so their 1st prompt is using AI, and they turn that in and they refine it. And so if they use it, they're citing it properly. We need to be thinking forward on all these things.

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INTS 1128: And the last one is going to be, of course, fundraising and community. And this is really about building relationships.

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INTS 1128: And externally, this will also be about building relationships nationwide, we're not connected industry. So Geo

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INTS 1128: focus our fundraising and community building further out so specifically challenges and opportunities for Ucr libraries is going to be, of course, fundraising and being able to allocate resources in the most impactful.

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INTS 1128: It's 1 thing just to do your budget. It's another to make sure that wherever you're allocating resources, it's making an impact

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INTS 1128: everywhere is having. We have to rethink budgets. It's not just the government. It's not just the grants, it's not just the endowments, it's not just the donors. It's across the board. Higher education is changing. And therefore, you see, our libraries needs to change, to be viable in the future.

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INTS 1128: also measuring and articulating value. Anybody who's talked to me over the past few days knows that I'm a research methodologist. And I really believe in measuring our impact in everything we do. And then we're able to make data driven decisions. Right? So I know when we're we know when we're making decisions about where we're going to put our resources, that we've been able to show impact in that area, we're not just doing it blindly. And we're not

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00:10:39.420 --> 00:10:49.850

INTS 1128: continuing to do things that are not being measured for impact. We need, you know, strategic planning. And I'll get to that that will help us know what to measure and what to look for in our impact.

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INTS 1128: The next thing is recruiting and retaining team members. I have a lot to say on this, but all I'm going to say is that I've done my research. I know where Ucr needs to go.

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INTS 1128: and I have a lot of ideas, because I'm not going to give you all my secret sauce, because then you can hire someone else and have them do it. But I do know. I can see some of the issues, and it's not just here. Retaining good people is hard, and I'll talk about in opportunities on the next how we might do that. So I was teasing. The next thing, of course, is, technology has always been a main driver

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INTS 1128: in library and information. Science, right. It's always at the root of what we do, whether it's our metadata and providing access discoverability, our frontline searching for a book, our teaching. It's in everything we do. And so it's always going to be both a challenge and an opportunity. Because, as someone said to me, earlier, people like shiny new things

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INTS 1128: think the library should provide it. There has to be

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INTS 1128: in there where we assess it and evaluate it, and see if we get our roi on it. We need to know that it's making an impact. If, in fact.

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00:11:55.640 --> 00:12:08.729

INTS 1128: should provide a new technology or software. Oh, I put the same thing down twice. Look at that. I only have 8. I made a mistake. Sorry I'll go to collection, growth and management. So Ucr is special.

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00:12:08.730 --> 00:12:30.059

INTS 1128: Your your special collections are unbelievable. The exhibits that you guys have done are unbelievable. You're building smart targeted collections. You've got the right metadata. Your digitization area is so strong. So this is one to me is really an opportunity to be a leader in keeping the collections, growth and management going.

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INTS 1128: The next thing is really big again. If you've listened to me at all strategic planning and collaborative vision. My strategic planning process really talks about listening to all the voices. So all of my library team members. What do you think we should be doing? The students should never be left

out of the strategic planning process, the Administration. I need to know what their goals are, and definitely

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00:12:53.700 --> 00:13:04.830

INTS 1128: with a new Chancellor and a new President. How are we going to hook our strategic plan to both of those, so that our meaningful impact is measured and contributes to the larger plan.

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INTS 1128: And then, lastly, oh, as I said, the new leadership to me, that's a big opportunity. I'm not coming in to a bunch of people that have all these historic things that they've done, that they don't want to let go of, or

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INTS 1128: personality issues, or someone coming in saying, jade's really attached to this or that. We're all coming in kind of with an even ground. And these relationships can be built based on what we do for the institution, and it's my job to articulate what we do. So for me, this is a super big opportunity, number 9. That should be number 8, because I went one too far

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INTS 1128: or no, I doubled one. Sorry. So let's talk a little bit now about my vision and strategies. So one of them and I saw some frowning faces when I said this earlier still, I'm going to stand by. It is there has to be some continuity. The retiring Dean definitely laid out. A plan

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INTS 1128: is in the middle and has a strategic plan, and that strategic plan has not been fulfilled, and there's no reason

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INTS 1128: with the new strategic.

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INTS 1128: We don't have the new President or Chancellor's strategic plan. So there is, in my opinion, some continuity of making sure that the things that you're doing that you care about are supported and and cared about moving forward. So I want to continue the support for the current momentum in the projects.

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INTS 1128: Of course, there's a strategic planning and culture conversation that needs to be had. There are collaborative partnerships that need to be built.

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INTS 1128: There needs to be some innovation, growth, fundraising and data driven decision making. So what does that all mean? Jade? Well, 1st of all, I take this to heart. You all know what this means. I'm not going to read it to you, but it really inspired me as I was doing my work, because it is an inspirational place to come from. If you embed this in your work and keep this in mind in your own planning of what you're doing. I think that it was really inspirational. So I had to include it.

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INTS 1128: So continued support. What does that mean?

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INTS 1128: You can read.

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00:15:09.470 --> 00:15:32.960

INTS 1128: We're going to contribute to student success. We're going to measure those student learning outcomes to the level of what is the library student learning outcome? Look like, how are we in contributing classes that we go to those syllabis, have student learning outcomes on them? Are we contributing to help the professor meet those our exhibit and the engagement in the library needs to continued support the key partnerships like McNair and undergraduate research.

