1
00:00:00.030 --> 00:00:00.780
INTS 1128: Recording.

2
00:00:01.640 --> 00:00:02.660
INTS 1128: There we go.

3
00:00:03.230 --> 00:00:15.100
INTS 1128: Thank you for taking time to participate in today's vision seminar for our search for Ucr's next University librarian. I'm Dr. Mark Long, Dean of the School of Public Policy, and I'm chairing the Committee for the Search.

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00:00:15.320 --> 00:00:30.480
INTS 1128: We are pleased to welcome Rebecca L. Lubis. Rebecca currently serves as Dean of libraries at California State University, San Bernardino. Please be advised that we have provided Rebecca with a prompt for the Vision Seminar, and she will spend about 20 min discussing the following topics.

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00:00:30.800 --> 00:00:35.470
INTS 1128: first, st the opportunities and challenges facing higher education in the coming years.

6
00:00:35.850 --> 00:00:42.040
INTS 1128: second, the specific opportunities and challenges she anticipates for the University Library at Uc. Riverside.

7
00:00:42.270 --> 00:00:47.459
INTS 1128: 3rd in her vision for the library and the strategy she would employ to achieve that vision.

8
00:00:47.730 --> 00:00:54.770
INTS 1128: We will open the session up for questions and answers. We will then, after the talk, open up the session for questions and answers.

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00:00:55.290 --> 00:01:07.170
INTS 1128: If you have a question for a 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 Rebecca to introduce herself and to provide her response to the prompt

10
00:01:10.710 --> 00:01:35.179

INTS 1128: Good afternoon, everyone. So thank you so much for taking some time out of your day to spend with me 1st of all, and for those of you who have been in multiple sessions with me. Thank you so much for taking the time for me to get to know you a little bit. So I've had this very interesting, interesting, prompt as you have just heard.

11
00:01:35.590 --> 00:01:37.750
INTS 1128: So I have.

12
00:01:41.900 --> 00:01:44.030
INTS 1128: We were saying about technology?

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00:01:44.717 --> 00:01:51.730
INTS 1128: So I've titled this higher education, academic libraries in 2025, meeting the challenge

14
00:01:51.940 --> 00:02:12.540
INTS 1128: of a volatile world. And I spent some time thinking about the adjective I wanted to use to describe the world right now, because, you know, it's like, I don't want to be too negative. But I want to basically honor and acknowledge the moment that we're in, because this is a really challenging moment for

15
00:02:12.540 --> 00:02:29.039
INTS 1128: all of us in higher education especially, and in other context of our lives. So that, you know, may mean it's an exciting time, and there's full of opportunities to do new things. But it also mean it isn't quite that easy.

16
00:02:29.810 --> 00:02:30.770
INTS 1128: So

17
00:02:31.970 --> 00:02:41.999
INTS 1128: I figured the chat to to. I had to timestamp what the challenges are, because things are so fast moving so as of today. 1, 35 pacific time.

18
00:02:42.150 --> 00:02:56.040
INTS 1128: the very 1st one I'll mention, and it's come up several times while I've been talking to you all during the course of my visit is the technology disruption.

19
00:02:56.040 --> 00:03:21.650
INTS 1128: That is AI that came crashing into our lives probably about, say 2 years ago. Now AI, of course, existed before that I mean, after all, what was predictive text? But there was something about

that moment where Chat Gpt really burst on the scene that really felt to me like that moment for those of you who are old enough to remember when Netscape

20
00:03:21.700 --> 00:03:32.260
INTS 1128: burst on the scene, to to deliver the Internet to a wider audience, or when Google burst onto the scene, and how that affected higher education and libraries.

21
00:03:33.320 --> 00:03:53.039
INTS 1128: technological advance advances that really kind of mark progress for us. And also I will say that you know, over the course of going on 30 year career. It seems like these technological advances are more rapid and more dramatic.

22
00:03:53.630 --> 00:04:00.250
INTS 1128: I also want to acknowledge the rapidly shifting Federal and economic landscape.

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00:04:00.630 --> 00:04:12.670
INTS 1128: There's there's a lot going on in the background that affects us in higher education some degree. There are things that are, we have to acknowledge, that are out of our control, but

24
00:04:12.780 --> 00:04:32.889
INTS 1128: part of coping with those rapid changes are being aware of them, how they impact us and what we can do, what is in our power to and where we have to shift course. But but again, I also want to emphasize that we just have to acknowledge they exist. And it's part of our operating system.

25
00:04:33.790 --> 00:04:50.549
INTS 1128: and another challenge for higher education. And I feel that this is one, and I'll talk about in a second. That Ucr is is meeting very well. But you know, years ago, even 20, even 1510 years ago.

26
00:04:50.740 --> 00:04:56.080
INTS 1128: I think there was still the assumption that it going to college

27
00:04:56.490 --> 00:04:58.749
INTS 1128: a school as soon as you could.

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00:04:58.880 --> 00:05:03.030
INTS 1128: was a desirable thing to do in the main option.

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00:05:03.220 --> 00:05:28.599

INTS 1128: There's definitely the meme in the atmosphere. Now that that isn't the only option that that students have other choices. So that, combined with what we keep calling the demographic cliff with the drop in population of 18 to 22 year olds, that that is going to be something that affects higher education because of competition for enrollment.

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00:05:28.830 --> 00:05:33.719
INTS 1128: Now, with all of those very formidable challenges.

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00:05:34.590 --> 00:05:36.800
INTS 1128: let's talk about some good news.

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00:05:37.480 --> 00:06:07.290
INTS 1128: So in our happy context of the Inland Empire. Since I also currently work in the Inland Empire as well. This is one of the areas of the country and of California where we have a growing population. Now, we can't take that for granted, because that growing population has very particular demands about what they expect out of higher education. They want to get value for those tuition dollars. But the very good news is that they're here

33
00:06:07.610 --> 00:06:29.659
INTS 1128: also. We have this wonderful 1st generation population in the Inland Empire that they're seeking opportunities in a very complex world, and we can position ourselves in higher education to show them that this, that we can help navigate those waters for them.

34
00:06:29.810 --> 00:06:57.240
INTS 1128: And more good news is, Ucr has an excellent track record of growth because it understands these factors. So so among all these challenges, you know you at Ucr have that good news, and and it's something that I can maybe appreciate a little bit coming from the outside that I know sometimes it's a little hard to lose sight of in the day to day when when you're at an institution.

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00:06:58.290 --> 00:07:02.679
INTS 1128: So you have to take a pause to appreciate that for a moment.

