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LS 104: Thank you everyone for joining us this afternoon and taking time to participate in today's vision seminar for our search for Ucr's next university librarian. I'm Tanya Adams, Director of Human resources and executive Searches, and I'm supporting the campus. With this search we are pleased to welcome Carlos Rodriguez Carlos currently serves as a Dean of the University Library for the Cal State.

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LS 104: Excuse me sorry, Cal. State University, Los Angeles. Please be advised that we've provided Carlos with a prompt for the Vision seminar, and he'll spend about 20 min discussing the following topics, the opportunities and challenges facing higher education in the coming years, the specific opportunities and challenges he anticipates for the University library here at Uc. Riverside.

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LS 104: and his vision for the library and strategies he would employ to achieve that vision. At the conclusion of the session we will open up the session for questions, so please raise your hand. If you have a question for our candidates and one of our members of the team will come to you with a microphone, and with that I will hand the session over to Carlos.

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LS 104: Thank you, Tanya, can you hear me? Okay?

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LS 104: All right. Well, it's great to be here. I've had an amazing 2 days getting to meet many of you, and I see some familiar faces just in the last day and a half, but just by quick show of hands. Who is not from the library? That's here right now.

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LS 104: So okay, so thank you for coming. As you know, library serves everyone. So it's great that there are at least a few of you who aren't in the library, but I recognize it's it's very hot out there. It's a Friday, so that maybe was a deterrent who knows? Getting to start on the weekend, so, as Tanya mentioned.

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LS 104: was asked to sort of present a vision for the library, but also address some of the challenges that are facing higher. Ed. So I want to do that. And she gave me 20 min, which is not a lot of time. So I'm going to try to go as quickly as I can. I know Lucilla is going to try to keep me on schedule here, but after this there'll be opportunity obviously for me to elaborate on things that I touched on definitely answer any questions that you may have, and I understand this is being recorded as well. So

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LS 104: welcome those who are watching this on recording. But yeah, I'm hopeful that through this 20 min you'll have an opportunity to learn a little bit more about me. Also my vision for the Ucla libraries that have been heavily shaped by my time here at Ucr, and also since leaving Ucr. So again, hopefully, you've had a chance to at least see a little bit about my background through the Cv. That I think was shared with the campus.

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LS 104: but just sort of to quickly recap.

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LS 104: I stepped foot on this campus as an undergrad 40 years ago. So back in 85 Uc. Was a very different place than it is today. It's grown. I mean, the physical footprint has changed dramatically. The student demographics have changed dramatically. The Indian Empire has changed dramatically over the last 40 plus years, as many of your students are. I was a 1st Gen. College student. I know half

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00:03:09.930 --> 00:03:24.590

LS 104: over 50% of Ucr students are, first, st Gen. I come from Castala, where even a larger percentage are, first, st Gen. Pell, eligible students. So I also come from immigrant parents who came from Mexico in the fifties.

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LS 104: Not only am I the 1st in my family to pursue college education, but I'm the 1st in my family to graduate from high school. So it's been an amazing journey to really just start here at Ucr. And then, as I'll provide a very brief background in sort of what's happened since I've left Ucr. But I've had multiple positions throughout my 30 plus career.

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LS 104: Primarily in public institutions, which is where I feel they have the deepest impact, particularly in the communities that they serve so happy to be back at Ucr.

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LS 104: Not only was I an alum. I was a student assistant in the Rivera Library. I was a staff member in the Rivera Library as well as a librarian in the Science Library. So I have that connection with the campus through multiple roles, and

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LS 104: those roles have really shaped who I am as a librarian, but also as a leader, because I value diverse voices from all levels. So that would be something that I would bring to this campus, so I was asked to provide sort of a very brief overview of the evolving landscape of Higher Ed. So I'm going to talk very briefly about that.

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LS 104: Not just the challenges, but also some of the opportunities

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LS 104: that are facing both higher ed and academic libraries. And also I'm going to align that with really Ucr's mission, which has really attracted me to this position, which is really focused on equity, research, excellence and community engagement.

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LS 104: Okay?

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LS 104: All right. So just briefly, I don't think I have to tell you sort of the current disruption that's happening right now with the current administration. That's really questioning, sort of higher Ed. In many ways reducing of Federal funding.

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LS 104: possible elimination of the Department of Education, the elimination of a lot of grants. I imagine there were some grants that were probably either stalled or canceled. Here at Ucr there were at Cal State. La. There's also what I see as sort of an eroding public trust in higher Ed. They feel that it's too expensive. Students are graduating with these huge loans, or just

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LS 104: a lot amount of debt. So they're questioning the value of higher ed

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LS 104: politic politicization of higher Ed as well. Sort of this sort of

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LS 104: attack on on the values of higher Ed and the views that we have. And and as libraries, I think there's an opportunity to

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LS 104: to really bring back that trust that people, I think, are having with higher Ed.

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LS 104: so that that along with this huge amount of rapid technological advancement, so AI is is obviously what a lot of people are talking about. But there's other technologies that are going to be impacting, not just higher, Ed, but academic libraries. So I'm going to touch on those very briefly as well. So again.

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LS 104: with with challenges hopefully, you see opportunities. And I definitely am a glass half full kind of person. So I always look at opportunities. I don't focus on the challenges, although you need to address the challenges. So again, Ucr is uniquely positioned as an r. 1 Hsi. To really elevate our students. And

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LS 104: you know

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LS 104: the history has shown that Ucr is a national leader, you know, being consistently ranked number one in social mobility sort of elevating our students from lower economic to higher economic through the transformational change that's been happening at Ucr. And I think a living example of that where I started as a student assistant with, you know

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LS 104: very little knowledge of higher Ed to now being a candidate for Ul. So I think that's sort of a Testament to the impact that Ucr has and continues to have on our students.

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LS 104: My background primarily has been in digital libraries, technology. I've been most of my focus has been in those areas. But increasingly, it's also have been involved with learning spaces and and just

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LS 104: transformational power of important, user-centered learning spaces. So I'm going to touch a little bit about that. But there's also deep opportunities in speaking with the Chancellor today recognizes that the University needs to do more to engage with the Inland Empire. So I see the library as participating in that as well. And really, my goal here is to position the library sort of as this dynamic, multipurpose hub of learning.

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LS 104: technology and collaboration. So I'm going to touch a little bit about that.

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LS 104: So Ucr, again, I mentioned that there's changing demographics sort of this sort of

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LS 104: trying to support first, st gen students. That's not an exception anymore. That's the norm. Any of our students are. First, st Gen.