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00:15:32.960 --> 00:15:45.930

INTS 1128: And there's some more on here that I found out about since I've been here. But the experiential learning, the Creator Lab, the Star lab, the robotics lab, so important that we keep those front and center and that we don't lose those in a management shift.

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INTS 1128: the research services team and the geospatial services, the instruction services team that's growing acquisition, the Add team and the collaboration and the pipelines with the high School. Really, we need some physical space upgrades that will come with fundraising. Last of all, really important to me

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00:16:06.250 --> 00:16:09.850

INTS 1128: upon is empowering the team that works for the libraries.

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INTS 1128: So the second one is going to be on strategic planning and culture. So really, I mentioned this, and I've talked about it ad nauseum since I've been here for a couple days, but strategic planning that includes all stakeholders, voices. Yes, I will include. I will include students. I will include the stakeholders above us, and I will want to hear from everybody all my team members in the library, so there will be lots of opportunities through different modalities.

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INTS 1128: So it's not just going to be. We're going to have a session or 2. It's going to be, if you prefer online, if you prefer just putting it in a Google scholar, Doc, or a Google document. If you prefer an in-person session, there'll be lots of engagement opportunities around this to make sure all voices are heard, and then also checks of reading back. Once that information is disseminated, having my team

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INTS 1128: have a chance to go back and look at it and make sure it's coming out the other end like you said right now. I made the joke that I wasn't going to give somebody a Ferrari. I can't do everything in a strategic plan

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00:17:13.270 --> 00:17:24.039

INTS 1128: and come to some items that we all agree upon, that we all really feel a culture of camaraderie, a sense of belonging empathy and support. With a

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INTS 1128: more most importantly, we recognize our interconnectedness of all of our work.

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INTS 1128: of our work, to the institution and our work to the system. Once we start realizing that interconnectedness, it not only raises morale, but it gives you a personal pride in the work that you do when you really feel that you are contributing to the greater good, it's easy sometimes to get lost in a big system, but when you understand how your work directly affects the Presidents

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00:17:54.710 --> 00:18:12.780

INTS 1128: strategic plan. And you see that I'm measuring it. We're measuring it together, and we have a narrative around it. Hopefully. That will bring up morale, it will also. We want to. Oh, this is talking about hiring. We need to hire people with professional development mindset. So yes, it's great to go out and find

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00:18:12.860 --> 00:18:31.739

INTS 1128: person for the right job. I have no problem with that. But we. Our jobs are changing all the time on monthly basis. We have to learn new skills as librarians, we have to learn new technology. So I think that one of the things to recruit and retain good people is going to be looking for this professional development mindset.

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INTS 1128: and that will advance our hiring and retention processes.

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INTS 1128: So the next one is collaborative partnerships and building community. We want good communication, internal and external outreach. We need to innovate the way that we communicate. And we need to make it really transparent. We need to build and maintain new relationships.

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00:18:51.780 --> 00:19:10.680

INTS 1128: And we need to make new relationships and also foster the old ones. We need to make sure that we have a good relationship with the new administration. We need to keep and building on our its and Ucr library collaboration that help desk. I know the one in Orebox, not as the stats aren't as high as the other one.

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00:19:10.860 --> 00:19:19.220

INTS 1128: That one's not working. That's fine. I understand that, but I do think that this is an important piece to the library here to have that kind of help

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INTS 1128: hear about the stats on that. But I do think it's a good idea to always continue to build on that relationship. And then we're always going to need to keep sustainability in mind. I know you have a Leeds building on campus, but the library really needs to be thinking forward about sustainability. I know you just did the Aqmd. And you know, with the air quality management study. You guys know that as we bring that down, our score as an institution goes up, those kind of things that we don't think twice about really are things that feed into us, being an r 1 institution

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00:19:54.040 --> 00:19:57.460

INTS 1128: and keep that in mind. So I only have a couple minutes left. So

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INTS 1128: this last one's quickly about opportunities and room to try. These are all things. And if you've been at any of my sessions, I really want to empower my team to try new things. You can't innovate if you're scared to try new things. Some things don't work. And that's okay. You need an environment where you can try, learn and fail sometimes if we don't never fail, we're not really innovating. We're not trying anything out there. So I like to try to keep that environment.

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00:20:23.980 --> 00:20:34.859

INTS 1128: And I just at the bottom. Have some. I obviously just wanted to shout out for the metadata and the digital scholarship that's going on. And the oh, the Oer and OA act

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INTS 1128: programs that are going on. I know that those are not as much and more library centric. So I do think it's something that this library will be dealing with long into the future.

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00:20:45.970 --> 00:20:51.820

INTS 1128: And then, of course, fundraising. I've talked a lot about this. We're a young campus we have to, and

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00:20:53.720 --> 00:21:03.929

INTS 1128: and I think there's a lot of room for growth for community partnerships and expanding the National fundraising model. And this hopefully will also help uplift our

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00:21:04.040 --> 00:21:09.839

INTS 1128: church and our spaces. We could be helping our or Hi Barry

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00:21:12.160 --> 00:21:15.829

INTS 1128: Grant. If we want to do research and upgrading our spaces.

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00:21:16.010 --> 00:21:21.440

INTS 1128: I'm all about data driven decision making. We all know that by now I'm at 20 min. But mark that I

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00:21:23.246 --> 00:21:30.260

INTS 1128: so we need to embed new and retrofit in program

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00:21:30.390 --> 00:21:36.290

INTS 1128: services. Find out if they're working and then demonstrate.

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00:21:36.610 --> 00:21:42.569

INTS 1128: And so what do I want? What's really in a nutshell? I want collections updated spaces.

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00:21:42.700 --> 00:21:45.170

INTS 1128: high touch, high accent.