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00:07:03.490 --> 00:07:04.390
INTS 1128: So

37
00:07:04.730 --> 00:07:24.529
INTS 1128: enter the libraries. And what? Where? What are areas of library expertise? Areas that the library really owns. But there's going to be pressure on these areas because of all the challenges that I just spoke about.

38
00:07:25.010 --> 00:07:44.790
INTS 1128: one of them is definitely information literacy. So this is something that libraries. This is something your library does. Very well. I just enjoyed a session hearing about how your library is growing its instruction unit, and that you're doing some recruiting.

39
00:07:45.250 --> 00:07:59.520
INTS 1128: But right now, there's going to be some pressure on information literacy programs to run to catch up and then ideally get out in front of the challenges that AI presents to information literacy

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00:07:59.720 --> 00:08:15.350
INTS 1128: students are adopting AI in their lives, whether we want them to or not. They're not going to stop because we're asking them to take a beat. And we basically need to to catch up to them

41
00:08:15.830 --> 00:08:33.289
INTS 1128: and be able to educate ourselves so we can be able to speak very fluently about what the implications of using AI are, just how they even work just the basics of how they work. Because I think we can do our students

42
00:08:33.730 --> 00:08:51.150
INTS 1128: a great service by even explaining that neutral of judgment, just explaining what the inputs are of the various tools. Now, the power of these tools, you know, can be very dramatic, and there's a lot of creative things that you can do with them.

43
00:08:51.230 --> 00:08:52.060
INTS 1128: But

44
00:08:52.080 --> 00:09:13.109
INTS 1128: we need our students to be savvy users of this technology not just to get them through their college education, but also in how they're going to translate this into their daily lives, because if part of the library's goal is going to be to help to produce an educated citizenry

45
00:09:13.110 --> 00:09:32.119
INTS 1128: and also to equip students to be successful through their lives, this is just going to understanding AI, and how you can use it to enhance your life, or as a as a tool is just going to be part of a daily living skill set like using a cell phone is

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00:09:32.650 --> 00:09:52.889

INTS 1128: so something else that libraries do really well is having diverse services. And I want to emphasize that I mean diverse in in every sense of the word, both in meaning, Dei, diversity, equity, and inclusion, and also meaning diverse just in variety.

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00:09:53.340 --> 00:10:02.850
INTS 1128: so on on the variety front. Something I really enjoyed learning about yesterday is when I got to take my tour of the library.

48
00:10:03.407 --> 00:10:07.870
INTS 1128: and I and I got a really kind of neat demo in the maker space.

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00:10:08.030 --> 00:10:37.570
INTS 1128: I really loved hearing about how there were workshops that were targeted in the maker space at students in all disciplines and students in interdisciplinary areas. That is element, that the challenges of today's society, I think, is probably sorely lacking of folks in different areas of expertise in different disciplines, talking to each other and giving each other perspective.

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00:10:37.640 --> 00:11:01.110
INTS 1128: And I think that fostering that kind of collaboration, and even just the conversation among these students is going to really set them up to navigate the world and be able to deal with differing opinions and different insights, and I also do want to, you know, address.

51
00:11:01.210 --> 00:11:20.900
INTS 1128: that libraries have often been an outstanding champion for Dei, and that is definitely something that is become challenging. In in the greater landscape that we're all working in today, and I think the library is

52
00:11:20.900 --> 00:11:38.609
INTS 1128: really well positioned to be able to continue the good work of having our diverse student population feel welcome in the space and feeling like they belong in higher education and feel like they belong, being important citizens in our communities.

53
00:11:39.070 --> 00:12:00.269
INTS 1128: And a lot of this adds up to equipping lifelong learners again, this is something that that is a lot is a library specialty. The library stands as a complement to the specific degree programs, because it not only supports

54
00:12:00.370 --> 00:12:16.720

INTS 1128: the coursework that the students are doing and projects and potentially high impact practices, but it. It provides this atmosphere where there's a lot going on that that supports and nurtures the whole student

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00:12:16.790 --> 00:12:25.980
INTS 1128: and gives them that 3rd place that isn't their home or their dorm or the classroom, but it's a place where they can explore.

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00:12:25.980 --> 00:12:48.370
INTS 1128: collaborate, learn, maybe try something out that they might not try in a class because they're afraid to try it for a grade. They may try a piece of software. They may try a piece of equipment in the maker space. They may go to a program that's about something that's not out that's not within their major and spread their intellectual wings a little bit.

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00:12:48.520 --> 00:13:02.960
INTS 1128: So the libraries and Ucr's libraries are very, very well positioned to be able to help to be a good partner in higher education, to deal with a lot of these challenges.

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00:13:03.280 --> 00:13:04.310
INTS 1128: So

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00:13:04.520 --> 00:13:16.559
INTS 1128: a very important question is, how is the university librarian going to set up the library for to be successful in these areas? Because that that's the job.

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00:13:16.710 --> 00:13:23.509
INTS 1128: The job of the Ul. Is to help the library be a successful one for its university.

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00:13:23.970 --> 00:13:37.350
INTS 1128: So strategy. And there's lots of strategies. These these are my favorites. So strategy number one is to support the library team as lifelong learners themselves.

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00:13:37.520 --> 00:13:48.260
INTS 1128: because in order to be able to continuously evolve to meet these challenges and to equip our students to be lifelong learners. We have to be lifelong learners.

63
00:13:48.450 --> 00:14:08.709

INTS 1128: And so this is. It's it's a very lofty thing to say some of the questions, how do you do it? I've I've heard a lot over the last few days about talking about times of budget challenges very much appreciate that also, being in a California public institution

64
00:14:09.050 --> 00:14:15.050
INTS 1128: and 1, 1 concrete way to do that is

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00:14:15.140 --> 00:14:32.480
INTS 1128: building good relationships across the Library consortia that we have here in California. The Ucs. Of course, but also the other the the private consortia, and as well as our as the Csu's, where I currently am.

66
00:14:32.500 --> 00:14:57.490
INTS 1128: because I have found that we have in state, and even in and even closer, even just speaking in our local region, we have a lot of folks in libraries doing great work, that if something isn't going on at your library, or there's a skill that needs to be built. The odds are that you can find someone fairly, locally to come and help you out with that.

67
00:14:57.550 --> 00:14:59.930
INTS 1128: and actually even closer.

68
00:15:00.530 --> 00:15:11.419
INTS 1128: And the interest of breaking down silos. Very often. Sometimes someone has a skill set on a library team

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00:15:11.530 --> 00:15:18.820
INTS 1128: that maybe isn't getting proper recognition to be able to skill transfer into skillshare

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00:15:18.900 --> 00:15:43.860
INTS 1128: on the library team. So a library skill team inventory is is something that I'd be very interested in doing as a Ul. So when projects come up or new initiatives come up. And we're like, Okay, what do we? What do we already have in house? How can we train? How can we give folks the opportunities to to learn.