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LS 104: Like I mentioned, you know, over half are your students are. First, st Gen. There's a need to have more library services that are inclusive and really are empowering to our students as far as services collection spaces that we provide. So I'm going to touch on a little bit of that with Ucr sort of reaching sort of this elite research status. So I know that was one of the Chancellor's goals is to become part of the Aau. And now you're part of, you know, an elite number of

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LS 104: research universities in North America who have that distinction, but also

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LS 104: one of the few r. 1 s. And Aau members who are also Hsi and Annapisi. So those also, I think, attracted me to this position. Other challenges in the library. Obviously, there's budget fiscal challenges as well reduced state funding, federal funding, impacting our grants. That's also another challenge.

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LS 104: something that we'll have to address. But part of my goal here is in response to these reduced changes. There's still opportunities for us to continue to grow and to expand and innovate.

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LS 104: So

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LS 104: other things that I see, as far as challenges is, we are connected to the Inland Empire. I think there's an opportunity for us to develop deep deeper partnerships with the campus community and the surrounding communities. I'm going to touch a little bit about that. And again, as I mentioned, some of the challenges for for the Ucr library is that there hasn't been

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LS 104: at least as far as I'm aware of a comprehensive facility, master plan for either of the 2 libraries. So that's something I think, that we would need to address as well. And obviously as you look at space. You need to find a balance between space for collections and space for people and services. So that's something that we'll also have to look at.

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LS 104: So my sort of vision sort of are aligned with these 4 strategic priorities. So I'm going to quickly go through these, are we doing on time, Lucille, all right. So I'm going to quickly spend a few minutes on each one of these, but the 1st one, which is sort of I feel that the library needs to be positioned to be an active partner in deepening our engagement, not just with

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00:10:27.900 --> 00:10:44.750

LS 104: the campus community, but the surrounding community, the Inland Empire. So I'm going to provide some examples about that. And I think some great work has already happened as far as positioning the library as sort of the Community Archive. We've been doing that already. I think you've been doing it already for

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LS 104: various projects that you've initiated. You know, as far as digitizing student newspapers, Nuestra Cosa, which is great to see that I remember reading that when I was an undergrad here, so those initiatives I think we need to build on those. But also we need to be an incubator for innovation. So in speaking with folks on campus, often there's innovation happening all over campus. But the library may not be seen as sort of a place where innovation happens. So I'd like to

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LS 104: hopefully position the library as a place for innovation. Not the only place but one of the places for innovation. And then, you know, obviously, the interdisciplinary dialogue and collaboration and the showcasing. So I'm going to quickly go through these. So for campus engagement and community engagement.

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LS 104: And so I touched on a little bit about some of the work that you're already doing as far as engaging with the campus community student organizations trying to document their history. I think there's an opportunity to also be more engaged in hosting events in the library. I met with the students earlier today, and one of the suggestions they had for me is, there's not a lot of things happening in the library to bring me to the library.

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LS 104: A lot of events that are happening are happening in other spaces on campus. So I think there's an opportunity for the library to create spaces and create opportunities to have deep engagement, either through exhibits, through programming. Author talks things like that. I think that would be an amazing thing for the library.

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LS 104: Part of my

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LS 104: strategy, I guess, is do continuous assessment of what we're doing. So I think it's very important for us to continue to assess our programs, our services, our spaces, our collections. So we're responsive to the campus campus, needs regional outreach programs. I know this was something that the Chancellor mentioned when I met with with him this morning that there's an increasing need for Ucr to

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LS 104: participate in the economic development of the ie. He was touching on that. The per capita, as far as medical professions to the residents, is low in the State. So he was sort of sharing with me that there's a need to have deeper engagement with the surrounding community. So I think the library has an opportunity to do that through providing all sorts of workshops. I don't know how open

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LS 104: the library is to the campus community, whether there's events or programs that bring in members of the campus community. When I was here, I think the only event that we had was this annual book sale that we would open up to the campus community, and as a stack student and as a circulation student, I would be the one working with with our head of collections to determine what would go there and to put dollar amounts on these books, and that would bring a lot of people from the community, particularly book collectors who would come in and try to find

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LS 104: unique, rare items that either accidentally were put out there for low cost, or or just to bring the campus onto the campus or the community onto the campus. So I think there's an opportunity to do more of that as well.

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LS 104: And some examples here are, you know, looking at more community digitization projects, local history projects, and really try to position the library as really the community archive for the Inland Empire. We're the major university in the Inland Empire. I know San Bernardino also could serve as a partner. But between San Bernardino and and Ucr. I think these are the 2 major universities. But we're, you know, Ucr, the only r. 1 in the in the Inland Empire. So I think there's an opportunity to do more of that

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LS 104: around community archives again, just sort of building on this community engagement. I think there's an important need. And I think this is what distinguishes most academic libraries from others is the rich special collections and archives. So not just documenting the cultural history of the campus community, but of the surrounding communities. So if I were to come here, I mean special collections, I did get a very brief tour. I'm hoping that there's

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LS 104: and opportunities to expand on the work that special collections is doing at Calcla. I don't know if you know the archivist at Zela Camacho at Calcla. But she and I have been out in the community building these relationships, and that was something that I would want to continue and strengthen here as well

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LS 104: in partnership, not just with our community, but also with our faculty, who are really engaged. I believe, in the community research. There's opportunities to do more oral histories of not just our campus, but also the surrounding community. So that'd be something that I would definitely support around innovation. We talked a little bit about this earlier today at lunch that it would be something that I would try to advocate for and support is to position, the library as

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LS 104: an incubator for innovation, particularly around new technologies and digital digital literacies and just digital tools.

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LS 104: So that was something that I've had a lot of experience in in previous institutions and in previous roles, where I collaborated, not just with within the library, but also with campus it and with the colleges to really position the library as the main technology hub on campus. So that I think that's an opportunity. And that would be something that I would sort of aim for as well. The other thing that I think

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LS 104: many libraries often do not spend a lot of time focusing on is really looking at how

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LS 104: students who are primary users of libraries, how they use the spaces. So not just assessment, but really looking at user center design user experience. So I have a lot of experience with with service design service blueprinting. But we're really looking at services and how students are interacting with services as well as how they're interacting with our spaces and our collections. So that would be something. Also that I would try to instill more of here at Ucr.

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LS 104: And again, much of this work I would not be doing. It would be all of you right. So, although I would be supporting and advocating for additional resources and professional development and training. But really, it's the people who are really going to drive innovation. So again, in other groups that I've talked to, my goal is to have a culture of continuous learning.