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00:21:49.180 --> 00:21:55.070

INTS 1128: phone internal relationship if I had to put it on a slide. That's where I'm going to put it.

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00:21:55.210 --> 00:21:56.980

INTS 1128: That's why it's just to show you how often

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00:22:00.240 --> 00:22:05.409

INTS 1128: doing so well. I wanted to put up there a little bit of all of not this.

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00:22:05.520 --> 00:22:07.169

INTS 1128: which is some of the forward facing.

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00:22:09.540 --> 00:22:10.390

INTS 1128: Why.

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00:22:14.750 --> 00:22:20.739

INTS 1128: so with that I only went 20, and I can answer

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00:22:28.010 --> 00:22:28.870

INTS 1128: a ball there.

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00:22:35.190 --> 00:22:36.860

INTS 1128: Dr. Wynn, appreciate it.

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00:22:37.250 --> 00:22:44.490

INTS 1128: So with that, we'll open up the session for and and one of our I'm

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00:22:44.880 --> 00:22:47.810

INTS 1128: microphone so we can catch it on the recording.

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00:22:57.120 --> 00:22:57.800

INTS 1128: Good afternoon.

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00:22:58.850 --> 00:23:00.340

INTS 1128: Queue in here.

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00:23:00.440 --> 00:23:19.269

INTS 1128: My name is Charlie Scruggs, and I'm the director of the Pre-professional advising center on campus. It's the pre-health pre-law advising center. And my question is for you this afternoon. I know there are probably many librarian jobs that are open across the country at colleges and universities. But why? Ucr.

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00:23:29.470 --> 00:23:32.959

INTS 1128: the other thing is, the truth is, is in the library here.

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00:23:35.160 --> 00:23:36.570

INTS 1128: They're exciting.

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00:24:57.780 --> 00:24:59.190

INTS 1128: Can you not hear me now?

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00:25:00.290 --> 00:25:02.150

INTS 1128: Okay, sure.

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00:25:05.480 --> 00:25:06.280

INTS 1128: I can't.

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00:25:12.280 --> 00:25:18.539

INTS 1128: Just can you elaborate a little bit on that and open science in general? What is?

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00:25:19.220 --> 00:25:46.039

INTS 1128: Oh, that the library plays, or how do you see the library? Sort of engaging with open science or open educational resources? Okay, we have 3 topics there we have oer we have. OA, if people don't know that's open access, and we have open science. One of the great things, as I said that your library is doing, and it's a system-wide thing from the cool Council

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00:25:46.110 --> 00:25:56.409

INTS 1128: is that they are doing. They have a what was the name of it? Somebody might help me with the name of the data repository. That's open science in action.

118

00:25:56.410 --> 00:26:16.479

INTS 1128: Not a lot of schools can do it. It's very expensive to do as a single institution, but you've done it system wide and made it a revenue stream because you paired with a digital library. So for open science, I think that that is an innovation that I'd be super proud of being a part of the other part of that is, we have things like Osf.

119

00:26:16.510 --> 00:26:32.300

INTS 1128: That librarians can, you know, put on their libguides, or talk to faculty about. If they're not familiar with Osf, if you aren't, it's the open Science forum, and it allows you I use it a lot, because the research I'm doing right now has a lot of supplemental material

120

00:26:32.300 --> 00:26:58.650

INTS 1128: that's too big for the article. The Open Science Forum allows you to post all that stuff. Have a doi for all the supplemental material. And then when you write your manuscript, I can just say supplemental material at Osf this Doi. So that's a free resource that we can be training. And they have free trainings. So if we wanted to put that workshop up on a library website, for as a workshop we can host it, but it's free, and Osf. Is doing it.

121

00:26:58.680 --> 00:27:04.369

INTS 1128: OA is open access. I am not sure. I know you're a Barnes and noble campus.

122

00:27:04.440 --> 00:27:17.450

INTS 1128: and I'm not sure if you have a flat fee for textbooks. No, okay. So you're that, probably with the Barnes and noble store. Those are called right now. The big one is, I just lost it.

123

00:27:17.680 --> 00:27:44.999

INTS 1128: There's 2 different acronyms, but open access. There's some that what they're doing is they're charging students like they would charge them a health fee, and all their textbooks are accessible. Now. Some of them are digital links. Some of them are mailed to them. We see it a lot in our grad school programs that have all their materials included in the price. So open access is interesting, and my understanding is the Cools Council is the one that's talking about it. There's actually a subcommittee

124

00:27:45.040 --> 00:28:02.759

INTS 1128: of that council that's working just on open access. And that is a campus specific, so there will not be something that comes from the system, and everybody has to do, and a lot of it will have to do with the bookstore more than the libraries. To be honest with you, the libraries can provide

125

00:28:02.760 --> 00:28:27.129

INTS 1128: information to, so we might follow it, or Barnes and Noble can set up a system that reads into. I think we use Alma right reads in Alma to see if we have digital access to the resource for the student. There's a lot of talk around. This is, you know, do we want to do this? The research shows that a good percentage over 50% of students are not buying their textbooks.