71
00:15:44.250 --> 00:15:49.760
INTS 1128: And so that's that's the start. And that's the inward facing start.

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00:15:50.996 --> 00:15:54.540
INTS 1128: So, looking a little bit more outwardly.

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00:15:54.860 --> 00:16:11.959
INTS 1128: we need to the Ul needs to build relationships for all sorts of good reasons. One is, and and probably something that's really close to the top of the list is to build relationships, to be a good advocate

74
00:16:12.200 --> 00:16:38.690
INTS 1128: for what the library can do and the resources that the library needs to operate successfully. Building relationships across the university is something that takes a lot of time. So part of how the ul does that successfully is, they really rely on their leaders within the library to be able to do a lot of the nuts and bolts running of the library, because.

75
00:16:38.960 --> 00:17:00.229
INTS 1128: you know, going out and talking to a lot of other deans talking to directors of centers, talking to associate chancellors, that all that all takes time it takes care and preparation. So you need to be able to build the the trust within to be able to take that time away, to do this work.

76
00:17:01.180 --> 00:17:02.769
INTS 1128: And then also.

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00:17:03.998 --> 00:17:12.760
INTS 1128: relationships need to be built with faculty across the university, because a lot of times you don't know what you don't know.

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00:17:13.150 --> 00:17:31.160
INTS 1128: So sometimes you just have to invest in relationships, even if you don't necessarily see where down the line. Oh, yeah, we're going to do this collaborative research data management project with this faculty member over here in this department or or with a graduate program, or something like that.

79
00:17:31.160 --> 00:17:56.049
INTS 1128: You need to take that time to grow those relationships, to allow those kind of opportunities to present themselves. The other thing that growing these relationships does is it gets the library in the consciousness of leaders and faculty across campus. That's very important, too, because a lot of times I find the library is truly taken for granted.

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00:17:56.449 --> 00:18:22.410
INTS 1128: The library is generally well thought of, but it's not the 1st entity that a department might think of for partnering, for, say, help with pedagogy or help with learning a new technology in in it. Very

well be that the library is the best place on campus to do that. But if the Ul is in the consciousness and has these personal relationships built.

81
00:18:23.080 --> 00:18:28.129
INTS 1128: these the library cup coming to mind follows

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00:18:30.080 --> 00:18:37.639
INTS 1128: and then another really important strategy is to really foster iteration.

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00:18:39.550 --> 00:18:42.570
INTS 1128: Librarians. I know I'm guilty of this

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00:18:42.690 --> 00:18:50.069
INTS 1128: tend to be a little bit perfectionist. We don't want to release a work until we know it's just right.

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00:18:52.030 --> 00:18:56.728
INTS 1128: We can't do that in today's world. Things move too fast. So

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00:18:57.640 --> 00:19:23.040
INTS 1128: as a ul, I think it's important to support trying things with the acknowledgement like, Okay, how do we? How do we mitigate the risks, and and not put too much time into something when we see it's not working. How do we tweak if you know if something if comes in the middle of the project that oh, we need to change course a little bit, making sure you build in those opportunities for course correction.

87
00:19:23.170 --> 00:19:38.929
INTS 1128: because we need to have our services keep pace with our students, and I think the only way to do this is to speed up from a pace of where we might prefer where we have things perfect.

88
00:19:39.803 --> 00:19:48.149
INTS 1128: So I think a ul really supporting that ethic is is the way to go there.

89
00:19:48.540 --> 00:19:49.620
INTS 1128: So

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00:19:49.900 --> 00:20:00.600

INTS 1128: with that. That that was my whirlwind summary of what the challenges are, and where the libraries can help meet those challenges.

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00:20:00.790 --> 00:20:10.049
INTS 1128: So I very much welcome your questions about either what was in my presentation, something you heard me say at another session.

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00:20:10.230 --> 00:20:12.960
INTS 1128: or something from my Cv.

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00:20:13.340 --> 00:20:15.220
INTS 1128: Or anything else you want to tell me.

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00:20:16.490 --> 00:20:19.649
INTS 1128: Thank you so much, Rebecca. Appreciate it

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00:20:20.250 --> 00:20:28.929
INTS 1128: all right, and with that we'll open up the session for any questions again. Just raise your hand. We'll bring the mic over to you. Anyone want to kick us off?

96
00:20:37.800 --> 00:20:51.260
INTS 1128: Love to hear more about the process of building those cross campus relationships with faculty. Sure. So there's a lot of different ways to do it, both formal and informal.

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00:20:51.740 --> 00:20:56.680
INTS 1128: So the the formal stuff is a little bit easier to talk about, because it's more concrete

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00:20:58.560 --> 00:21:04.830
INTS 1128: so trying to get as many invitations as possible. So

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00:21:05.329 --> 00:21:22.930
INTS 1128: one of so there's the kind of the obvious folks that you all might meet with as soon as they get to campus, like the Dean, the college deans, for example. But then, I think you have to go down a little deeper and see where

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00:21:23.390 --> 00:21:30.419
INTS 1128: some of the interesting department work is and try to get some invites to department meeting. Excuse me

101
00:21:30.990 --> 00:21:58.049
INTS 1128: to be able to talk up library services. Something I'm fond of saying is, I'm the library's biggest cheerleader, and a lot of what I do is just say, Hey, look at! There's this great thing that the library is doing. So really knowing what programs the library is offering to be able to sell them and to be able to right off the top of my head, be able to talk about those knowledgeably, to really get that in the faculty consciousness.

102
00:21:58.615 --> 00:22:06.430
INTS 1128: So getting to getting to the places where faculty are is is a 1st step informally.

103
00:22:07.679 --> 00:22:34.950
INTS 1128: I try. I've done on all my campuses. Covid made this a little challenging at certain eras, but I tried to go to as many evening events or lunchtime events, wherever the kind of the social events where faculty are gathering to, you know. Introduce myself. Do that cheerleading for the library, have conversations, find out what people are interested in

104
00:22:34.990 --> 00:22:39.480
INTS 1128: and start building that kind of, you know, basically making friends.

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00:22:39.560 --> 00:22:46.890
INTS 1128: 1 1 thing that I do at at San Bernardino. And as a matter of fact.

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00:22:47.270 --> 00:22:54.090
INTS 1128: I get to do one tomorrow afternoon. Is. I have this group called the book Salon.