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LS 104: professional development. And that's something that I firmly believe in. That's helped me grow. And I think there's huge opportunities to continue that professional development training across the library organization

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LS 104: facilitate interdisciplinary dialogue and collaboration. Now, the library is uniquely positioned in that, we're interdisciplinary right? Most of our faculty and our students basically are very focused in their disciplines. But I think there's benefit from having these interdisciplinary discussions that I think the library is well positioned to serve as a convener for these sort of

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LS 104: interdisciplinary discussions, because we are really interdisciplinary. I think there's a huge opportunity for faculty and students, for that matter to really engage in these discussions and the examples that I've done in previous places by having author talks. There is Science cafe. If you're familiar with science cafes where we bring in scientists. So we might bring an astrophysicist or someone that

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LS 104: really talks about astrophysics, but in a language that everyone can understand. So he's not talking to other physicists. But he's talking to the general population. So we brought in science cafes at Grand Valley. And basically it was amazing response and turnout, because people were hearing

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00:18:10.100 --> 00:18:26.409

LS 104: these really complex scientific principles or discoveries. But they were making them understandable, and it would often happen over beer or wine or just other beverages on a Friday afternoon. So people

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LS 104: who normally would not come into the library on Friday they would show up to the Science cafe because they would hear from, you know, these renowned scientific scholars in sort of a welcoming, and students would show up faculty would show up for that. So I think that would be great. I think our librarians could serve as these being connectors to interdisciplinary discussions and dialogue. So I imagine there's a lot of connections that our librarians have particular teaching and learning librarians have with the various faculty. So I see

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LS 104: an increased role and opportunity for them to facilitate a lot of those discussions as well across disciplines.

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LS 104: All right. And then the last thing is, I think this is something that I hear often on my campus at Cal State La, that our faculty and our students often

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LS 104: aren't recognized for the amazing work that they do now. They might be recognized by their college by their department. But I think university-wide recognition also is increasingly important, and so doing. That in the library that's an interdisciplinary neutral space to me makes the most sense. So one of the things that I've done at Calcilly and we did at Grand Valley is, we would have author showcases, research showcases, both showcasing student work.

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LS 104: faculty work, but also bringing in the arts, because often arts are overlooked as a scholarship and research, so we would bring in the arts. We would have art displays of faculty student work, we would have musical composition, performances of original compositions, even Mini plays we would have in the library. So all of those things really position the library sort of as this really interdisciplinary

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LS 104: showcase of the amazing work that was happening on campus. Now, in order to do that. You have to have the space to do that. So if you don't have this. But we need to look at where we could do that in the library, because I think it's important to do it. In the library, and in the transformation of spaces that we had at Castle A. We went from very little campus engagement to. We went from, I think, about 5 programs events a year to now, 400 in the library.

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LS 104: just through rethinking what the library can be, and there was quite a bit of of

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LS 104: concern. I think initially that I was bringing in concerts into the library, or just noise into the library. Some of our faculty were concerned and upset with me that I was doing that, but ultimately I mean the Provost was very supportive of that, but I think it was important for people to know that the library was also a place for everybody. So those are some examples that I would do there at both Orbach and Rivera.

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LS 104: So again, just to to conclude here,

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LS 104: general vision, for the library is that we become sort of the main community hub for the campus. Obviously, we're the guardians of our diverse historical history. That that role needs to continue.

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LS 104: I think the library could serve as a catalyst for innovation through a variety of different programs and initiatives that I've done. And I would bring here as well. We're a facilitator for cross-disciplinary cost collaboration. And really, more importantly, a showcase for the amazing work that our faculty and students do here on campus. So just in wrapping up.

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LS 104: I'm deeply and personally connected to this campus with my long history of 40 years. Being a student staff librarian, an alum, a proud alum, watching the amazing work that this campus has continued to do over the last 40 plus years. My sort of belief in empowering people. My approach to

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LS 104: advocating and empowering and supporting in my empathetic style, I think, is something that I think would benefit the library here at Ucr. So I welcome any questions you have, and hopefully the opportunity to work together to lead toward this new vision.

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LS 104: Thank you.

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LS 104: Thank you for that presentation, Carlos, and with that we will open up the session for any questions that you all might have again. Just raise your hand, and a member of our team will come to you.

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LS 104: We'll go in the back first.st Yeah.

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LS 104: Hi, thank you. I'm Robin from teaching and learning. I love what you're saying about the library as a hub. Programming space is something we kind of lack right now. You probably saw on your tour. So I'd love to hear more about what you think about ideas for

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LS 104: our space needs in the current environment with this goal in mind. So I didn't get a complete library tour. But in the short tour I did get, I know there's opportunities on the 1st floor. Obviously I didn't go down to the basement of Rivera, where you have that outdoor patio, so I would. Probably one of the 1st things I would do is I would do a comprehensive space analysis of both libraries.

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LS 104: It's part of the facility, master plan discussion where you look at the space. And that's typically what I do when I started a new library. I walk the library. I look at blueprints, I mean I go everywhere. I look at every room, every door. Now we have a lot of library partners in the library right now in both Orbach and Rivera. So obviously, that's a factor as well. Whether they took prime real estate or not.

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00:23:51.120 --> 00:24:07.850

LS 104: Different discussion, I guess, but I think there's an opportunity for us to rethink the spaces in the library, and I agree, I think we need to find more spaces to host these kind of events. So without having a deep dive analysis of our space, I think

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LS 104: there's opportunity to do that now, often. What? What, which is one of the challenges is, how do we balance the need for collections versus the need for these other types of activities happening. So that would be a discussion that we would be having is, you know, do we prioritize space for collections? Or do we prioritize space for other things. So that's part of the discussion that we would have as part of the facility master plan discussion which

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00:24:32.310 --> 00:24:57.080

LS 104: I've led multiple facility, master plan discussions, and that often includes members of the campus community to discuss the role of the physical collections in the library, does it? Do they need to be front and center? Do they dominate the most important spaces in the building? Or can we rethink that? So that would be something that we would probably need to do. I was told by both the Chancellor and the Provost that there's no money for a

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LS 104: library, or even a significant renovation at least, and I was trying to

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LS 104: sort of convinced that if he were last we would library after him. So he said, No, there's other capital projects that are higher priority. But yeah, I think we're not going to see any new libraries, but I think there's an opportunity to rethink our current spaces. Maybe minor renovations or additions, but nothing significant. But yeah, I again have 20 years of experience with space planning.

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00:25:30.400 --> 00:25:36.380

LS 104: with facility, planning, and have developed strong collaborations with campus facilities and planning which would need to be

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LS 104: our partners in that.

