>> SPEAKER: Welcome to the final day of the ALCTS Exchange.   We're so thrilled you can join us. Like the previous sessions, we'd like to start the day by sharing information before we start the program. Just to remind everyone, each day has its own theme in addition to our broader theme of embracing the past, building the future.   Today's theme is building skills to prepare for the future.   As we begin our last day of the ALCTS Exchange, we turn our attention to the future.   In today's session, you will find out how people working in acquisitions, collection development, and management, cataloging and meta data and preservation can expand their skill sets in preparation for leadership or management roles or to stay current on emerging trends.   Before we begin today's presentation, I want to invite you to reflect upon which skills, collections, and technical services practitioners might need to acquire and how what you have seen and heard during the ALCTS Exchange might better prepare you and your colleagues to go about acquiring those skills.   I'll poll several questions and invite you not only to think about your answers, but to share your thoughts with fellow attendees and colleagues with whom you've been watching the Exchange.   I'll also invite you to share your thoughts with the wider ALCTS Exchange audience by typing your answers into the chat box.   We'll spend about two minutes on each question.

So, question number one, what skills do you feel are needed to support collections and technical services now and in the future?   Some examples might be data analysis.   So, please go ahead and discuss that and add your answers to the chat box.   So, there are a few answers coming in.   Project management, data analysis, basic coding skills.   Cross-cultural competence.   So, great.   Thank you. Lots of ideas here, but also a lot of commonalities, with technical skills, outreach, project management skills, community-building skills.   Okay, now, question number two, which we'll also give a couple minutes to answer, and please type those answers into the chat box.   Which presentations, lightening talks, or posters have you seen thus far in the ALCTS Exchange that have sparked ideas for new skills? Are there sessions coming up today that you're excited about?   Social justice and diversity, which is coming up later today.   Learning PyMarc.   Teaching the art of digitizing history.   Centering the margins of the scholarly record, which was a couple days ago, or last week.   It's all going by so quickly. Some sessions coming up today too.   All right.   Lots of good feedback on Trevor Dawes' keynote as well.   So, question number three; has your library implemented training in support of skill building?   If so, what has your library done?   Several notes about Lynda.com, cross training, some management skills, professional development, and hired new skills.   There are several things here that sync up with answers to the first question.   We'll let a few more people add their answers here.

  All right, well, thanks for answering those questions and sharing them out, everyone.   There are just a few more words before we get started with our first presenters.   We'd like to take a moment to thank our sponsors for their generous support of the ALCTS Exchange.   Thanks to Wiley -- for their support of the inaugural ALCTS Exchange.   We really do appreciate their support.   Information about the code of conduct for the ALCTS Exchange can be found in the event website.   ALCTS leadership, the ALCTS office, and the ALCTS Exchange Working Group feels strongly the events should be a comfortable and welcoming environment for everyone in attendance, and harassment or intimidation of any kind will not be tolerated.   If you have been a witness to or the recipient of any kind of behavior that you believe violates the ALCTS Exchange code of conduct, please contact Keri Cascio, ALCTS executive director. ALCTS Exchange, just a few reminders here.   You will all be muted during the event.   Please make use of the chat box, as you just have, if you have any questions you wish to ask or comments you wish to

share with the program developers.   There's plenty to do when the ALCTS Exchange is not broadcasting in the live stream.   You are invited to check out the discussion forums, look at reading and prework, take surveys, or make use of discussion guides by ALCTS Exchange program developers.   Additionally, lightening talks and posters will be available for you to view at your convenience throughout the duration of the ALCTS Exchange.   All of this content is available on the ALCTS Exchange website.   You can join conversation about ALCTS Exchange on Twitter as well.   The ALCTS Exchange has an event hashtag, ALCTSx17, and individual presenters may have also developed hashtags.   Feel free to share your questions, ideas and insights using the hashtags.   If you have any technical issues or technical questions, you can start a private conversation in the chat box, and you can also contact them directly at help@learningtimes.com.   So, we'd like to take a moment to introduce our first round of speakers.   At approximately 1:10, Kimberley DeRosa and Melissa Cantrell will begin their presentation entitled the technical services toolkit: A guide for new and emerging leaders.   After that, at approximately 1:50, Kathie Mason will begin her presentation, knowing what you don't know: Self-assessing your understanding of statistics and analytics.