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00:22:54.685 --> 00:23:08.580
INTS 1128: There was this great desire. When I got there I heard from a lot of people that they wanted book clubs, and I tried to put out some feelers about it, and even though they said they wanted it, nobody really had the time

108
00:23:08.580 --> 00:23:27.830
INTS 1128: to read, assign reading, to talk about in a formal way. So I came up with this idea is, hey? We all like to talk about books. Let's meet once a month. Any faculty member who wants to shows up shows up. We either meet in the faculty center for excellence, or we meet in the Coyote cantina on campus, the campus pub.

109
00:23:27.950 --> 00:23:30.160
INTS 1128: and there's a prompt

110
00:23:30.420 --> 00:23:44.649
INTS 1128: and the prompt can be answered with a book that you read last week or 10 years ago, so there is absolutely no pressure to do any homework. You just show up. You talk about books, and perhaps you have Margarita at the cantina.

111
00:23:44.650 --> 00:24:04.560
INTS 1128: which also helps with the conversation, and I have to say that one of the things that was so fabulous about this is like actual real work has come out of these relationships. So one example is, there's a communications, Professor, that is, is like our most faithful regular at that group.

112
00:24:04.600 --> 00:24:17.619
INTS 1128: and she is going to have her students start to run our social media for the library which we really need because we're we're losing the fellow who used to do that for us for good reason. She got a professional position.

113
00:24:18.010 --> 00:24:33.850
INTS 1128: So that's just one example that I don't know that that would have happened if I hadn't had a more kind of friendship type relationship with that faculty member. That was a direct result of that book event.

114
00:24:40.650 --> 00:24:41.400
INTS 1128: Thank you.

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00:24:41.630 --> 00:24:46.645
INTS 1128: Hi, I'm Andre Carrington. I'm an English professor here, and I'm on the search committee.

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00:24:47.180 --> 00:25:05.810
INTS 1128: I 1st of all thanks for sharing the the bit about the book salon. That sounds very much like what our English Majors Association does. Here they they meet, they have a book club, but it's not required that everybody reads the same book. They come together about a theme, and they talk about like, oh, I read this about this theme, and like I saw this about this theme, and I love that.

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00:25:06.740 --> 00:25:07.360
INTS 1128: Invitation!

118
00:25:08.120 --> 00:25:10.588
INTS 1128: I want to ask about mentoring

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00:25:11.050 --> 00:25:28.099
INTS 1128: How? How do you? You know, as a leader in the libraries, draw on and recognize talent and kind of recognize potential for professional development. And think about who to bring in? Who can support the work that libraries do under your direction?

120
00:25:28.100 --> 00:25:46.239
INTS 1128: Sure. So I have a couple examples with very kind of different, very different methods. One formal program. And I actually just alluded to it with the person who just got a professional position. So oh, sorry I was off camera. Sorry about that.

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00:25:47.246 --> 00:25:48.153
INTS 1128: So

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00:25:50.010 --> 00:25:58.904
INTS 1128: Probably many of you in the room who work for the libraries will be familiar with the association of College and Research libraries has a

123
00:25:59.810 --> 00:26:02.340
INTS 1128: Has a diversity fellow program.

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00:26:02.650 --> 00:26:24.270
INTS 1128: and I created and got approval to fund a temporary position modeled on the Diversity fellow program. And I also did this when I was at Cwu, too. And so what that offered it was a chance for a Csusb staff member who had earned her Mls

125
00:26:24.310 --> 00:26:30.153
INTS 1128: to get into a position that had kind of a a more

126
00:26:30.640 --> 00:26:39.679
INTS 1128: variety of library areas as opposed to just the one single function she had on which was going to, which was going to set her up

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00:26:39.680 --> 00:27:03.110
INTS 1128: for a much more successful go at a professional position rather than if she had stayed in her original position. And so she she just got a job last week. So that's very, very exciting. So advocating for positions like that to improve the professional pipeline and to give staff members, you know, a chance to be able to grow their career.

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00:27:03.823 --> 00:27:11.496
INTS 1128: So that you know that that, you know, was a fairly big ticket item, you know, funding wise?

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00:27:12.430 --> 00:27:25.773
INTS 1128: so less, maybe on a more modest scale. When you know position, creation of positions aren't necessarily available. I am. I always try to make room for

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00:27:26.480 --> 00:27:50.359
INTS 1128: open to advice for careers. So one thing that I have started is deep dive into university work, and I'm going to hold a session with our vice provost to talk about her career journey. So people may be considering, you know, going for a degree in higher education, administration, or something, and.

131
00:27:50.360 --> 00:28:01.940
INTS 1128: you know, could hear about somebody's career journey from starting out as a faculty member and going into administration. And in in how that happens. So we're going to do like a fireside chat thing.

132
00:28:02.808 --> 00:28:23.879
INTS 1128: So that's another example. And as for our librarians, so at Csu, the librarians have faculty status. So they, you know, do the whole tenure thing, and I have a meeting, a monthly meeting for the librarians who are on the tenure, who haven't yet earned tenure.

133
00:28:24.419 --> 00:28:32.320
INTS 1128: And that's just a chance for them to be able to kind of talk about what their concerns and their challenges are

134
00:28:32.420 --> 00:28:49.989
INTS 1128: outside of the room of, you know, some of the some of their peers that you know, who have already been there done that in that kind of in that atmosphere, that there's maybe some questions that they might feel comfortable, asking that they might not feel comfortable in another room.

135
00:29:00.330 --> 00:29:03.909
INTS 1128: Hello! So we do have a pre-submitted question.

136
00:29:04.880 --> 00:29:12.219
INTS 1128: how do you approach? Change management? What kind of strategies do you employ within an organization to help develop a healthy culture?

137
00:29:12.750 --> 00:29:26.940

INTS 1128: So change management? You know, that probably could have been a vision prompt because change management is a really really tough issue. So the the short and the cheater answer is, it depends.

138
00:29:27.733 --> 00:29:31.379
INTS 1128: So some of it depends on where the change is coming from

139
00:29:31.900 --> 00:29:37.730
INTS 1128: is that if the change is kind of something that is mandated, that this is coming.

140
00:29:38.160 --> 00:29:54.240
INTS 1128: whether you like it or not. So you know, like a good example, might be the implementation of the chat. Gpt accounts in the Csus. That was something that came down from the Chancellor's office. Our Chancellor is the equivalent of the Uc. President.

141
00:29:54.701 --> 00:30:01.029
INTS 1128: So that that was something that we had, and we had, we simply had to to deal with.