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LS 104: Hi, I'm Joey Jennarou. I'm on the chemistry faculty. So you talked about how the library needs to expand, how they support the newer cutting edge research, the expanded research footprint. And I'd love to hear more on your ideas of how libraries can adapt to expand their support for faculty research in the you know, in these current times.

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00:26:16.350 --> 00:26:45.770

LS 104: Yeah, so one of the things that I think is important as faculty and grad students or students, for that matter, engaged in research is the level of support, particularly around digital scholarship data, humanities, projects, big data data analysis, data visualization. So I think there's a role for libraries to be partners with faculty. One of the things that we've tried to do at Calsla and we did at Grand valley is really position, the library to be part of the entire research lifecycle, not just

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00:26:45.840 --> 00:26:56.810

LS 104: usually, where libraries historically have been near the end, where sort of we provide access to the research scholarship and then preserve it. I think there's opportunities for us to be at the very beginning.

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00:26:56.810 --> 00:27:21.340

LS 104: particularly as faculty and students are looking at exploring new research opportunities and deciding how to manage data research data. For example, I think libraries have quite a bit of opportunities and skill set and research data management as well. So I see that as something that librarians could be more involved in creating spaces. To really show this data I know, excite has this huge visualization

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00:27:21.340 --> 00:27:32.069

LS 104: wall. I don't know how much the library has used that visualization wall worked with faculty to really do a lot of data visualization or just a lot of discussions around just rethinking

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00:27:32.070 --> 00:27:45.439

LS 104: data in a more visual way. So I think there's opportunities for libraries to be more engaged in that, and that's something that we would complement if we were to do something in addition to that. Really relying on on the expertise of librarians. Who are, you know.

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00:27:45.440 --> 00:28:08.169

LS 104: I would say, are, you know, information professionals, regardless of the format of information. I think librarians have a key role in working alongside faculty as partners of innovation and research. So I would say, more opportunities to engage with faculty, particularly around digital scholarship and digital research. The other thing I'll mention, which is often

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00:28:08.450 --> 00:28:34.249

LS 104: discussed in libraries is the need to make sure that the research and scholarship is widely available to the world through open science, initiatives, open scholarship initiatives, open data initiatives. So I think libraries historically, have been very involved with these initiatives more than just OA. So I think there's an opportunity for librarians to partner with faculty

101

00:28:34.250 --> 00:28:49.420

LS 104: around increasing the impact. And I know the Ucs do have escholarship, which is sort of the OA institutional repository. I don't know what percentage of our faculty deposit things in scholarship. But that would be another role that the libraries could help help with.

102

00:28:53.170 --> 00:28:53.840

LS 104: Yeah.

103

00:28:57.900 --> 00:29:13.149

LS 104: thank you. Hi, again, Andre Carrington. I'm a member of the Search Committee. Nice to see you again. I apologize for missing the beginning of your talk. I was at a wonderful graduate Student Conference on the other side of campus.

104

00:29:13.360 --> 00:29:39.689

LS 104: I had a question about information technology. I know you have a pretty extensive background in that part of how the libraries interface with the rest of the University's mission, and I think that's a great resource and something to build on. I wonder how you see both the library information resources, and maybe the role of the libraries in negotiating our relationship to generative AI and those tools as they increasingly play a role

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00:29:39.690 --> 00:29:52.280

LS 104: as a problem in instruction and as a potential methodology for some disciplines and and practices, and also as something that shapes our relationship to how we manage our own data.

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00:29:54.650 --> 00:30:13.409

LS 104: Yeah, good question. So I'll answer that question by some of the things that I'm currently involved in, and also some of the things that I think we could do here at Ucr. I don't know if they're happening or not. So obviously. AI. You touched on a little bit about AI

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00:30:13.540 --> 00:30:14.973

LS 104: a deep

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00:30:16.910 --> 00:30:29.839

LS 104: I get a necessary, I think need for us to not just be aware of these various AI tools. And the impact of AI like you said on teaching and learning, but also on scholarship, also

109

00:30:30.030 --> 00:30:44.290

LS 104: on ethics of AI, and also the environmental impacts of AI as well. Particularly, you know the increasing amount of of data centers and others that require a lot of energy to power to power all the processing that happens with all these

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00:30:44.290 --> 00:31:07.060

LS 104: tools and systems that really generate a lot of a lot of people don't understand and really see the impact that AI has on the back end. But obviously the AI ethics is an area. AI literacy is an area that libraries, I think, could build on. Libraries have historically been leaders in information literacy. And now digital literacy, AI literacy is sort of related to it.

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00:31:07.060 --> 00:31:16.889

LS 104: Digital literacy. So I see the teaching and learning librarians as well as really anyone in the library, I think. And I know we're you're hiring 2 AI research librarians. And

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00:31:16.920 --> 00:31:45.660

LS 104: I looked at the position description and just trying to understand sort of where they fit in sort of that evolving sort of discussion. And there's 2 positions, I understand, that are being recruited for not just one. So obviously, that's a commitment by the library and the campus, that this is an important area. And this is something that's happening across the country. And the world is that we need to have a better understanding of the impact of AI. There was a recent survey done on our campus.

113

00:31:45.660 --> 00:32:09.270

LS 104: both a faculty survey and a student survey on the awareness of AI, the perceptions of AI, the impact of AI. Do you trust AI overwhelmingly our students trusted everything that AI was telling them chat gpt. And so that was very concerning, whereas the faculty did not trust and questioned everything. So there's a need to sort of reconcile this sort of perception

114

00:32:09.270 --> 00:32:30.899

LS 104: among our students who really believe everything. And obviously at the same time, there's this other narrative that a lot of misinformation. So these trusted news sources are now not being trusted as well. So there's a lot of, I think, deep and valid concern about AI. And you see, all these sort of

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00:32:31.860 --> 00:32:40.609

LS 104: scenarios where students are using AI faculty are using AI, and basically, it's the robots basically

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00:32:41.410 --> 00:33:07.320

LS 104: doing the work and then evaluating the work right? So that is also something that needs to be explored, and I think the libraries have an opportunity there. Calcla is one of about 40 universities in the country that are participating in an Ithaca SNR AI literacy definition research project. None of the Ucs are involved, but 15 of the Csus, as well as about another 20

117

00:33:07.320 --> 00:33:20.170

LS 104: universities across the country are working with Ithaca SNR. If you're familiar with them, they do a lot of research studies. So we're partnering with other peer institutions across the country to better define AI literacy.

118

00:33:20.170 --> 00:33:39.040

LS 104: but also to how to integrate that into the curriculum as well. So this is a year-long research project. We just started that work a month ago. We'll be doing a lot of research and engagement with our faculty with our students and then publishing the results of the survey next spring. So watch out for that.