>> SPEAKER: Hello.   My name is Kimberley DeRosa, and welcome to the technical services toolkit: A guide for new and emerging leaders.   I am the manager at the library in Denver, Colorado, and I've been working there since October 2015, graduating in November of the same year.   Some of the responsibilities that I am in charge of are maintaining the life cycle of our print materials and single-title e-journals and supervising acquisitions to employees.

>> SPEAKER: Hi.   My name is Melissa Cantrell, and I'm the collections analyst.   I've been working here for a year as of last month and graduated in spring 2016.   My main duties include reconciling our finances and doing our yearly reporting.   I'm also on a knowledge management task force, and I'm the supervisor for the assessment student assistant.   This presentation is specifically designed with current library students and new professionals, either working in or interested in technical services in mind.   In order to provide a background about issues relevant to this area, common workflows, as well as some resources through which you can build your skills and get involved   We hope that the topics discussed here will help provide you with ideas about how you can begin cultivating your own leadership skills in the technical services community.   If you have any questions or comments for us, please respond with a hashtag TStoolkit, and we will reply as soon as possible.

   So, why do we need more education in technical services for current students and early professionals? Well, Kimberley and I noticed during our graduate programs and library plans that as the profession of librarianship becomes more specialized, there are fewer course options provided for technical services. If you're interested in or find yourself taking on a role in technical services after school, it's likely that you will have to learn many of your skills and duties on the job.   In addition, the amount of education you received in technical services can depend on other factors, such as where you went to school, whether your program was in-person or online, and whether your geography or contacts allow for continuing education outside of school or work.   If we want librarianship and technical services in particular to be equitable, we must ensure that education opportunities for different populations are also equitable.   As Keith pointed out in an article, library assistant positions have a tendency to be more proportional in terms of diversity, whereas professional library positions tend to be largely white,

but we argue this could offer an opportunity for technical services departments in particular to tackle these issues.   Technical services already tends to have a high proportion of paraprofessionals, assistants, techs and staff members, including professionals.   By strengthening the education and professional development awareness for these workers who tend to be more diverse in the first place, it can help to increase their opportunities for leadership and advancement in the future.

>> SPEAKER: To get some information from those of you participating in this exchange, we ask two questions of registrants, and you guys can answer these right now as I'm talking.   The first question was how many new professionals working three years or less are employed in your technical services department?   And the second question is do you think your library department adequately addresses issues of diversity and inclusion?   So, based on what we received, there was about 18 people that responded to our questions, so for the first one of how many new professionals working three or less employed in technical services, about 87 percent chose A, only one to two, so looking at how you all are responding, it's a little bit higher than those people that are here, and then, um, about 13 percent chose B, three or four, which it looks like there's a lot more right now, so that's great, and then, um, the second question, the responses we received, about 22 percent chose A, that yes, and 78 percent chose B, so it's almost about the same.   Based on at least the first poll question, it seems like there are a lot less new professionals that are going into technical services compared to other, um, departments and divisions in the library, and that may be because technical services is not emphasized as much in graduate programs.   It may not, but it may be.

>> SPEAKER: So, today, we're going to discuss three of the most prevalent trends that are affecting work, decision-making and skills in technical services today, and the first one we're going to discuss is collection assessment, which I am very involved with myself.   So, collection assessment is the process of evaluating both print and e-resources based on data gathered about those resources.   The most common kind of data looked at in collection assessment is usage data and cost, but libraries may also evaluate their collections based on relevancy to the discipline or known users, overlap with other resources, which would be particularly important for databases, among many other measures as well. There are several factors that have caused libraries to take a closer look at their collections and consider either pairing down or moving them.   Probably the most urgent cause is budget constraints due to flat or falling budgets.   Specifically, although library journal reports in 2017 that operating budgets nationwide rose an average of 3.4 percent, these modest increases are not enough to cover the increases in journal pricing and other costs.   Libraries are also shifting to make more room for study spaces for students, cafes, maker spaces and collaborative areas, which are all in high demand. Another reason for assessing collections is the shift in many libraries from a focus on print materials to e-resources.   Libraries are also under more pressure than ever to show how they have positively impacted their community or student body.   Showing how highly collections are used with hard data can grant ammunition.