126

00:28:27.400 --> 00:28:54.179

INTS 1128: So if we have a lot of students, especially undergraduates, that textbooks is a problem, and I think the number on our campus. We did the survey. My team did it, and I think it was 76% of students said that they've gone through at least one course, without buying the textbook. That's kind of scary that if our students are struggling so there are some good sides. The other thing is, the students talk about with OA that they love the ease, because when they go into the Lms

127

00:28:54.470 --> 00:28:59.539

INTS 1128: everything is there. There's 1 link, and all their materials for that semester are there

128

00:28:59.540 --> 00:29:24.499

INTS 1128: so? But there's a lot of people saying, Well, it's not fair to charge them a flat fee. Some books are more expensive than the others. How does it work out? We've seen in the Csu system that has the affordable learning solutions act that they have been able to bring those flat fee down over time. Now with the library's cooperation, we can also try to provide some of that content, and we can let them into our course

129

00:29:24.500 --> 00:29:29.490

INTS 1128: reserves that makes even more things accessible that we've already dealt with. The copyright on.

130

00:29:29.490 --> 00:29:46.309

INTS 1128: So Aoa is a very complex construct, and I'm not going to tell you that there's an answer. Different campuses do different things with different levels of success, but I am very knowledgeable, and whatever the campus brings, usually the library has no choice.

131

00:29:46.460 --> 00:30:06.970

INTS 1128: The bookstore and campus administration will make those decisions, but I do know the Cools Council has a subgroup on it to try to explore what are the best options for the Uc. System wide. Now,

the last one over because that's another construct that you asked about is open educational resources. That is something that's in the library's wheelhouse.

132

00:30:06.970 --> 00:30:28.409

INTS 1128: and that is working with your faculty to either help them be authors in the open educational resource space. So do we want to be the people that teach faculty how to use the software to write textbooks in those over formats like Merlot or Libretext? Or does that belong with excite.

133

00:30:29.260 --> 00:30:58.969

INTS 1128: They're the new Professional Development Committee or program on campus again. I'm not going to claim that I know the answer for UCR. But I do know the conversations, and I feel confident that the library's role will be either limited or expanded to what my library team wants to do and thinks is within the realm of possibilities in their workload. So I hope that answered your question a little. I know it was a lot packed in because you asked 3 questions, but I did want to touch on everyone.

134

00:31:11.420 --> 00:31:19.529

INTS 1128: So my name is Kurt Burgess, and I'm chair of the Academic Senate Committee on Library and scholarly communications. One thing we've talked about

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00:31:19.650 --> 00:31:21.810

INTS 1128: a lot over the last couple years

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00:31:22.150 --> 00:31:35.359

INTS 1128: is to most people, the libraries don't have any problems. We get what we want. We order things we want. The journals are almost always there. There's some notable exceptions to that, especially like in the hearts, and so on. But



137

00:31:35.919 --> 00:31:41.509

INTS 1128: and that's a problem. Because library does have a lot of problems. We're down

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00:31:41.760 --> 00:31:53.100

INTS 1128: a tremendous number of staff over the last 10 years. This leak that you referred to didn't just pop out of nowhere, that that was a leak that was leaking on books. For almost 10 years

139

00:31:53.210 --> 00:31:57.540

INTS 1128: thousands of volumes were lost in that Science Library. Because of that

140

00:31:57.810 --> 00:32:04.170

INTS 1128: the water was just gushing down, the floor was swamped. It went into the circuit breaker boxes.

141

00:32:05.150 --> 00:32:12.150

INTS 1128: Now, if, if when it gets to that level of a problem. Action gets taken. But it seems like

142

00:32:12.260 --> 00:32:20.130

INTS 1128: it's a real problem with getting some responsiveness to some of these problems that are just going to grow into bigger problems.

143

00:32:20.400 --> 00:32:23.210

INTS 1128: And so I think I think

144

00:32:23.710 --> 00:32:28.040

INTS 1128: getting people to appreciate and understand the problems the library has

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00:32:28.160 --> 00:32:31.809

INTS 1128: when they're most people's experience with it

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00:32:31.950 --> 00:32:40.150

INTS 1128: is that it's a well functioning unit which, superficially, it isn't, it basically is. But it still has problems.

147

00:32:40.270 --> 00:32:46.190

INTS 1128: Look, I look like I'm well functioning. But I've got lots of medical problems, you know. You don't know that, but

148

00:32:46.663 --> 00:32:52.000

INTS 1128: and so I don't know how you convey that, and and how you

149

00:32:52.110 --> 00:33:03.999

INTS 1128: attain an understanding of that with the administration, so that that translates into action, that's going to benefit the library instead of just punting it down the field

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00:33:04.660 --> 00:33:12.470

INTS 1128: right? And with that particular situation it sounds like there were Band-aids put on many times. So it was there. The problem was, people were aware of it.

151

00:33:12.600 --> 00:33:20.710

INTS 1128: but the the big investment to fix it was not there. So personally, I believe that it starts with articulating the value.

152

00:33:20.710 --> 00:33:45.520

INTS 1128: It's not just about that. We're functioning. Okay, it's the value of everything we contribute. And that goes from, you know, getting, you say, people seamlessly get what they need. So they think it's functioning. And we had this conversation. People are seemingly get what they need, and they don't even know they're getting it from the library. I had someone say, I get everything I need for free. And I said, Well, it's great. Someone hooked up your Google scholar. Did you see our library?

153

00:33:45.520 --> 00:34:06.970

INTS 1128: So you don't know that we're paying for it. But in fact, we are. But to get to your point is, there's there's a couple layers to it. 1st of all, it's always articulating the value and doing it through statistics and data, and then also being able to articulate the issues. And this was a little bit when I talked about the disaster management plan

154

00:34:06.970 --> 00:34:26.529

INTS 1128: is when you do that you are not only planning for the unknown, but you're putting things in place for the known. Right? So if I know there's a structural problem that's going to go in my disaster plan, and it's going to be consistently articulated. Now, the 3rd part of it is, if I can't get a response on campus, it's time to fundraise

155

00:34:26.530 --> 00:34:51.489

INTS 1128: now. It's not great. It's not the answer everybody wants. We all want to know. I can go to the Provost and say our roof is leaking, and we're going to lose a million volumes if we don't fix this, and they just give you money, but that's not always the case. Sometimes they don't, or they say we'll send a roofer out, and they put a bandaid on it. So as a leader, you need to be willing to look at all your options, and there are other options, and one of them is going to be fundraising.