119

00:33:39.440 --> 00:33:42.240

LS 104: Yeah, yeah.

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00:33:51.050 --> 00:33:57.230

LS 104: Hi, I'm Jay student workers on campus. I have a question about if

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00:33:57.350 --> 00:34:04.770

LS 104: to get as Ul, what would you do? Initially? What like, what initial shake up so

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00:34:05.120 --> 00:34:07.850

LS 104: looks into the universe. Would you do?

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00:34:08.000 --> 00:34:13.890

LS 104: Yeah. So I've been here 2 days I haven't. I haven't seen

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00:34:14.159 --> 00:34:36.439

LS 104: everything so usually what I do and what I would do coming here. I mean, obviously, I need to have a deeper understanding of of how things are here at Uc. Riverside. I would spend quite a bit of time listening to not just the librarians and the staff, but also faculty and students and campus administration about

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00:34:36.570 --> 00:34:43.320

LS 104: opportunities for the library with their whether my vision of the library aligns with their vision, because hopefully

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00:34:43.639 --> 00:34:54.319

LS 104: it does. But if it doesn't, we'll have to have discussions. There's a new Chancellor gonna be starting in a month and a half. So yeah, so what I would, I probably wouldn't do any disruptive change

127

00:34:54.770 --> 00:35:05.110

LS 104: day one so, but I would set things in motion day one to have conversations about possibly having

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00:35:05.410 --> 00:35:29.359

LS 104: some transformation happening, whether it's minor or major. So my approach has always been to work collaboratively with others on change. It would not be something that I would just say, this is what we're doing. I would work with all of you to define the future, the direction and how we get there. I'm very collaborative in that approach.

129

00:35:29.360 --> 00:35:48.640

LS 104: but I do have ideas. I do have experience and knowledge. So obviously, I would help guide some of those discussions. And I would value input because I recognize that I don't know everything. No one knows everything. Any leader who tells you they know everything. And I know one leader right now who thinks that he knows everything. So those leaders

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00:35:48.840 --> 00:36:07.959

LS 104: trust those leaders really are not going to build consensus. So I think that would be something that I would do is I would listen. I would work collaboratively with you. But I would set sort of an initial, I guess, create an initial foundation for us to explore new changes, new opportunities with a lot of consultation and input.

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00:36:17.410 --> 00:36:30.770

LS 104: So thank you. And I'm a associate professor of teaching in the school of Ed new to the campus. But I've known Carlos's work, and one of the things I want to speak to is so we've worked with ethic studies teachers, their preparation.

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00:36:31.300 --> 00:36:40.649

LS 104: And we've had teachers, layers down, bringing their high school students to Cal state la working with the Mesoamerican archives, and in many ways

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00:36:40.790 --> 00:36:53.500

LS 104: the the library becomes a pedagogical space rather than just having a digital relationship to tools, to texts. It's a pedagogical space. My question is at your level of leadership. And I wrote this down.

134

00:36:54.080 --> 00:37:09.760

LS 104: what shifts do you think would be needed. Aside from opening space and the role that you've had. So because often leaders, I've been associating another different college, and we open spaces, we can enable that. But what other shifts do you see would be needed

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00:37:09.960 --> 00:37:33.530

LS 104: so that we make it a more relational sort of space, a learning space, the hub of innovation that you're talking about. Yeah, yeah. So the physical space by itself is not going to change how people engage or how people feel. Obviously, that's a factor. So my approach and the approach that I would take here obviously, is to have these conversations with

136

00:37:33.530 --> 00:38:00.389

LS 104: disciplinary experts, particularly around teaching and learning, obviously working with excite, who, you know, obviously, is one of the campus resources for teaching and learning as well as with our teaching and learning team. Here you touched on sort of the pedagogy. I know we worked on pedagogy of place through various grants. How important it is to position and to recognize where our students come from right. So I think.

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00:38:00.390 --> 00:38:04.469

LS 104: incorporating that awareness and and that

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00:38:05.130 --> 00:38:08.740

LS 104: acknowledgement that our students are coming from

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00:38:08.750 --> 00:38:31.559

LS 104: various diverse backgrounds is critical in how we move forward with adopting not just new spaces, but new programs, new services, new initiatives. So I firmly believe in having deep discussions with the entire campus community, because I've seen the power of the library when it embeds itself

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00:38:31.560 --> 00:38:55.920

LS 104: in all aspects of the university. The most successful, innovative, student-centered faculty research driven libraries are the ones that deeply understand, but, more importantly, deeply collaborate and partner with all aspects of the University. There's a poster that I used to have in my office when I was a science librarian. I don't know if you remember it, Michelle.

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00:38:56.020 --> 00:39:16.749

LS 104: I don't know how often you were in my office, but I had a poster of an operating room with doctors and nurses, and then you had a librarian in that operating room. So saying that, like librarians really should be everywhere, even where you don't expect them. Right? So my goal here is to try to embed librarians.

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00:39:16.880 --> 00:39:24.900

LS 104: Library professionals are roles in many aspects of the university, whether it's student life.

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00:39:25.120 --> 00:39:38.119

LS 104: athletics, cultural centers, education, teaching, learning, research, space, design, community engagement. The library really needs to be everywhere

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00:39:38.260 --> 00:40:02.769

LS 104: presence. And I would invite myself to events that maybe I wouldn't be invited to, and or I would just show up unannounced and say, Here I am, but I think library needs to be present everywhere in order for us to really make change. People have to be aware of the library as aware of the power of collaboration which libraries have historically been

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00:40:02.890 --> 00:40:19.130

LS 104: models of collaboration, not just at the local level, but at the regional and national and international level libraries historically, have been true collaborators. So that would be something that I think would be needed to sort of build on on what you were talking about.

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00:40:33.630 --> 00:40:36.299

LS 104: I'm gonna ask a pre-submitted question. Okay.

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00:40:36.500 --> 00:40:38.939

LS 104: how do you handle conflict in the workplace?

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00:40:40.260 --> 00:40:40.960

LS 104: Yeah.

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00:40:41.716 --> 00:40:45.549

LS 104: So this question came up earlier at another meeting.