142
00:30:01.140 --> 00:30:13.640
INTS 1128: And so part of that was, well, it's here. Here it is, was making sure there were opportunities to educate our library team. So both librarians and

143
00:30:13.640 --> 00:30:32.569
INTS 1128: library staff about what implications this had for their work, what kind of questions they might see at the services desk. As a result of this and kind of what the parameters, you know, just being some of it is, is the sharing out of information as much as possible.

144
00:30:32.700 --> 00:30:52.220
INTS 1128: and part of how I accomplished. That was, I volunteered to be on the Implementation Steering committee, so I was kind of getting that firsthand account of what the rollout was going to be, and I had maybe a teeny, teeny, teeny, tiny influence in how the rollout was going to look in that situation.

145
00:30:52.590 --> 00:30:58.460
INTS 1128: So that's that's 1 example where the changes like it's happening. No choice

146
00:30:58.900 --> 00:31:03.939
INTS 1128: now. Sometimes there is more opportunity

147
00:31:04.060 --> 00:31:07.339
INTS 1128: for say so, and how the change will be rolled out.

148
00:31:08.305 --> 00:31:13.760
INTS 1128: So it's so listening is really important in in impacts. So

149
00:31:14.510 --> 00:31:29.279
INTS 1128: because I've been in the number of academic libraries I've been in. Now, I personally feel like I have a pretty good mental data bank of the kinds of things that can happen and and outcomes.

150
00:31:29.530 --> 00:31:37.689
INTS 1128: It's certainly not exhaustive, and it's not perfect. So I have to make sure. I supplement my internal data bank

151
00:31:37.960 --> 00:32:00.789
INTS 1128: with what the local expertise is in seeing. Okay, how is this going to affect your work in this context in this particular place, and you know the answer may be still that the change is going. This change is going to happen, but maybe we at least have some control over how it happens in how we do it.

152
00:32:00.960 --> 00:32:01.940
INTS 1128: Now.

153
00:32:02.610 --> 00:32:14.750
INTS 1128: when the change is completely voluntary, then it's really and there's no and and maybe the forces for the change are internal to the library rather than external.

154
00:32:15.249 --> 00:32:39.600
INTS 1128: Then it's really important to give folks as much ownership over it as possible, because you often don't always have that kind of opportunity for the folks to have that kind of control over what's going to happen. So giving folks control when it is possible is is a good thing, and it helps, you know, validate people.

155
00:32:44.860 --> 00:32:51.100
INTS 1128: Thank you. Tiffany Moxum. I'm a member of the library leadership team and on the search committee that was for the online audience.

156
00:32:51.560 --> 00:33:08.400

INTS 1128: In this presentation you mentioned, this is following on, actually from general change management. But specifically in the presentation you mentioned about the speed of change, which isn't the bigger change. It's actually the baby change right? It's the that the AI is changing quickly. Other things are changing fast.

157
00:33:08.470 --> 00:33:29.059
INTS 1128: and in another situation. In one of our other meetings you had mentioned your intentionality sometimes in slowing down before making certain decisions and changes because of that. But then you also were talking a little bit about how you like to see sort of rapid results as part of this change.

158
00:33:29.380 --> 00:33:49.309
INTS 1128: So I was wondering if you could expand a little bit on sort of how that works and how that implements, you know. I'm going with this in relation to exactly those things that you've just mentioned in your last answer as well. Yeah. So the art of it is being able to identify when you can take some time. And how much of it?

159
00:33:49.992 --> 00:33:54.779
INTS 1128: So yeah, basically, because of the speed of everything.

160
00:33:55.150 --> 00:33:58.410
INTS 1128: When you have the luxury of time, take it so

161
00:33:59.899 --> 00:34:05.479
INTS 1128: maybe a more concrete, a concrete example rather than the abstract principle is.

162
00:34:05.720 --> 00:34:16.809
INTS 1128: I feel I actually personally feel some angst about being able to more rapidly implement AI literacy instruction.

163
00:34:16.929 --> 00:34:28.890
INTS 1128: Because I feel like, you know, the horse has already left the barn. Students are already using it, and they don't understand what they're using, and that that causes me a bit of anxiety.

164
00:34:30.404 --> 00:34:35.279
INTS 1128: But you know, realistically, it's not like

165
00:34:35.350 --> 00:34:57.580

INTS 1128: we're going to be able to come up even even with all of the caveats, I said about iteration. It's not like we're going to be able to come up with a program in April, when we were rolling out the chat. Gpt accounts for that semester you know. The best. At best we could do is we could riff off one shot workshops that had already been given.

166
00:34:57.580 --> 00:35:09.640
INTS 1128: So, at the very least, with that one. We have the luxury of the summer to look at that, so we can roll out something in the fall rather than trying to kill ourselves, to come up with new content.

167
00:35:10.350 --> 00:35:34.179
INTS 1128: to roll out for instruction in the spring on a really tight timeframe. So so that's maybe one kind of concrete example of basically trying to identify of like, okay, it may be impossible to do something this fast. But you want to do something fairly quickly. What's a what's the reasonable amount of time? So you can still get a decent result?

168
00:35:34.741 --> 00:35:49.929
INTS 1128: It's it's something that you have to constantly question about, and sometimes the answers might change. What was what was true in the fall. Semester may change in the spring. One thing I tried to do.

169
00:35:50.560 --> 00:36:08.169
INTS 1128: because I understand that a lot of times from us, a library team members perspective. Sometimes it seems like, Oh, these decisions come from the top, and they come really fast. And you know, is there really any logic to them?

170
00:36:08.860 --> 00:36:12.794
INTS 1128: And I really do try to,

171
00:36:13.850 --> 00:36:25.040
INTS 1128: you know, provide an explanation about. You know where this decision is coming from, what the impetus is. You know what you know. Why, now, it isn't just a it isn't just a whim.

172
00:36:25.496 --> 00:36:42.459
INTS 1128: I tried to be very direct and honest, saying that, hey, we're doing this because this is something, and you know, fill in the blank of the higher administrator has decided is a priority. So this is something that we're doing in in just being very transparent about that.

173
00:36:43.370 --> 00:36:48.650
INTS 1128: as opposed to say, as opposed to trying to doing the persuading

174
00:36:48.860 --> 00:36:56.300
INTS 1128: when the conclusion has already been made. Just just being honest about what the situation actually is.

175
00:36:56.470 --> 00:36:57.310
INTS 1128: Thank you.

176
00:37:06.000 --> 00:37:09.160
INTS 1128: Hello. We have another pre-submitted question.

177
00:37:09.590 --> 00:37:14.979
INTS 1128: Please tell us about your leadership style. What can we expect from you in your 1st 90 days?