There's also many questions to consider.   Libraries will want to make sure they're maintaining, if not growing the diversity of their collections, even as they may have to cut them down, because they still want to make sure that all populations are represented in an equitable way.   Collection development librarians can have a strong hand in collaborating with acquisitions and technical services on these issues

and decisions about what resources can be recycled, donated, or canceled.   There's also healthy debate concerning the silence of quantitative, which would be number, versus qualitative, non-number data to consider in assessment.   For example, a database may only have two unique users in the past year, which would be the quantitative data, but those users may have compelling anecdotes about how this resource has positively impacted them.   There's also been much discussion about how to successfully conduct an assessment of your collection.   Since these are important decisions and involve a lot of players, it's important to have clear policies and procedures in place.   If everyone knows their roles and abilities in the assessment process, it will reduce the chances that mistakes or miscommunications occur.   It's also a great idea to tie assessment goals into the strategic plan of the university or library.   Anything that involves altering the collection is bound to provoke questions, so if you have justifications behind your actions, it will make the process clearer for everyone.   In addition, because moving or reducing the library's collection is a concern to many people across the spectrum, make sure you're evaluating and using the skills that may exist even in other departments than your own.

Collection assessment involves looking at a lot of data, sifting through it and trying to find patterns. You want to make sure it's organized from the start, and you may want to consider a data inventory, which can help your whole library get a handle on the kinds of data you're keeping.   It's also important, once you gather all the relevant data sets, to utilize multiple sources so you're getting the fullest picture possible.   This slide also lists several key researchers who have published in the area of collections assessment.   Reference to the resources is provided on the handout for this presentation.   So, I held two student positions before graduating from library school that heavily involved assessment, and after graduating, I was able to land my position as a collections analyst, where I currently do a lot of assessment work now.   Whether or not you want assessment to be your main work, I can say that having experience and skills in this area is a highly desirable and sought after, especially in technical services, so doing your research and gaining your skills in this area is very important.

>> SPEAKER: The second trend that we would like to talk about is the organizational structure of technical services, and based on the literature we read and our experience at our own library that we work in right now, we've identified four key issues that affect technical service organizational structure or restructure.   The first is understaffing.   So, as I'm sure many people have experienced, it seems like most libraries are facing understaffing, whether it's in regards to the lack of staff in general or understaffing of certain positions that used to be filled with full-time professional staff.   Some examples also are lack of student staff or previous roles filled by professionals that are now filled by students.   Many professionals are retiring, leaving vacancies, and many positions have been redefined or multiple positions have been rolled into one position.   Another issue is silos of information.   So, where is your institution's information and knowledge being kept?   Is there some type of knowledge management system?   Does only one staff member know the process and procedures for many different tasks?   Is it accessible to only one person or one department?   Is it kept on a single computer?   Is it in multiple places or even multiple shared places?   And does all the staff utilize and know how to use these shared spaces?   Budget constraints are facing most libraries today, and that, there is a rising cost of learning materials, such as databases and e-journals.   Libraries can also be faced with flat budgets or budget cuts.   Institutions may be required to obtain specific learning materials for

different degree programs and accreditations that can be very costly, so, um, we have three different colleges that we serve, but we have one budget because we are one library, so budget constraints are another issue.