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00:40:46.840 --> 00:40:47.760

LS 104: So

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00:40:48.230 --> 00:41:16.999

LS 104: the nature of just people working with people. There's conflict is going to arise right? So that's not something that may happen. It's something that will happen right? So there's different approaches to how to address conflict. One of the things that I try to instill upon those who I work with is that you want to address conflict as as early as you can, because sometimes conflicts that, unresolved or just unaddressed

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00:41:17.050 --> 00:41:39.490

LS 104: grow right, and the conflicts could be very minor. Right? So one of the things that we did at Calstla is, we worked with Hr. To develop a conflict resolution framework. And this conflict resolution framework basically provided some guidelines in a framework on how to address interpersonal conflict either between 2 staff

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00:41:39.520 --> 00:42:03.629

LS 104: or staff, and a supervisor or a student employee, and a supervisor or librarian and administrator. So this this framework really allowed a lot of the conflicts to be resolved very quickly and early without a lot of involvement from library administration. So this has worked very well in that if

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00:42:03.630 --> 00:42:10.080

LS 104: very few conflicts ever reach me as the Dean, because they've been resolved

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00:42:10.080 --> 00:42:26.559

LS 104: typically at sort of at the early stages. But obviously there's a requirement, and I won't go into the framework happy to share the framework with you that we use. But that sort of understanding that there is a process

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00:42:26.580 --> 00:42:48.710

LS 104: has been very helpful, because they know that they're going to have support. If there is a conflict, there is a process to address conflict in the workplace, so just the nature of having some framework, I think, has helped people at least to try to address that, either individually or depending on the severity of it, you know, in upper levels.

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00:43:00.730 --> 00:43:04.559

LS 104: Welcome, Carlos. Thank you, Dave, with the library. Yeah. Hi, Dave.

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00:43:04.740 --> 00:43:10.450

LS 104: So if you were selected as the next ul, what specific goals task

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00:43:10.560 --> 00:43:20.129

LS 104: an action. Would you prioritize and implement during your 1st 30, 60, 90 days? Yeah, goals, tasks. And what was the last one?

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00:43:22.930 --> 00:43:39.419

LS 104: And actions and actions. Yeah. So again, Ucr has grown quite a bit right, although I think the library staff and librarians have shrunk right. So, even though the university has grown. The number of employees in the library has shrunk right? So that's

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00:43:39.980 --> 00:43:53.220

LS 104: a concern. But that that is not unique to Ucr. It's happening all over all over the place. So I think one of the 1st things I would do is I would want, and I think I mentioned this in in other meetings, that to me it's extremely important to get to know.

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00:43:53.370 --> 00:43:58.890

LS 104: not just the person's role in the library, but the person

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00:43:59.140 --> 00:44:02.999

LS 104: behind that role. So I would be

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00:44:03.830 --> 00:44:24.599

LS 104: focused on getting to understand everyone in the library, not only their roles, but who they are as individuals, what drives them, what motivates them, what their passions are what areas for growth that they see. So I want to get to know individuals as people that would be. Obviously, I'd like to learn what their roles are, but I think I would balance both getting to know them

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00:44:24.600 --> 00:44:53.740

LS 104: as an individual person, but also in their role, and what they bring to the role and what their aspirations are. So that would be sort of a foundational thing that I would start. I would try to meet, and I did that at Calcilly. I spent the 1st 2 months just meeting everyone, and even meeting with our student assistants as in groups. So that would be one of my goals at the very beginning is to try to get to know everyone on an individual level. In addition to that, I would want to get to know my

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00:44:53.980 --> 00:45:18.459

LS 104: fellow Deans, my peers as well. So sort of what motivates them, what their challenges are, what drives them, what opportunities there are for deeper collaboration, what opportunities exist. And then as well work with Asucr and other student organizations as well to have a deeper understanding of what their thoughts are about the campus. Now I've been. It's been 25 years since I've been here, so I can't

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00:45:18.800 --> 00:45:34.560

LS 104: assume that things are the same. Things will probably be changed quite a bit right? So to me it'd be extremely important to have a deeper understanding, not just of the people, but the culture on campus, both in the library, but also on campus. And I ask these questions from

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00:45:34.560 --> 00:45:53.099

LS 104: at the Provost sort of Cabinet and the Chancellor's Cabinet about what is the leadership climate right now? How are decisions made? How collaborative is campus leadership? You know, I, as one of the campus leaders, would need to have a deeper understanding of how decisions are made on our campus with all budget

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00:45:53.100 --> 00:45:56.860

LS 104: facilities, right? Staffing

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00:45:57.100 --> 00:46:22.809

LS 104: all those. I need to have a deep understanding. So I need to know how Ucr works. Right. So I would invest a lot of time trying to have a deeper understanding of how Ucr as an organization works and those who are involved in key decision, making roles in that sort of initial exploration. Listening discussion, I would start formulating some strategies in what I think we could start with.

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00:46:23.320 --> 00:46:40.340

LS 104: based on a little bit about what I shared, but also what I hear, so I would probably set in motion some initial steps to address either some challenges or some aspirations or some changes that just need to happen in the library in order for us to continue to move forward. But yeah.

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00:46:40.340 --> 00:47:01.030

LS 104: you said 3 months. Is that what you said? 2, 3 months. So it's not a lot of time. Yeah. So it's not a lot of time. So that would be my focus. But over the 6 to 12 months I think the campus would actually see some noticeable changes that we would work on together, so they would see immediately. And most leaders that I've worked with

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00:47:01.260 --> 00:47:11.980

LS 104: have taken that approach where? Yeah, they don't change every. I mean, some leaders just change everything day one. And that's very disruptive and and damaging, I think, to the organization, if you just change, things really quickly

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00:47:11.980 --> 00:47:36.660

LS 104: might happen more in private industry than it does in higher. Ed. But I probably would not do that. But I would. Given sort of my background, and experience is question a lot of things I would ask, why are we doing this? Do we need to still do this? Is this something that we could change? So you would in meetings that you would be with me. You would get a lot of questions for me about. Explain to me why

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00:47:36.660 --> 00:47:56.329

LS 104: you're doing. Xyz. Explain to me why you're not doing Xyz. And how was that decision made? And how long has this been happening? Is this something we can revisit? So yeah, a deep dive into the people, the organization, the culture, and then that will hopefully inform future future paths.

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00:48:00.510 --> 00:48:07.080

LS 104: Hi! My name is Alejandra. I'm a professor in the history department. Thank you so much for your talk. My question, I guess.

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00:48:07.080 --> 00:48:31.249

LS 104: built on that one thinking about communication. So how do you communicate out both your leadership like after you've had these meetings and you come up with a strategy forward, but also thinking about all you talked about earlier, about the library as a community hub, how do you? This is a big campus. We're all, you know, a lot of time. We don't know what our left hand and our right hand are doing. So how do you communicate the wonderful things that are available. So both like.