156

00:34:51.489 --> 00:35:08.319

INTS 1128: raising in that scenario. But I think the combination of articulating the problem having data on the impact you make and data on what's going wrong as well, and being able to articulate that to the people above me, and then also being able to reach outside the university for help.

157

00:35:08.500 --> 00:35:34.829

INTS 1128: I mean, I wish I could say, well, yeah, if I would have been there that I would have made the provost pay. But we can't say that we don't know, and we are at the will of other people. So all we can do is leverage. What we have to the best of our abilities, and part of that is, if people don't understand the value. If you don't have an advocate out there that's consistently messaging the value of the library when things go wrong. People aren't really worried about it.

158

00:35:35.130 --> 00:36:05.049

INTS 1128: It's only when they lose something, you know, access goes away. You can bet if I cancel a bunch of subscriptions to databases. They're going to notice it, and the Provost is going to fix it because everybody on campus is going to be yelling about it. So you need that kind of momentum and urgency that is the basis of change management essentially, is that you know, you need to identify the problem. And you need to create urgency around it, create the common goals. So I think that using those kind of

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00:36:05.050 --> 00:36:14.819

INTS 1128: constructs, that is the way to go in this situation, I wasn't here, so I don't know what was tried, and I do know that local fundraising is tough here.

160

00:36:14.920 --> 00:36:42.960

INTS 1128: you know, we need to be looking beyond the ie. We don't have Silicon Valley here. We don't have the entertainment industry. Those are both big money and easy pickings for Ucla. And for you know, Ucsf, even though they're just a Med. School. But I hope that answered again. If I had a solution clearly, I probably wouldn't be here. I'd be the provost. But but I do think that part of it is the consistent.

161

00:36:43.080 --> 00:36:58.030

INTS 1128: always making sure that that people understand the value of what it is the library does, and then maybe they'll be more aware clearly. The fact that it happened before I came is a huge point of leverage. If there's something else, because now I.

162

00:36:58.030 --> 00:37:20.429

INTS 1128: Now we can all say, Well, look what happened right. Look what it cost us, not just in dollars, but in time, in the people that were there. You know the people of the library that were physically there solving these problems. Those are all things that can be used now as leverage for future things. It's sad that that's true, but that's the truth of it. Wish I had a better answer for you.

163

00:37:34.180 --> 00:37:36.980

INTS 1128: I'm going to ask a question that was pre-submitted.

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00:37:37.690 --> 00:37:42.450

INTS 1128: What has been your experience and approach to supporting the professional development of your staff?

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00:37:43.110 --> 00:38:07.500

INTS 1128: Oh, I love this one. I have a professional development mindset. As a matter of fact, I'm probably annoyingly so if you ask my staff because I send stuff all the time that I get emails for and offer

them professional development opportunities, but also been able to open up a research Grant program that we didn't have before for any of our faculty and staff that want to do research. We now have

166

00:38:07.820 --> 00:38:34.459

INTS 1128: professional development funds for everyone in the library, which was not the case when I started. It was only for people with faculty status. Now, that's a bigger pool of money, and it's for staff as well. So conference funding things like that. But I think also that we have a unique opportunity here at Ucr with the new excite center. I know that it's, you know, a tenant, and we're not sure they're big funding and all that stuff, but not only can we help them by

167

00:38:34.520 --> 00:38:55.850

INTS 1128: helping them do workshops, but we can also ask them to do workshops that will help us with professional development. So I look at it as it's not just like providing the opportunities. But it's creating a culture with a professional development mindset. So my most proud since it started with an example is, I started what's called a Dean's challenge, Grant.

168

00:38:55.930 --> 00:39:21.179

INTS 1128: and that gives people a little bit of seed money to try something new which generally has some kind of professional development and technology component to it. You get more money if you pair with a disciplinary faculty member, so it incentivizes collaboration. And that really has been something that's taken off, not just because my faculty and staff can get professional development from it, but it creates programming.

169

00:39:21.340 --> 00:39:36.220

INTS 1128: So you might get a professional development grant and you get good at something and we try it. If it doesn't work. It was just a pilot program. It was only meant to be a year, and nobody cares if it does work, I can try to fund it.

170

00:39:36.320 --> 00:39:53.119

INTS 1128: So it's not just the professional development to get you better skills, because we all have to be doing that all the time in the library. And I really do hold it in high regard. I know I make a lot of jokes when I've up here. It's been a long 2 days, and that's just part of my personality. But the truth is is, it's really important

171

00:39:53.120 --> 00:40:08.779

INTS 1128: that all of our people are growing. Our field, our professional field changes. We're not in a field that stays the same year after year. We're not math teachers. Sorry if there's any math teachers in the room. But seriously, our professional field changes all the time.

172

00:40:08.780 --> 00:40:27.019

INTS 1128: So professional development is, is one of the things that I hold in very high regard, and I try to support and fund whenever I can, and I try to. Oh, another thing beyond the Dean's challenge. Grant that we do, now that I absolutely think is great, is all of our vendors will do free professional development.

