Answers to Remaining Chat Questions from Nancy K. Roderer's Distinguished Seminar Series Presentation, *From Books and Buildings to Information and Services* **on 16 January 2012**

Due to time constraints, not all questions submitted via chat during Nancy Roderer's Distinguished Seminar Series presentation were answered during the webinar on 12 January 2012. Those questions and answers have been consolidated in this document, which is available at http://www.oclc.org/research/dss/20120116chat.pdf.

from Robert Cagna:
>   What is the Center for Facilitated Discovery (on the architectural drawing), please?

from Nancy Roderer:
>   Quoting from the vision document for the building, the Center for Facilitated Discovery is "an innovative meeting ground where interdisciplinary discussion can be facilitated and enhanced through the engagement of information science professionals. The spaces will provide systems for display of complex data and technology tool for collaborative analysis." (Vision for a Graduate Education Center for the Johns Hopkins School of Medicine, DEGW, April 19, 2010.)

from Titia van der WERF
>   Thank you for your nice presentation. You mentioned that retrieval mechanisms should be improved in online environments. Could you elaborate a little on this? Users prefer to get direct answers, meaning going directly to the content? What feed-back did you get exactly from users?

from Nancy Roderer:
>   I don't know if there is formal evidence for this. It is based on the observations of the library staff that, for many questions, speed is key, and that users complain that the process of searching PubMed, looking at articles, etc., takes too long. It does seem to me that the fact that there is very heavy use of such products as UpToDate in the clinical setting support my observation. We hope to find out more about this in a research project that we are developing to look at how questions arise in the clinical setting, how they are answered or not, and what barriers exist to their being answered.

from Donna:
>   I'd like to know how 12 informationists cover 100+ departments?

from Nancy Roderer:
>   By being very hard working! We do spend quite a bit of time on who gets which departments and how to equitably distribute the load. Like many library services, the level of demand from each individual or department can vary from quite infrequent on up. The informationists do have some control over this through such means as increasing or decreasing their efforts to become more embedded in a department based on their current work flow. They can also call on backups from among the other informationists and can negotiate timing with the user if they need to.

from Barbara Jones:
>   With the decrease in staff, is the decrease equal across the board, or more clerical or professional? Thank you.

from Nancy Roderer:
>   It's been more on the clerical and paraprofessional side than the professional. We have had some increases in professionals in both library and IT positions. We have achieved these changes through attrition and retraining, and look especially for opportunities to move staff to other areas—for example, a former service desk staff is now in finance and administration, and

another service desk staff in our communications specialist. Changes in work flow and greater efficiencies have also allowed us not to fill some positions vacated by attrition.

from Jennifer Schaffner:

Thank you for your excellent presentation. Do you find you need informationists to have particular advanced education in their field of expertise? Do you find it easy to locate and hire informationists with the necessary expertise?

from Nancy Roderer:

We look for three things when we look for Informationists: information expertise, knowledge of the subject area, and ability to be proactive, and consider all three equally important. We don't require specific subject education, but look for evidence of knowledge of and interest in the subject area. When we decide, in consultation with a new Informationist, that she or he needs to expand their information or subject expertise, we look for ways to address that through classes, etc. It might help you to know that we have three levels of Informationists, reflecting greater knowledge of and involvement in the work of their users and departments.

from Cindy Cunningham:

Do you provide—or did you consider providing—a digitization program for physical books not otherwise electronically available based on demand or circulation? Will you digitize on demand?

from Nancy Roderer:

No, we have not considered that. We have a system for circulating paper books – delivery to the faculty office or student classroom area—and we don't feel that the demand is such that we need to go beyond that. We are aggressive in our search for digitized materials elsewhere, and find that there are an increasing number of books available. I don't have to tell you that OCLC has, for example, looked at the overlap between medical library collections and the HathiTrust and found a 33% percent duplication rate between 28 Middle Atlantic Region medical libraries and the HathiTrust collection.

from Richard Wayne:

What are the one or two things that you might have done differently in your 11 year strategic plan?

from Nancy Roderer:

The two areas where we feel we might have been able to get to where we are today more expeditiously are physical spaces and Informationists. As you heard, we started out with the idea of touchdown or information suites around campus, but are moving rapidly away from that idea as we work closely with the departments and understand their needs.   It also took some time to evolve our definitions of Informationists and the work that they do.

from Diana Ryan:

You've talked about services for clinicians and researchers but what about students? What services does Welch library provide for them?

from Nancy Roderer:

Students are generally served in the same way that faculty members are—through their assigned Informationist. We work hard to meet with the students and expose them to how they can use the library, and to assist them in finding materials and conducting their research. We do have reserve materials, and those that are only available in paper form are located in the educational areas of each school. Students who check out paper books and do not have offices have their books delivered to those same areas.

from Mary Helms:

Can you share where the financial resources came from to expand your electronic resources?

from Nancy Roderer:

It hasn't been easy! We have established several 5 year collection budget plans and work hard to find sufficient funding through a combination of approaches. Among our approaches have been reducing facility and staffing costs by closing branches and reducing desk hours and reducing staff costs by achieving greater efficiencies.