Um, lastly, workflow efficiencies can be an issue, so are multiple people doing the same thing, is there just one person doing many different types of tasks, are the procedures, um, again, written down or in one area for one person to know or the whole department or on a shared space, is it, you know, shared at all, is there a resource or do staff know where to go or who to ask or where they can, um, go in relation to the specific tasks and find out information about the workflow.   So, because of these issues, we have the following questions.   So, how do you resolve understaffing issues?   What are the ways to make workflows and technical services more efficient?   And how to deal with the budget and employee cuts.   So, based on the readings that we did and some experience that we've had, we found the following things are helpful in regards to these issues.   Communication is a big one, so, talking to your coworkers and colleagues, whether that's in-person, through e-mail, at a meeting.   Improving workflows, so through communication with our coworkers, we can figure out what is and isn't working, and we can find out if we are duplicating work or procedures that we don't need to.   Knowledge management, um, again, with communication, it's obviously a big thing, and working with our colleagues, we can figure out where our institutional knowledge is kept, where it should be, and how it's best to be used.   Collaborating across departments, um, within specifically technical services or even across other library departments can help with possibly de-duping services and procedures that are happening, it can help with sharing the knowledge of the library, and then also with trying new ideas and pilot projects.   Lastly, and I think this is really important, is staff input can always be helpful for consideration, whether it's in regards to changing workflows, having problems with resources, involving staff and getting their input can help promote great ideas and efficiency.   Um, listed under key researchers are some of the people that we read in regards to technical services organization and restructure.

>> SPEAKER: So, the third and last major trend in technical services we will discuss is open access and open educational resources, which is a huge issue affecting a lot of areas in librarianship right now. Open access is the movement or process of publishing information free of any permissions or copyright barriers.   Although there is still much debate over the latter and how copyright information should function for freely available resources.   There are many reasons, including philosophical, values-driven, and practical for why libraries are interested in open educational resources.   As journal subscriptions rise in particular at a faster rate than budgets, many libraries are considering or actively working on how they can offset some of their costs with open and high-quality content.   Universities and subject specialties all over the world have also begun building their own repositories where authors can deposit their papers or some version of them depending on what the copyright license will allow.   A couple of major arguments in favor of open educational resources are that it opens up research to the larger public in order to serve the public good, and also more quickly disseminates information by making it freely available on the web and more highly visible to all kinds of audiences.

Open access is currently a hotly debated subject and will only get more so as traditional access publishers, which are ones that you have to pay access to their resources, are getting into the

conversation and figuring out ways they can profit from open access.   Open access is concerned with bringing the control of a research and publishing back to the universities and the authors, but many authors are so used to publishing in the traditional way that some of them see open access as a hassle. Many libraries have taken it upon themselves to try and cultivate a stronger culture in favor of this way of publishing.   Indeed, there are still many educational gaps and questions to sort out.   While open access is compatible with peer review, it's less on an individual basis how this affects promotion, and it's quite difficult to educate authors about retaining their rights when they may not be that interested in retaining them.   One major issue as well is the problem of credatory publishing.   While most open access publishers are reputable, there are some that prey on authors and try to solicit contributions at a cost to their journal which may have no real reputability.   This has also led to more extreme solutions, such as a platform operating piracy by taking articles and posting them for free on the web.   It's not the same as open access and is illegal, but it does offer evidence for problems within traditional publishing models and the need for change.   Libraries play a huge role in education and outreach about the many misconceptions surrounding how open access works and its benefits versus drawbacks.   Getting involved in conversations about open educational resources is a way that libraries can get a seat at tables where important decisions are made, but it's important to get buy-in from key stakeholders and faculty and administration.

With the support of these people, it's possible to get an open access policy passed that your institution, which can be a document that helps authors to retain their right to do what they want with their research despite where they publish and can also help encourage open access submissions into a repository.   This barely scratches the surface of open access and open educational issues.   It's an area that's moving quickly which affects a wide variety of stakeholders that libraries come into contact with. Please see the key researchers, authors, and sources where you can learn more about this issue, and again, specific citations are on the handout.

>> SPEAKER: Okay, so, getting to technical services and the workflows in those departments, it varies at every library, but in this slide, you can see, um, some of these departments workflows and life cycles based on what our library is doing, and hopefully, other departments that most libraries have.   So, the acquisitions workflow often starts with lib rarians in charge of collection development making decisions about how to grow or cultivate the collection in different ways.   Acquisition helps them to achieve these goals.   So, once collections are acquired, they must be processed and entered into whatever ILS system the library is using.   The resources must also be discoverable on the library website, and access and discovery needs to be maintained over time.   Any issues with technology can be troubleshooted as it comes up.   Libraries now often want to continually assess their collections based on specific projects or reading acquisitions and collection development may have in mind.   This assessment helps to further inform collection development about how they might want to grow the collection in the future. It is often the case that special collections or digital libraries may be included in the acquisitions department, although this will vary based on the organization size, the institutional priorities and their unique way of structuring workflows.   Each of these areas will also engage in acquisition-like duties as I have just described, although their goals, priorities and major projects may differ.   Professional development and networking helps all of us to become better leaders and allows us to better serve our communities.   One great way to do this, especially in library graduate school programs, is through the