178
00:37:17.170 --> 00:37:18.060
INTS 1128: So

179
00:37:18.800 --> 00:37:31.620
INTS 1128: a lot of meeting and a lot of listening. So you've heard me talk a lot about relationship building. So the relationship building with the internal group is is critical is mission critical to success.

180
00:37:32.161 --> 00:37:42.459
INTS 1128: So I think just that. And one of the things that I've observed and act in having come into leadership positions a couple of times now

181
00:37:42.670 --> 00:37:49.669
INTS 1128: is that it's really important not just to meet with folks as individuals to get to know them.

182
00:37:49.780 --> 00:37:52.899
INTS 1128: but also see how people work together.

183
00:37:53.020 --> 00:38:00.940
INTS 1128: So it's really important to meet with the teams, because, you you know, I went the 1st time I was a dean.

184
00:38:01.399 --> 00:38:29.400
INTS 1128: I did the the individual meetings where I really learned a lot, and it was really important for me to make people feel heard. And all those things are good. It's not that that any of that wasn't worth

the time. But I realized I was really missing a piece and not seeing how the individuals interacted with each other. So that's that's kind of my, that's kind of a big lesson I learned since this this is, you know, isn't my 1st rodeo

185
00:38:30.370 --> 00:38:49.199
INTS 1128: So that's really important. And then I'll also be really working on the relationship building piece with my peers on the administrative leadership teams external to the library that I'm on. Those are very important relationships. So you'll you'll be seeing me doing a lot of talking

186
00:38:49.750 --> 00:38:55.094
INTS 1128: is what you'll be doing. I'm going to really want to

187
00:38:55.850 --> 00:39:20.849
INTS 1128: Hopefully, no one feels put on the spot by this. I'm going to really be really interested in hearing about our information literacy program, since I know that is going to be so important to our future. I will be tempted to want to spend way too much time in special collections, because I am like just all about that Science fiction collection.

188
00:39:21.350 --> 00:39:23.959
INTS 1128: But I'll resist that because

189
00:39:24.520 --> 00:39:30.800
INTS 1128: it's it's cool and important. But I know there, there's other priorities that my attention is going to have.

190
00:39:45.670 --> 00:39:52.170
INTS 1128: Hi, Rebecca. My name is Carlos Zamora. I'm the circulation. Excuse me. Circulation reserve Supervisor.

191
00:39:52.740 --> 00:39:58.000
INTS 1128: I was wondering if you could speak a bit about your experience managing conflict.

192
00:39:58.190 --> 00:40:03.270
INTS 1128: you know. I think conflict is definitely an an ever present

193
00:40:04.261 --> 00:40:10.260
INTS 1128: trait when you're leading an organization, not only within the team, but also

194

00:40:10.380 --> 00:40:16.880
INTS 1128: sometimes from the student body and the library itself. What's your conflict management style?

195
00:40:17.010 --> 00:40:17.735
INTS 1128: Sure.

196
00:40:18.950 --> 00:40:30.190
INTS 1128: it's really hard for me to sum it up in just a couple words. So let me let me talk a bit about that. And but also I want to 1st make the observation is.

197
00:40:30.430 --> 00:40:32.280
INTS 1128: I feel like

198
00:40:32.680 --> 00:40:59.170
INTS 1128: there's been more conflict in general and higher education kind of at all levels in the last few years, and I don't think I'm just noticing it more because I'm I've been in leadership roles. I think I'm noticing it more because that's just the world we're in right now. I think people are cranky, and I think they're cranky for really good legitimate reasons. There's a lot that's tough that's going on right.

199
00:40:59.970 --> 00:41:04.165
INTS 1128: And it's affecting people in various ways. So

200
00:41:06.740 --> 00:41:08.340
INTS 1128: So there's

201
00:41:09.580 --> 00:41:35.249
INTS 1128: the conflict that springs up, that that is maybe spontaneous and or not so spontaneous, but maybe springs up in a meeting, and suddenly a meeting gets very contentious. That's 1 type of conflict management. But then there's also the ongoing battles of you know, there's a issue that's contentious, or and there's individuals on either side of it. So those are. Those are 2 different, a little bit 2 different things. So in in the moment.

202
00:41:36.228 --> 00:41:39.770
INTS 1128: I think being able.

203
00:41:40.180 --> 00:41:41.469
INTS 1128: And this is

204
00:41:41.580 --> 00:41:49.919
INTS 1128: this is easier said than done, because I know that I've succeeded at doing this, and I know there's been times when I've failed at doing this

205
00:41:50.050 --> 00:41:51.040
INTS 1128: is

206
00:41:51.510 --> 00:42:04.470
INTS 1128: it's really important to do the cool down period. If something flares up, say, in a meeting, it's very important to take the temperature down, even if that means ending the meeting, saying, You know what?

207
00:42:05.380 --> 00:42:32.609
INTS 1128: Let's let's all go away and calm down and and talk about this a little bit later, after we've had a minute to take a breath. That is really hard to do, because so many of us want to solve the problem right away in the moment and get it out of the way. And and that delayed gratification for trying to solve the problem is really hard, but it's really important, because a lot of times, if the if the temperature has gotten really high.

208
00:42:32.880 --> 00:42:44.950
INTS 1128: you're not going to solve it, no matter how hard you try, and you may end up making it worse. So that's that's really important. Is that cooling down? Take the temperature down in that, you know.

209
00:42:45.590 --> 00:42:51.569
INTS 1128: For the most part most issues can

210
00:42:52.030 --> 00:42:55.059
INTS 1128: be wait, and another day or so to be solved.

211
00:42:55.888 --> 00:43:04.589
INTS 1128: You know, that's not 100% true. Having, you know, lived through some covid situations. But but in most cases it's true.

212
00:43:04.950 --> 00:43:12.380
INTS 1128: So longer term conflicts that are maybe more of a slow boil rather than something that's just flared up.

213

00:43:14.460 --> 00:43:19.960
INTS 1128: Really, kind of identifying 1st of all, identifying them first.st

214
00:43:20.400 --> 00:43:43.920
INTS 1128: Sometimes you don't realize how bad it's gotten until it kind of comes to the boiling point, but being able to like, understand the roots and the origins of it and the perspectives, and having a lot of conversations, to to try to to try to understand it at 1st before trying to impose a solution

215
00:43:44.650 --> 00:43:47.419
INTS 1128: again challenging, because

216
00:43:47.490 --> 00:43:56.599
INTS 1128: often the personal urge is to let's fix it quickly. Let's solve it. Let's get it done. But but sometimes you just need to put that time

217
00:43:56.650 --> 00:44:18.330
INTS 1128: and care into into the analysis. Now you can't overanalyze and take too long, because that's kind of a procrastination tactic. But my personal tendency is to try to solve things too quick. So that's why I talk a lot about slowing down, because I'm trying to make myself more deliberate.