173

00:40:27.580 --> 00:40:43.610

INTS 1128: So any vendor that we pay any money to has trainers that we either come to campus or do a zoom session for us. So now we have a program at Usc. That every it's not my favorite. It's on Fridays, I know, but every Friday at like noon

174

00:40:43.750 --> 00:40:57.750

INTS 1128: we have one of the vendors doing a professional development session so softwares. And you know different databases that we have. And it's really been good. It's been good for me after all my years. I still attend them and learn a lot of stuff.

175

00:40:57.790 --> 00:41:24.029

INTS 1128: So I just think that creating that mindset where people know that it's encouraged, it is valued on your annual review to be doing professional development that you know I don't know what your annual review looks like. But hopefully, that's part of it is showing that you're you're continually growing in your own professional field. So I think that covers the questions. I gave a couple examples and told you my mindset on it.

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00:41:25.590 --> 00:41:30.859

INTS 1128: Does anybody have here part of that that I missed Orocio? Did I miss part of that?

177

00:41:31.170 --> 00:41:39.299

INTS 1128: Okay, those multi-part questions. After 2 days of interviewing? Sometimes I have to double check that. I'm hitting all the all the answers.

178

00:41:48.520 --> 00:41:50.880

INTS 1128: We have. Another pre-submitted question.

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00:41:51.090 --> 00:41:56.380

INTS 1128: how do you engage and build partnerships with the broader campus to advance the library's impact.

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00:42:00.140 --> 00:42:09.100

INTS 1128: I feel like I'm telling the same stories over and over at this point. So y'all know about my writing center program right where I collaborated with our writing center. I brought our freshman

181

00:42:09.280 --> 00:42:30.540



INTS 1128: information literacy instruction program to reaching 33% of freshmen when I started to 99%. That continues because I built a partnership. I built the relationships with them, showed them our value. They were ready to leave us. If you haven't heard the story earlier. When I was 1st promoted, they asked me for a meeting, and I was so excited I thought great.

182

00:42:30.590 --> 00:42:53.809

INTS 1128: They want to meet with me, you know this is our. This is one of our main places for instruction. I'm now Dean of Instruction, and they told me, jade, we don't want to be associated with you anymore, they said, your instruction is uneven. Some people were given a guide to the website. Some people are just talking about the libraries and services, and we really wanted information, literacy instruction.

183

00:42:53.810 --> 00:43:02.510

INTS 1128: And it was right about the time that Acrl came out with their new framework, and I had it in my little binder, because I thought that we were having this great meeting, and I convinced them

184

00:43:02.510 --> 00:43:26.959

INTS 1128: to give me a semester, and we created a community of practice around instruction. Where we really took the Acrl framework, we took the student learning outcomes for each. We made them. We made Google sheets so that we could track the progress of our students in each classroom and show the impact we're making. We would get the syllabi from the professors to make sure we were matching with their own. I don't know if you need

185

00:43:26.960 --> 00:43:34.489

INTS 1128: do that here, but we are instructors, and professors have to have student learning outcomes for the course on each syllabi.

186

00:43:34.490 --> 00:43:56.740

INTS 1128: So I knew that. And so we used that to make sure we were feeding into their slos, and we tracked it, and then I did an annual report, all nice with infographics and stuff, and after one year the writing Center Administration said, every writing course will have a librarian instruction session, and many of them have multiple now.

187

00:43:56.750 --> 00:44:16.440

INTS 1128: So that's 1 example of creating a campus partnership. Externally, I do have a great partnership with the La mayor's office. They have a program called Hire la Youth, where they identify high risk students high risk for dropping out, but also high potential.

188

00:44:16.460 --> 00:44:31.830

INTS 1128: and they pay them to work. In the summer those students can go to different places to work, to gain work, experience, just basic things like showing up. And how do I fill out my time card as well as in our case. How do I work at the library information or circ desk?

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00:44:31.830 --> 00:44:38.519

INTS 1128: So we have this great partnership that actually solved 2 problems because the mayor's office wanted to place these

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00:44:38.520 --> 00:45:03.460

INTS 1128: underage. I have to have anybody who works in this program go through the underage training session, but it has been incredibly good. We have a great rapport with the mayor's office. They come to our stuff because of it, which raises our value once again, and we're contributing to these students when they come. They literally have never touched a time card, and some of them are very, very scared.

191

00:45:03.460 --> 00:45:29.100

INTS 1128: So just giving them those skills. And then we train them depending on the students ability, the people, the managers assess, and if they can, we train them to maybe shelve books, or, do you know, check out books, and some of them even end up working at the information desk, just depending on their own skill set. And they're they're getting paid. We're covering our summers, which is the hardest time to get student workers at my school.

192

00:45:29.100 --> 00:45:56.980

INTS 1128: and the students are really learning something. And they're they're part of that pipeline, right? They're seeing what it's like to be on a college campus. So it's not scary anymore. So they won't feel like me when they end up on a college campus. So it's really good for everybody. It's just another example of one of the partnerships that I built and I'm proud of. I've done some with museums where we fundraised with them, and we got some people from campus to speak, so building

193

00:45:57.010 --> 00:46:11.790

INTS 1128: partnerships and collaborations, both within the library, externally on campus, system-wide here, and with the external community, is something that I'm very proud of and look forward to doing. And I think that's enough examples on that topic.

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00:46:24.010 --> 00:46:31.529

INTS 1128: Here's another pre-submitted question. Please talk about your experience with fundraising efforts. What has been your biggest accomplishment.

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00:46:34.070 --> 00:46:37.279

INTS 1128: Please talk about your experience with fundraising efforts.

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00:46:37.730 --> 00:46:40.089

INTS 1128: And what has been your biggest accomplishment?