student library groups in these programs.   So, this is a great way for MLS students to get involved not only in their graduate program, but to be involved and connected with different professional groups. These student groups are at specifically their institution, and they can be involved in these number of ways.   So, they can be involved through events and activities that the student group puts on, which are all about libraries and different aspects of library services and different departments, boot camps on specific subjects, like maybe technology, and allowing networking with classmates, faculty, and professionals that attend these activities.

Speakers, so professionals that come in and talk about what they've done or are doing in their specific field, research they've worked on, and it's another great opportunity to network.   Volunteer opportunities that the student library groups puts together provides students a way to interact with their community and learn about their future field.   Then lastly, these student library groups, for the most part, have the convenience of being located at the, um, school that the students are taking their classes in, so it's easier for them to participate in these types of activities.   Some examples of library student groups are seen on this slide, like ALA, ASIS, and for an example, when I was in my graduate library program, I was able to be elected the secretary-treasurer of ASIS and got a lot of information and networking and different skills to help me once I graduated.   Professional organizations are great to join, especially in graduate school, because they can get a cheaper rate for students, but otherwise, as a new professional, picking an organization can help provide a lot of information, support, continuing education opportunities, conference information for everyone, and these all help with, um, all of these help new technical services professionals to learn, network, and grow their skills, and they exist at many different levels, so this can be an international organization, a national one, regional, local, etc. Conferences are one of the best opportunities to meet a variety of different people, whether they're working on similar things that you work on or in completely different areas.   It's a great opportunity to network, to learn new and important skills, knowledge, information, and having the opportunity to submit proposals to present or do poster sessions or any type of presentation at a conference is a great way for new professionals to get their name out there and network with others.

Information ideas and practices are things that can be brought back from conferences to your institution where you work and share them, and this can allow, maybe, for a new workflow, a new platform to try out, a new procedure and just see if it works more efficient and better at your library as well, and as with professional organizations, student rates for these conferences sometimes can be cheaper, which is great for students, and then for both students and professionals, whether new or not, a lot of conferences provide awards and scholarships to cover portions of the cost to attend or even, there are awards and scholarships for conferences that might cover the entire cost, including travel, registration, etc., and sometimes, they even offer scholarships to certain conferences, and as you can see on the slide here, some examples of conferences at, again, different levels, local, regional, national.   As a new professional and as a student, it's really important to apply for these awards and scholarships for conferences, because you never know which ones you may win or what opportunities it might offer you. So, for example, this past year, Melissa, she applied and won an award that allowed her to travel to England to attend a conference, and I applied this year and won an award to attend a conference in June, so keep trying, and it can help to get to conferences.   It's always important to keep learning, even after you finish your degree, so there are lots of professional organizations that offer numerous

continuing education courses and webinars and resources.   So, there may be paid webinars, but there are also organizations that provide free ones as well, and, um, with continuing education courses, there are a lot of online options, which is great, and also, don't forget to look at what's going on at your own institution, because sometimes, your colleagues are going to be giving presentations and providing great information that you can also utilize.   Committees, task force groups, internships, volunteering are all great things to be apart of or engaged with.   They help keep your voice heard and provide new and different perspectives from others.   They allow for collaboration, they allow for a more diverse group of people to work with, you can gain knowledge and experience at a professional level, if you're a student, being apart of these task force groups, maybe committees, doing some volunteering, they all allow for networking, and you can really gain the unique insight of an institution, whether you're on a task force group at your own work or even on a national one, like being apart of an ALA task force group or committee.

There are other types of these groups, so there are mentor groups for new professionals or students, which is great, and as an example, at our library, Melissa is part of the knowledge management task force, so she gets to be apart of different staff from different departments to figure out how to get our institutional knowledge more efficient and organized, and I'm apart of our troubleshooting team, so I get to help other people figure out what types of electronic resource access issues we're having and how we can get those fixed.   Again, these groups have helped us gain new perspectives and knowledge within our library.