218
00:44:23.060 --> 00:44:28.610
INTS 1128: Hi, my name is Alejandra. I'm a professor in the history department, and in the search committee. I

219
00:44:28.830 --> 00:44:46.890
INTS 1128: I've been finding your answer super refreshing, and you've been really down to Earth and explaining the you know that from the nitty gritty to the outward and inward. I'm wondering if I could like, have you think like aspirational right? We're getting a new Chancellor. They want the pie in the sky. What does that look like for you for this for this library? Sure. Well,

220
00:44:47.820 --> 00:44:48.850
INTS 1128: So

221
00:44:49.030 --> 00:44:56.899
INTS 1128: the pie on the sky would be that the library is at this, the at the tip of everyone's brain

222
00:44:56.900 --> 00:45:21.349
INTS 1128: as a trusted partner for doing all the cool things that we need to do for our students, including like, we're the go to place where, hey, you're setting up an internship, a high impact practice.

You come to the library to to help set up, or you're you want to come. You want to do a cool, creative thing. But we have this fabulous maker space

223
00:45:21.350 --> 00:45:25.449
INTS 1128: where we can bring together all these is in people.

224
00:45:25.810 --> 00:45:29.410
INTS 1128: Librarians can advise you on

225
00:45:30.350 --> 00:45:42.019
INTS 1128: program design. For if you're starting a new program, you think of the library right away, and what library resources that we have to support that pro.

226
00:45:43.130 --> 00:45:50.429
INTS 1128: or if somebody wants to put, bring in a cool speaker, and but they're from a apartment, you know, wouldn't

227
00:45:51.350 --> 00:45:52.070
INTS 1128: be the

228
00:45:52.490 --> 00:46:05.350
INTS 1128: for that. So basically, basically to make the library. Truly, very often, you hear on a campus, they say the library is the heart of campus. But for that to really be true.

229
00:46:09.670 --> 00:46:15.480
INTS 1128: I think I think it is true, but in a in a quiet way, I want it to not quiet.

230
00:46:15.800 --> 00:46:17.069
INTS 1128: Want it to be out loud

231
00:46:20.810 --> 00:46:24.809
INTS 1128: and and and a leader in AI literacy education.

232
00:46:29.720 --> 00:46:55.690
INTS 1128: One topic that we really actually haven't, I mean, we have touched on in various sessions, but not in a big way, but just occurred to me when she asked that question, is spaces actual physical spaces, and I don't mean budgets. Now I mean, how you think the library should be enhancing spaces.

What are those bigger pieces that you would like to see? And let's put again money aside for one second. Okay, yeah. So it's just assuming that the money will follow.

233
00:46:56.600 --> 00:47:03.719
INTS 1128: So so having my, you know.

234
00:47:03.760 --> 00:47:06.679
INTS 1128: part of my heart and library collections.

235
00:47:06.710 --> 00:47:19.257
INTS 1128: 1st of all, having very well crafted on-site collections. Some of that we, you know. We spent some time over the last couple of days talking about, you know, storage solutions?

236
00:47:19.650 --> 00:47:40.930
INTS 1128: I think there is a way to be able to identify. What are the collections that you want accessible on campus at your fingertips, and to really maximize what's most useful to have. And there's other reasons. You want those great collections on site, too, because one of the conversations they had earlier today

237
00:47:40.930 --> 00:47:51.050
INTS 1128: was about this concept of. Even if the students aren't using the books they like to be around the books because it makes them feel scholarly.

238
00:47:51.520 --> 00:48:13.139
INTS 1128: So one so part of what we do with spaces is, we have a really, really fabulous destination that they're not just stacks, but that they? They have that classic library look and feel even on a modern campus. There's so many campuses I visit that students talk about. Oh, I want to go to the place in the library that looks like the Harry Potter room.

239
00:48:13.541 --> 00:48:26.780
INTS 1128: So you, you know, you need one of those. You need a real, a real classic library leading reading room. So that that would be something I would love to have. Maybe you already have a space like like this that you could identify as that?

240
00:48:27.222 --> 00:48:51.140
INTS 1128: So that that would be one, some spaces that are really great for interaction with primary resources. And really show off and are in a place where you can have classes come in to interact with the special collections in a way that is both safe for the special collections and presents them in a terrific way.

241
00:48:52.890 --> 00:49:19.740
INTS 1128: the maker spaces can evolve into like this kind of magical incubator where, because you have students doing creative things side by side. This concept of of the serendipity of they give each other ideas, even if they came into the maker space to do completely different things. That magical incubator concept was something that was very big at Mit

242
00:49:21.990 --> 00:49:25.490
INTS 1128: And also the the kind of

243
00:49:25.780 --> 00:49:46.299
INTS 1128: Commons comfortable space that the library is a place where the that there are spaces in the library that the students come because it's just a good place for them to be and to be students and to do whatever it is they need to do, even if they're not interacting with anyone else. So basically.

244
00:49:46.880 --> 00:49:51.280
INTS 1128: all of the things I just rattled off are very, very different.

245
00:49:51.400 --> 00:50:01.120
INTS 1128: But I believe in a large library system where you have multiple buildings, that having all these different zones.

246
00:50:02.024 --> 00:50:03.629
INTS 1128: Is very achievable.

247
00:50:03.860 --> 00:50:09.319
INTS 1128: And I think, having these very different zones speak to

248
00:50:09.820 --> 00:50:14.420
INTS 1128: very different study learning and research styles.

249
00:50:15.350 --> 00:50:21.990
INTS 1128: One size doesn't fit all we, you know, we know that, you know, neurodiversity, we know

250
00:50:22.110 --> 00:50:26.390
INTS 1128: universal design. But up with these.

251
00:50:34.750 --> 00:50:36.589

INTS 1128: I know. Basically.

252
00:50:40.480 --> 00:50:47.339
INTS 1128: times we hear in scaling back and being realistic is, oh, you can't be all things to all people

253
00:50:48.010 --> 00:50:49.070
INTS 1128: wanted.

254
00:50:49.420 --> 00:50:54.699
INTS 1128: And I want the library to be all things to to all students, faculty and staff.

255
00:50:55.600 --> 00:50:56.470
INTS 1128: So

256
00:51:06.660 --> 00:51:10.919
INTS 1128: we have another pre-submitted question, why, you see, Riverside?