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00:46:43.400 --> 00:46:50.590

INTS 1128: I'm kind of in a weird situation when we talk about this, because fundraising at Usc is different than other places. 1st of all, we're a private.

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00:46:50.780 --> 00:47:07.660

INTS 1128: So what I can say is, I brought in someone that a new school was named after. It was my relationship that brought them to Usc. I can't say much more than that, so let me talk about something I can say again. Usc. Was very strange. You bring people in.

199

00:47:08.070 --> 00:47:13.749

INTS 1128: and soon as they're talking about possibly giving money, central Advancement takes over.

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00:47:13.800 --> 00:47:31.079

INTS 1128: and they're no longer my donor, and unfortunately, if they graduated from Usc. They never come back to me because we don't have any graduates at Usc. Libraries, right? We have no alumni, so it's not like the Dean of Marshall School of business, and I can go into my alumni base

201

00:47:31.080 --> 00:47:47.739

INTS 1128: and I make money if someone came in. And this person was not. A school is named after a new school was built after this particular donor, but if that person happened to be a graduate of Marshall, that money would have been would have first.st Marshall would have had the 1st crack at it.

202

00:47:47.740 --> 00:48:08.019

INTS 1128: So for us to find donors that have no connection to Usc. Is a trick which I did, but they take it away, and it goes to Central, and I'm not allowed to have it on my Cv, so I don't. That's just the way it

works where I'm at now. But what I will say is this, it's a little bit embarrassing, because I don't know. A couple months ago. I guess it was

203

00:48:08.180 --> 00:48:14.630

INTS 1128: yanked out from under us. But I was a co-pi on a 7.2 million dollars. Grant from the National Institute of Health

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00:48:14.650 --> 00:48:30.379

INTS 1128: to do Systematic Review and meta-analysis work on Alzheimer's, and that was pulled because of Dei, which is really ironic, because if any of you have written an Nih grant in the past 5 years. It requires you to have a Dei component.

205

00:48:30.390 --> 00:48:53.359

INTS 1128: So basically they can pull every grant that they want. They pulled mine, but it shows my ability to get those grants. The other thing I'll speak to on fundraising that I'm really proud of. Well, again. I've done externally with partners a lot like working with museums and cultural places. But the other thing that I would like to say on that is, it's

206

00:48:53.390 --> 00:49:18.839

INTS 1128: my fundraising efforts are going to be of utmost importance in this role, and I know that. But I also think it's important for everybody to know that I will support and help people make sure that they can get grants for their own projects as well, whether it be research or funding for equipment, or building your lab out. You want more robotic stuff, right? We can partner with places on campus. We can go after

207

00:49:19.080 --> 00:49:30.049

INTS 1128: partners with companies. But you know I've said this, and I know it's highly unpopular, but I've said many times that this is my authentic self. I'm keeping it that way. We are a business in higher Ed.

208

00:49:30.120 --> 00:49:54.170

INTS 1128: and when the bottom line matters we have to keep our lights on at some point. So going after corporate donors is not an ugly, dirty thing anymore. Now, do we want to do it with ethical partners? Absolutely? Do we want it with partners that, you know, have a sustainability or care about the noble ideals of education. Absolutely. We don't want to go. I'm not going to go, partner, with

209

00:49:54.430 --> 00:50:23.139

INTS 1128: like I don't want to name an oil company, but I was thinking of one. But you know, I mean, really, we do have a reputation that we want to uphold, but we also need the reality of their external fundraising is very important, and it's very important to me that my team feel like they have some support if they want to go after grants. And I have those skills. And I can make sure that those skills are throughout the library team, that if you want a grant there will be

210

00:50:23.140 --> 00:50:35.680

INTS 1128: resources and help for you to help you get that, Grant. We did not have a Grant person at Usc. Libraries when I came. Now we have a full time dedicated person that does nothing but help the faculty and staff

211

00:50:35.720 --> 00:50:38.000

INTS 1128: at Usc. Libraries write grants.

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00:50:38.110 --> 00:50:47.479

INTS 1128: As a matter of fact, he was really helpful for my Nih grant, I would have not gotten that 7 million dollars, Grant. And yes, it's not on my Cv. Because 3 days after the

213

00:50:48.010 --> 00:50:52.819

INTS 1128: the Administration changed, we were notified that there would be no more payments.

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00:50:54.950 --> 00:50:56.750

INTS 1128: Sad note to end on. How.

215

00:51:03.020 --> 00:51:16.549

INTS 1128: Thank you so much. It's been a pleasure getting to know you and hearing about this. So my question is, is there anything we haven't asked you that we should be asking you, as our, you know, for for this position something that we should know that we haven't yet tried

216

00:51:18.520 --> 00:51:19.370

INTS 1128: me. Think

217

00:51:20.710 --> 00:51:25.119

INTS 1128: if you haven't noticed, I have a lot of energy. Not that you'd need to ask me about that.

218

00:51:25.460 --> 00:51:38.269

INTS 1128: I smile a lot. And this is really who I am. I'm a generally happy, optimistic person, and I really oh, I know I really care about the students? No one has talked to me much about that

219

00:51:38.320 --> 00:51:58.580

INTS 1128: is, you know. Why am I in education? Why do I do what I do. I had intended on being a professor in a discipline, and I had a librarian come into my psychology class as I was an undergrad, and I looked at that librarian for an hour, and I thought, You know, that's pretty cool. They teach different stuff.

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INTS 1128: So I will not be teaching social science research methods for the rest of my life, semester after semester if I get this degree. So on my way to my doctoral program, I got this degree because I thought it would be really neat and helpful in anything that I endeavored to do, and as I went on and decided I was going to go into educational leadership. I fell into librarianship with no experience.