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00:48:31.250 --> 00:48:44.630

LS 104: how do you communicate the wonderful? But how do you also, then, or and how do you also communicate your leadership, goals and plans. So people know the way forward that you have envision. Thank you. Yeah. Good question so often. That's been

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00:48:44.830 --> 00:49:08.060

LS 104: something that libraries have been guilty of, not not just, I imagine, on this campus, but everywhere, not just libraries, but the library profession, for that matter, I think, hasn't done enough to promote the work that libraries and librarians and library professionals do. So. How do you do that right? How? Because I understand. No. I asked the students this morning.

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00:49:08.060 --> 00:49:21.299

LS 104: What do you know about the library? How do you find out about the library? They said, well, don't email me because I'm not going to check it. So so they said, well, maybe social media. But also I was surprised that they said physical signs where I'm at

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00:49:21.450 --> 00:49:51.099

LS 104: or digital signage where I'm at. So obviously, one of the things that is a challenge is that everyone is very busy. Everyone has a focused list of priorities. How does the library insert itself into everyday busyness, right which our students and faculty have. So a couple strategies to do that. So I regularly have library, town halls, or I invite myself

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00:49:51.290 --> 00:50:20.779

LS 104: to faculty department meetings, or I host department chair meetings in the library. So I invite all the department chairs on campus to have lunch with me where I learn about what they're doing, but also, more importantly, share what the library is doing, what we're exploring so regular communication through various methods through digital signage print signage. We do regular. This is sort of hit and miss, as far as

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00:50:21.290 --> 00:50:26.079

LS 104: a campus faculty newsletter goes out every other month.

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00:50:26.250 --> 00:50:45.699

LS 104: Faculty may read email more than students, but maybe not. So. That isn't always the best approach, either. So often to reach faculty. There has to be other approaches, and often we do that through our librarians, who have a deeper connection with the faculty.

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00:50:47.760 --> 00:51:01.490

LS 104: Fun, I guess, is another way. So we try to have a lot of fun into what we do, not just amongst ourselves. But we try to provide these fun engagement activities where the campus says, Okay.

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00:51:01.620 --> 00:51:08.239

LS 104: what's happening in the library today. Is there something that I think I might benefit from going? So there's a lot of sort of

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00:51:09.890 --> 00:51:34.430

LS 104: serendipitous sort of discovery of things that are happening lively through various activities and programs and events. So one of the things that we've done is we made it almost impossible to ignore the library. So that is something that I think not many libraries do, because, like I mentioned earlier, we have to be everywhere. So if you're everywhere, you cannot overlook the library. So by being everywhere. What does that mean? Right? So you need to be

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00:51:34.430 --> 00:51:58.229

LS 104: present. So my expectation is that I have for my library staff, in fact, that they attend as many campus events as possible. We'll give you time off to go to these events. We have staff liaisons to all student organizations. So they attend student organization meetings as staff our student employees. We also pay them to be engaged with various student organizations. So they are visible present listening.

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00:51:58.230 --> 00:52:13.110

LS 104: And if there's opportunities, they will say, Did you know the library is doing? XYZ. We have this program. We have this event. We have this new service. So that has been very helpful where we sort of just embed ourselves. I mean, that is is something that sort of

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00:52:14.260 --> 00:52:24.309

LS 104: without even the campus, knowing they're discovering things because we're just there right, and that has built momentum where now there's an expectation that

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00:52:24.500 --> 00:52:34.889

LS 104: the library is a hub of learning engagement learning. So people want to come to the library. So Miguel, who I've known for a while.

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00:52:35.030 --> 00:52:49.309

LS 104: don't know how long you were there at Cal state, but I know there's been a huge shift in perception of the library where now it's this really campus and even faculty, when I see them.

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00:52:49.320 --> 00:53:17.150

LS 104: have commented on how different the library is viewed now on campus. So again, that would, I mean, there's a lot of different strategies. It's so difficult, particularly with a campus, you know, 25,000 30,000 people on it. It's difficult. So we're not going to be able to reach everyone. We can't be everywhere at all times. So obviously this, this will have to spread through word of mouth. We've identified library champions among faculty

194

00:53:17.150 --> 00:53:32.960

LS 104: and among staff and students. So we have Asu asucr equivalents which are ours are associated students. So we have library ambassadors in the various student leadership groups, and they also help spread the word.

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00:53:34.030 --> 00:53:34.690

LS 104: Yep.

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00:53:39.530 --> 00:53:48.799

LS 104: Hi, Carl, great presentation. What do you see as your greatest challenge in moving from an R 2 to an r, 1 university. Yeah, thank you.

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00:53:49.720 --> 00:53:59.435

LS 104: Yeah. So the R, 2 designation at Cal Slay is a recent designation, just like the Aau designation is a recent one at Ucr.

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00:54:00.670 --> 00:54:02.179

LS 104: so I've I've

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00:54:03.040 --> 00:54:19.010

LS 104: really the only r. 1 i've been at has been Ucr. And that was a long time ago. The other universities at Sac State and Grand Valley and Cal state were not r. 1 s. So you asked about the challenges? Right? So obviously.

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00:54:19.010 --> 00:54:43.099

LS 104: research is a big part of what Ucr does trying to understand the needs of our faculty, our grad students and hopefully, our undergrads as well, who are engaged in research, try to understand where the library's role is in that research lifecycle like I mentioned, I think

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00:54:43.100 --> 00:54:50.659

LS 104: some of the experience that I've had in engaging with faculty with the office of research

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00:54:50.660 --> 00:55:08.600

LS 104: has been important. So the office of research, scholarship and creative activity is in the library. I meet with the Chief Research Officer Monthly. So, trying to understand their challenges, we partner with them on grants.

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00:55:08.600 --> 00:55:24.900

LS 104: on data management plans, on other, on open access and funding to include that in the research grants. So even though I'm not at an r 1. Right now, much of the foundation. I think I've been able to sort of develop through deep partnerships with

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00:55:24.900 --> 00:55:47.660

LS 104: with office of research, scholarship, and creative activity, the office of faculty affairs which does some support for faculty, scholarship, and research, as well as sort of positioning the library to be also a hub of research. So I think there'd be things that I would have to learn. Obviously coming here. Since it's been a while since I've been at an r. 1, particularly an elite. r. 1.

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00:55:47.660 --> 00:56:10.040

LS 104: Any change for any position, I mean, I would say I'm not a perfect fit for everything that Ucr needs. I don't think there's a candidate that has everything that you need, but I think I have a strong foundation in the needs of an elite research university. I have a lot of colleagues who are at r. 1 s.

