Building a Philosophy for Emerging Research Services

John Watts, Head, Department of Knowledge Production
University of Nevada, Las Vegas

Joshua Vossler, Head of Reference & Instruction
Southern Illinois University Carbondale
Our hopes and dreams for you:

Identify
Core components of a research service philosophy

Build on
Culture and policies that construct cohesive services
A service philosophy is NOT:

inspiring, elegant, or meant to be written, posted, and then ignored
A service philosophy IS:

a series of questions and answers
Data Visualization

Virtual Reality

Making & Digital Fabrication
Morris Library, Southern Illinois University Carbondale

3D printer

Adobe workstation & Cintiq

Audio booth
What are research services?
What are research services?

Any scholarly or creative activity that makes use of digital methods and tools...
Why research services?
Why research services?

• Providing support for the growing areas of media-rich and data-intensive research.
• Bringing together expensive technologies to serve the entire campus

(Lippincott, Hemmasi, & Lewis, 2014)
Why are we doing this?

What do we want to do?
Why are we doing this?

- What does my university value?
- What does my library value?
- What are the outcomes?
- Are our outcomes aligned with these values?
Why are we doing this? (university values)
Aligning services with values can = $$$
Why are we doing this?
(Library values)
Librarians as partners
University Libraries Faculty Institutes
Librarians as partners

University Libraries GIS Instructional Development Grants

Applications Open For University Libraries GIS Instructional Development Grants

By skeneby on February 26, 2019 4:44 PM | Permalink

The University Libraries is now accepting applications for Geographic Information Systems (GIS) Instructional Development Grants. The grants promote and support faculty exploration of GIS tools and methods in the design of research assignments that allow students to visualize and critically examine information in novel ways.

Three faculty will be selected for this inaugural year of the GIS grant initiative. Selected participants will gain expertise in integrating GIS into course curricula through facilitated workshops and assignment design consultations. The first of these experiences will be a workshop on Monday, May 20 from 9 a.m. to 5 p.m. in the Library. Participants will work closely with librarians and GIS Data Visualization.

MONTHLY ARCHIVES

April 2019 (5)
March 2019 (5)
February 2019 (6)
January 2019 (6)
December 2018 (2)
November 2018 (6)
October 2018 (12)
September 2018 (17)
August 2018 (6)
July 2018 (3)
June 2018 (2)
May 2018 (3)

RECENT ENTRIES

Spring 2019 Overnight Study Space Dates Announced
Take Your Child to Work Day: TODL Open House
Dean Maggie Farrell Elected ALA Treasurer
Celebrate National Library Week
Congratulations to the ULV Student Veteran Scholarship Symposium Winners!
Connect to established values

Build on User’s Prior Knowledge

Remix Workflows & Materials

Engage Existing Expertise
Expression of Values

Planning & Development
- Research Service Council

Daily Operation
- Guidelines, codes of conduct & workflows

Extensions
- GIS Instructional Development Grants
What are the outcomes?
Backward Design

Identify desired results

Determine acceptable evidence

Plan service and programs

(Wiggins & McTighe, 2005)
Example: 3D printing
Original outcome:
Students will explore 3D printing in order to gain insight into digital fabrication and 3D modeling.
Original outcome:
Students will explore 3D printing in order to gain insight into digital fabrication and 3D modeling

Improved outcome:
Students will design and print objects in order to prototype solutions to questions and problems related to their discipline
Observe student work

Improved outcome:
Students will design and print objects in order to prototype solutions to questions and problems related to their discipline

Prototyping instruction
Curricular connection
Disciplinary connection
Course outcome:
Students will design and print objects in order to prototype marketing solutions for a target audience.
Why are we doing this?

summary

1. Consider and leverage university and library values
2. Align values with outcomes
3. Use values and outcomes to identify partners
4. Use outcomes to focus assessment
What do we want to do?
What do we want to do?

- What is the benchmark?
- Who is our audience?
- What do we have?
- What is our extent of support?
What is the benchmark?
Benchmarking variables

- Department name
- URL
- Type of services
- Notes on staffing
- Special equipment or software
- Space
Campus Benchmarks

- Office of Undergraduate Research
- Graduate College
- Labs, Shops, Studios, Makerspaces
Who is our audience?
Waterfall Design

Idea → develop → Launch

(Gothelf & Seiden, 2016)
Lean Design

(Gothelf & Seiden, 2016)
Virtual Reality

Idea

Test

Develop

• Workflows
• Lesson plans
• Software licensing
• Assessment

Launch

Sculpture

Physics

(Gothelf & Seiden, 2016)
What do we have?
Pathways to expertise

• Build
• Borrow
• Buy

(Capron & Mitchell, 2012)
Avoid unicorns
Draw from what you DO BEST

- Transparency in lesson planning
- Assessment strategies
- Professional development
What do we want to do?

Summary

1. Identify internal and external benchmarks
2. Test with one audience and expand
3. Scan for expertise and choose a direction
4. Use what you do best in library instruction
Extent of support?
Extent of support?

- Staff
- Time
- Money
- Scope
- Accessibility
4 models for staffing
Expert model
Expert model

Pro: quick & simple
Expert model

Pro: quick & simple
Con: limited by expertise, fragile
Queensland model
Queensland model

- Level 1: All public-facing staff
- Level 2: Staff with significant knowledge of the service
- Level 3: Experts
Queensland model

Pro: robust & scalable
Queensland model

Pro: robust & scalable
Con: high effort, slow to deploy
Fellow model
Making Space: Increasing and Sustaining Gender Diversity in the NCSU Libraries Makerspace Program

NC State University Diversity Mini-Grant 2015-2016 Final Report
Submitted by Lauren Di Monte, Marian Fragola, and Josephine McRobbie
May 5th, 2016
Fellow model

Pro: temporary
Fellow model

Pro: temporary
Con: temporary, high effort
Student model
Student model

Pro: temporary, affordable
Student model

Pro: temporary, cheap
Con: high effort, easy to over-use
Time

• Days available
• Hours available
• Duration of service
• Exceptions
Money

• Associated costs
• For profit, break even, or loss?
• How communicated to patron?
Scope

• Who can use the service?
• What help is provided?
• What help is NOT provided?
• Exceptions?
Availability

- Available without asking
- Available upon request
- Selectively available by application
### Stanford’s Service Level Agreement

<table>
<thead>
<tr>
<th>Service name</th>
<th>Reference and Information Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic description</td>
<td>A general information service, taking queries email via ServiceNow request, providing access to a range of Library services.</td>
</tr>
<tr>
<td>Eligibility</td>
<td>SLAC staff</td>
</tr>
</tbody>
</table>
| Library responsibility | The Library will provide:  
- a full reference and information service during core hours  
- The full reference and information service will:  
  - provide information on Library services, resources and collections;  
  - provide basic assistance with catalogue usage;  
  - provide basic assistance with the use of databases  
  - provide basic assistance with the use of general reference works.  
  - refer staff to other departments if appropriate. |
| User responsibility | Library users should:  
- seek information, assistance or referral through the Library’s ServiceNow service catalogue.  
- treat Library staff with a generally accepted level of courtesy. |
| Service hours | Monday-Friday 9 a.m. – 5 p.m. |
| Service targets | All enquiries will either be dealt with by the Research Library staff, or referred to another member of SLAC or SUL staff in a better position to provide an answer to the enquiry. |
| Service statistics | Enquiries. |
Summary

• Four basic staffing models
• Determining extent of support is an opportunity to exert control
Questions?