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INTS 1128: I just happened to be sitting next to the Dean of the libraries when I was going to the 1st dinner for my doctoral program, and he said, Do you need a job on campus? And I said, Sure! And he handed me his card. He said, Come to my office tomorrow. So I showed up the next day with my Cv. And he said, You have a librarian degree. And I said, yeah, I just got it. I had never worked in a library before, and I think that's really rare

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INTS 1128: for people that work in libraries. A lot of people that work in libraries. You'll find they did work in a library before they became a librarian.

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INTS 1128: and I loved it so much that even though I went on to get my doctoral degree. I stayed because I love the students. And I believed in my heart that giving students critical thinking skills and advanced information literacy skills that allow them to be critical. Consumers of information make them better global citizens. So that really hasn't come out. My dissertation is on

224

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INTS 1128: global citizenship as an outcome to higher education. If you didn't look so, that to me is very, very important. How are we contributing to society through the students that we graduate? And how do we make our graduates better than graduates to any other school around us in any of our peer schools and giving them

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00:53:40.670 --> 00:53:47.790

INTS 1128: making them critical consumers of information that have advanced information. Literacy skills is something that can set them apart.

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INTS 1128: So thank you for the question.

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INTS 1128: Okay, here's another pre-submitted question.

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INTS 1128: Please tell us about your leadership style. What can we expect from you in your 1st 90 days?

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INTS 1128: Well, you can expect for me to be getting to know people.

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00:54:12.910 --> 00:54:18.119

INTS 1128: You know anybody. My leadership style is is.

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00:54:18.150 --> 00:54:31.150

INTS 1128: I have a preferred one, but I don't like to talk about it, because the truth is, is not. Everybody responds to the same leadership style. So I would say, there's a new word for it. It's not shifting. I was just reading about it the other day, and I was like, oh.

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00:54:31.150 --> 00:54:50.979

INTS 1128: that's what I do. But what it is is you basically shift your leadership style for the person you're leading at any given minute. Because when I'm working with you, you might like transformational leadership, which is a style I like, and you may really, you know, get excited and work well under that type of leadership, but somebody else might not.

233

00:54:50.980 --> 00:55:15.970

INTS 1128: They might like a more charismatic leader or any other name. I mean my degree's in leadership, so I could list a bunch of them. But really there's a new name for it that's like called shifting or changing, or something, and it has to do a lot with online skills. So how do you lead teams online is where this research is coming out of? So I would say that it adjusts, it adapts. That's it. I'll say I'm an adaptable leader. I'll make a new leader

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00:55:15.970 --> 00:55:22.949

INTS 1128: style up for you guys. But really it's about being able to read who I'm working with, and what works with you.

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INTS 1128: and what you best respond to, because that's the most important thing. Not that I'm the leader that comes in, and I'm this way, and you're all going to follow it.

236

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INTS 1128: The next part of the question was, 90 days. 90 days goes by really fast. So I'm not making any promises because I am not coming in and changing a bunch of stuff in my 1st 90 days. 90 days is for me to feel out everybody, to get to know you all. What is your hopes? What do you want for the library? What do you want for your own personal career paths. What kind of support do you need?

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00:55:53.580 --> 00:56:09.170

INTS 1128: What kind of leadership style will you respond to all those things? And then the other side of that is building relationships. So I have 3 parts to this job, in my opinion, and the 1st 90 days only lets me dip my toes in them. The 1st part is the library.

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00:56:09.280 --> 00:56:31.200

INTS 1128: and just what I just said finding out about you all. What do you think we're doing good? What are the things that you wish we could do. But you haven't been able to do. What are the things you're doing that you don't think are working and start the conversations around. How do we measure those things? Right? Then? The second part of my job is between me and the upper level of management

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INTS 1128: and building those relationships that will let us fund the roof, leaking and building the relationships of the people above me and on the Council of library, University librarians. That's very important. The University Librarian Council. I was really impressed today. They do a lot more than I knew they did. I knew the consortium agreements, and I know how valuable that is, but they do a lot more. And then there's the 3rd part of the job, and that is getting to know the faculty and students here?

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INTS 1128: What is? What is the faculty and students expect of their libraries? What are we doing well in their eyes? What are we not doing well, what can we do differently all those things? So in 90 days you can only expect to see a lot of me.

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00:57:10.340 --> 00:57:24.949

INTS 1128: and to really get to be getting to know everybody and campus and the students, the administration building relationships across the board, from the library team to the administrative team, to the faculty, and students

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00:57:28.670 --> 00:57:37.180

INTS 1128: join any final thoughts for this group, as we are almost at time any final thoughts. Dr.

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00:57:37.430 --> 00:57:51.099

INTS 1128: Oh, for me! Oh, yeah, I was waiting for somebody to say something. Yeah, for me. I just want to thank everybody I have. Really. I can't tell you how much I've enjoyed meeting everybody. And what a special place

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00:57:51.100 --> 00:58:12.089

INTS 1128: that I wouldn't, you know. I mean, it's just the things that you're doing, your labs, your exhibits, your special collections, everything coming together. You really see what a library, what an academic library should be, and I just want to say that I'm really proud of you, and that I really enjoyed my 2 days here. So thank you so much.

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00:58:17.640 --> 00:58:31.299

INTS 1128: Thank you, Dr. Wynn, and thank you all for your participation during today's vision seminar as a reminder. Please be sure to provide your feedback via the candidate survey which can be found on the executive searches. Page. Thank you. Have a good day.