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00:56:10.060 --> 00:56:34.959

LS 104: Who I'm in regular communications with. So there's a sort of a network that I have with other r. 1 uls, not only in the Ucs. And across the State, but across the country. So I'm in regular communications with with Peers, who I would be, you know, I'd be part of Arl. So that Arl, the association of Research Libraries, you know, has all the major research universities. So I already know probably a 3rd of

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00:56:35.150 --> 00:57:03.490

LS 104: of those arl directors, and I see them at conferences, and I have conversations. So I would obviously leverage those connections to sort of help me better understand sort of the things that we need to do here. So yeah, I don't confess that I, you know, because I don't have sort of current. r. 1 experience. But I have a foundation. I have connections, and I would rely on on my colleagues here across the Ucs. And across the campus.

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00:57:04.520 --> 00:57:07.100

LS 104: We might have time for one more question, Carlos.

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00:57:09.700 --> 00:57:34.659

LS 104: Thank you. In your vision there's and you acknowledge that there's a lot that the staff would be doing. It's a lot of outward facing. It's a lot of new initiatives that is going out into the community. What I didn't see is your plan for supporting staff and creating a community of a healthy workplace and a safe workplace for us all to really engage in this stuff, because the staff here is already really dedicated and working at full

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00:57:34.660 --> 00:57:41.730

LS 104: capacity. So how would you incorporate all these things in while still protecting the staff's mental wellness and physical wellness.

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00:57:41.730 --> 00:57:48.500

LS 104: and preventing burnout. Great question. So I was a staff for 5 years. So although

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00:57:48.760 --> 00:58:01.090

LS 104: years ago, and I recognize that, particularly when there's a downturn in budgets and positions. Key positions are lost that staff often have to fill in, and there is a sense of

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00:58:01.220 --> 00:58:15.759

LS 104: of overwhelmedness, you know, being overwhelmed with the work, and I do recognize that you have to be careful when you're having discussions about adding things in that that already stressed out and overstretched

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00:58:15.760 --> 00:58:39.980

LS 104: staff, who often are key partners in the work that we do so much of the discussions that we would be having, and I would have it, not just with the librarians, but with the staff is really a sort of honest discussions about your workload, right? And about things that you think we could do differently and in partnership with the staff. Is there a staff

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00:58:40.200 --> 00:58:48.029

LS 104: group of libraries like a staff assembly, or anything like that that meet regularly just as a staff? I know I know there's Laucar, but is there?

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00:58:48.230 --> 00:58:58.519

LS 104: I don't know how often Laucar meets. But is there a staff group? So I meet with? If there isn't, maybe we can explore having one. So I meet with the staff at at Calsole every month.

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00:58:58.520 --> 00:59:19.729

LS 104: and in those monthly meetings with Staff I hear the exact same thing that you were saying. They feel burnt out, often undervalued, not recognizing their role. Undercompensated is often is another one, so that leads to burnout, but also to staff, leaving right? So we have staff that leave

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00:59:19.810 --> 00:59:35.790

LS 104: to community colleges that are nearby, or to Ucla. So my commitment to the staff would be that I would I would listen. I would provide opportunities for growth, but also to work with the staff to really understand what their

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00:59:35.790 --> 00:59:59.209

LS 104: pain points are, what their challenges are this sort of. When I mentioned, you know, going forward and having a vision, this would not be something that I would do in my office by myself, or maybe just Tiffany me, we would do it with all of you, including the staff. So the staff input is very valuable. The other thing that I've done at Cal State La. And we do that at Grand Valley is

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00:59:59.440 --> 01:00:14.640

LS 104: we have staff representation on the Leadership Council. So we get input from the staff, and we have a student representative on our leadership council. So we have representations from our student employees and from our staff in decisions that we're making that

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01:00:15.120 --> 01:00:27.629

LS 104: sort of will impact future directions of the library. Future impact on particular positions. Staff are are involved in those discussions as well through elected representatives that serve on on this council.

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01:00:28.870 --> 01:00:29.530

LS 104: Yeah.

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01:00:29.680 --> 01:00:42.909

LS 104: all right, Carlos. I know we're having really good conversation. But we're at time final thoughts for this group. Yeah, thank you again. Just a sense of gratitude I feel in having

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01:00:43.040 --> 01:00:59.200

LS 104: having an opportunity to be considered for the Ul position here. My journey from student to Ul candidate is is something that most people, particularly at the same place where you started is not common. Very few.

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01:01:01.690 --> 01:01:10.579

LS 104: these people, I know, have had those opportunities. So what I could promise you is that I would be deeply committed

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01:01:10.750 --> 01:01:16.589

LS 104: to the work that all of you do deeply committed to the success of our students

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01:01:16.700 --> 01:01:28.610

LS 104: deeply committed to developing and deepening engagements, not just with all of you, but with the campus community, with our students, with the surrounding community, and be willing to

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01:01:29.160 --> 01:01:31.979

LS 104: to be open, to

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01:01:32.870 --> 01:01:43.590

LS 104: change either change that you're driving or change, that I'm sort of guiding right? So I think there's an opportunity, just in these 2 days that there's

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01:01:44.910 --> 01:01:51.619

LS 104: I think, strong interest, I would say, to rethink things

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01:01:51.740 --> 01:01:59.639

LS 104: in the library to explore new opportunities, to build on successes that you've already have.

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01:01:59.810 --> 01:02:08.819

LS 104: So I'm excited about that opportunity. I didn't imagine that this opportunity would come up. I assumed that I was going to

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01:02:08.890 --> 01:02:34.999

LS 104: retire from Cal state. La! But Ucr is really my home. I've lived in Riverside longer than any other place for 15 years longer than any other place, even though I've moved around a lot. So anytime you leave, even though Ucr was like a 2 bedroom apartment when I left. Now it's this huge, big mansion as far as size. It's still home, right? It's still a place that I feel deeply connected to, and I think

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01:02:35.000 --> 01:02:44.390

LS 104: I bring those insights that probably very few candidates could bring. It's sort of not just an awareness of the power of Ucr and the Uc. System.

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01:02:44.410 --> 01:03:10.049

LS 104: but I personally benefited from that, so that drives and motivates me every day. So that's something that it's hard to put down on paper and on words. You would have to see it in my passion and in my dedication, but that's something that I would bring if I was selected as the next ul. So again, I appreciate you taking the time to be here today on a Friday hot Friday afternoon.

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01:03:10.140 --> 01:03:14.840

LS 104: And again I appreciate the opportunity. Thank you. Thank you, Carlos.

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01:03:15.680 --> 01:03:16.370

LS 104: Nice.

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01:03:19.050 --> 01:03:28.270

LS 104: Thank you so much. And just as a friendly reminder. Please provide your feedback via the Candidate Feedback Survey. You can find that on the Executive searches website. Thank you. Everyone.