257
00:51:12.720 --> 00:51:14.887
INTS 1128: Yes. So

258
00:51:17.870 --> 00:51:24.909
INTS 1128: as you may have seen or may have noticed from my Cv. I've lived in a lot of different places.

259
00:51:25.370 --> 00:51:33.059
INTS 1128: Southern California and the Inland Empire is the one place of all those places that I've returned to.

260
00:51:33.927 --> 00:51:58.320
INTS 1128: So one of the reasons. So part of how I'm answering. Why, Riverside, I'm also answering why I came to San Bernardino up from Washington. Is I really missed California? My spouse really missed California, but I liked the values that the university I had been working at had

261
00:51:58.320 --> 00:52:10.610
INTS 1128: with serving primarily 1st generation college students. And so San Bernardino was a really good match for that. Only be able to come back to the Inland Empire.

262
00:52:11.473 --> 00:52:25.540

INTS 1128: Something that I have discovered myself in my career journey is that I really really love libraries and working in a library and being a librarian. And yes, I believe administrators are still librarians.

263
00:52:26.800 --> 00:52:42.450
INTS 1128: and I say that because you may have noticed on my resume that I was interim Dean of the graduate school at Cw. For a semester, and that experience I learned so much about university working

264
00:52:43.130 --> 00:52:59.750
INTS 1128: and so much about students as part of that experience. And what I learned about myself is I wanted to stay at libraries. I wasn't interested in my professional growth going in a direction of other university administration. So

265
00:52:59.870 --> 00:53:02.349
INTS 1128: for career. So what career growth looks

266
00:53:02.660 --> 00:53:16.299
INTS 1128: me is entering the the privilege of leading a larger, more complex library. And so that's that's what you see, Riverside would be.

267
00:53:16.440 --> 00:53:28.060
INTS 1128: and it is in the right place, which is the place that I've made home, you know, generally the the region of the Inland Empire. So just, Fyi, my husband, works in Upland.

268
00:53:37.690 --> 00:53:39.900
INTS 1128: We have another pre-submitted question.

269
00:53:40.570 --> 00:53:48.475
INTS 1128: Please talk about your experience with fundraising efforts. What has been your biggest accomplishment? Sure? So

270
00:53:50.360 --> 00:53:55.909
INTS 1128: Let me talk about my biggest accomplishments.

271
00:53:56.220 --> 00:54:01.679
INTS 1128: What I think was kind of the the hard momentum to achieve

272
00:54:02.247 --> 00:54:06.510

INTS 1128: and then I'll also. But I'll also talk about the biggest dollar amount.

273
00:54:07.478 --> 00:54:17.780
INTS 1128: So I think, so far that my biggest accomplishment was be, even though it wasn't the largest dollar amount, was breaking inertia

274
00:54:18.507 --> 00:54:26.270
INTS 1128: to land our 1st dedicated Gift Special collections at Cal State, San Bernardino.

275
00:54:26.827 --> 00:54:50.719
INTS 1128: because, I think, even though it was a fairly, relatively speaking, a modest gift, it was $10,000. It was a 1st gift, and it is something that we're going to show what we've done with the money, and we're going to do kind of a whole publicity campaign highlighting the donors, and how this is going to help us grow our student internships.

276
00:54:51.480 --> 00:55:15.299
INTS 1128: and very importantly, the donors in question are interested in being ongoing donors, and then also possibly legacy donors. So this is something that's going to grow. And I'm kind of a firm believer in that. Money attracts money. So when other donors. See that you're doing good things with your money, their money. They are confident in giving you

277
00:55:16.060 --> 00:55:17.920
INTS 1128: their money to manage.

278
00:55:19.050 --> 00:55:23.730
INTS 1128: So larger gifts. I

279
00:55:24.890 --> 00:55:31.489
INTS 1128: that were when I was dean as opposed to associate Dean. We got some big gifts when I was associate

280
00:55:31.670 --> 00:55:40.790
INTS 1128: Dean at Claremont, so I don't really feel like I could take credit of them. I just watched, and I learned from my dean in that situation.

281
00:55:41.676 --> 00:55:48.920
INTS 1128: But we got a really lovely gift.

282

00:55:49.468 --> 00:56:11.759
INTS 1128: That was over $100,000. When we when I was at Cwu, and that was for library collections in general which was really fabulous. There! There was a gift that I talk about, I think, in my letter, and I'm very clear that I can't take credit for landing the gift. I can just take credit for using the gift.

283
00:56:12.390 --> 00:56:19.910
INTS 1128: Got 1.2 million dollars from a will matured, and

284
00:56:20.310 --> 00:56:30.139
INTS 1128: I think I can show that I, you know, used some good fundraising skills out of that is, even though I didn't land the money.

285
00:56:30.827 --> 00:56:49.629
INTS 1128: We did a lot of write-ups and publicity about how we used that money, and it was in very forward facing elements. It it, you know. It went towards a renovation. It went towards a high profile collection, and our university advancement

286
00:56:49.630 --> 00:57:02.759
INTS 1128: really used those materials to attract other donors to the library again, showing that they could have trust and confidence that the library was going to use their legacy. Very well.

287
00:57:06.070 --> 00:57:14.959
INTS 1128: thanks, Rebecca. We have just a few minutes left, and so I want to make sure that you have some time to share final thoughts, or maybe anything that we haven't covered yet. Okay.

288
00:57:15.700 --> 00:57:16.465
INTS 1128: so

289
00:57:17.850 --> 00:57:31.910
INTS 1128: so I I had my question. I think almost everybody in this room was in some other session with me, so I won't ask the standard questions that I've been asking in all those sessions. I'll ask

290
00:57:32.470 --> 00:57:36.129
INTS 1128: I'll ask just a simple, straightforward question.

291
00:57:36.720 --> 00:57:47.460
INTS 1128: what do you? What are you most proud of about this library that you think the new Ul needs to know about, what do you? What do you want to brag about

292
00:57:58.260 --> 00:58:16.100
INTS 1128: you all plus the ones that aren't here, sincerely, the new Ul, needs to know that there is a very engaged workforce that is actually interested in going forward in 2 ways, one growing where they are, but also looking for new things that perhaps haven't even been thought of.

293
00:58:20.870 --> 00:58:24.948
INTS 1128: Maybe maybe we can use that as a wrap up thought, if that's okay.

294
00:58:26.100 --> 00:58:27.380
INTS 1128: Thank you, Rebecca.

295
00:58:27.800 --> 00:58:39.529
INTS 1128: 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 all.

296
00:58:42.510 --> 00:58:44.309
INTS 1128: Thank you so much for your time.