>> SPEAKER: Finally, one of the most important things you can do for professional development and networking is publishing and presenting, although this can be one of the most daunting aspects.   If you're thinking about working in an academic library, or if you want to see yourself move into higher leadership positions, it is important to start thinking about publishing while you're still in library school or early on in your career.   Most faculty at university and college libraries are expected to publish, especially those in tenure track positions, and it can take awhile to build an article, from research to writing to shopping around for publications, so you want to start thinking about what your research interest might be now.   For example, what is an area of librarianship you find most interesting?   What are the major questions and issues affecting that area?   Most importantly, is there still room for debate or new perspectives on that issue?   One of the easiest ways to get your feet wet with publishing is to collaborate with someone else, so you can approach one of your library school professors who's also interested in a topic about doing an independent study, which may result in an article or book chapter, you can work with a colleague in the library to write an article about a project that you are already undertaking anyway, so you can kind of kill two birds with one stone.   Presenting at conferences is another way to get yourself noticed in the library world and on job applications.   You should get on the mailing list for organizations you're apart of and keep an eye out for any call for proposals.   You can often do presentations with a partner or a group, which makes it a little less daunting, and there are usually many options for time as well, from 10 to 15-minute lightening talks to 30 to 60-minute full presentations.   This is a great way to get experience that is less time-consuming, but may also eventually lead to a published article.

One very effective way of being recognized as an expert in your field is also to become a peer reviewer. You can enlist your mentor or supervisor to be your champion, and you can also contact journal editors yourself to express your interest.   If you don't feel that you're quite ready for an official peer review panel, you can engage in post-publication peer review, which will allow readers to freely comment on published articles online.   Many journals currently provide you the ability to do this, and it's a great way to get into productive conversations with professionals who may share similar interests to you Lastly, make sure you educate yourself about all of your publishing options if you're considering serious research.   Every discipline has a set of journals that are considered the most reputable and authoritative, which are often the best for getting your name out there, but you should also consider publishing open access as well, as there are many high-quality open access journals in circulation today as well.   So, thank you very much for joining us today for our presentation, and thank you very much for your engagement with the polls.   We hope you also download and save our handout, which is full of resources from our key researchers, links that are useful for professional development and continuing education, and all sorts of other, um, resources that will be useful for you in building leadership skills in the future.   So, thank you again for joining, and we would be glad to answer any questions that you have at this time.

>> SPEAKER: Great.   Thank you for that presentation.   Um, so, we have plenty of time for questions, so please go ahead and add those to the general chat, and we'll start reading them out, but to kick things off, um, let's start with a question that we have prepared.   What strategies did you find useful in starting out in technical services and building leadership?

>> SPEAKER: Is that for us to answer?

>> SPEAKER: Yes, that's for you to answer.

>> SPEAKER: Okay, great.   Um, I guess in starting out in building leadership, it was really useful, first of all, when I got my job, just in joining professional organizations, NASIG in particular was a really great organization that I started out with that allowed me to join a committee and get involved right away, and also, just doing a lot of, um, trying to collaborate across departments within our library, for example, the knowledge management task force that I'm apart of, as well as, um, I worked, um, cross-departmentally in order to collaborate and start helping to build the curriculum for some data visualization workshops, which I teach, which was a great opportunity to sort of get to know what's going on in other areas of the library and engage in some other projects that other people are working on.

>> SPEAKER: Yes, I agree with Melissa, and I think, um, a lot for me was collaborating with other departments, especially ones that are not within my department of acquisitions or technical services, so it was really helpful to learn and see what other people know and get to work on different things to help me as well.

>> SPEAKER: Great.   Thank you.   So, we have a few other questions here.   Um, any advice for becoming a peer reviewer?   I worry that it will take too much time, and also, one time, I responded to a call but never received anything to read.

>> SPEAKER: Yeah, absolutely.   Um, well, Kimberley and I have not personally been peer reviewers ourselves yet, since we are still just starting out in the profession, and we're not currently on a tenure track, but it is important to, um, if you want to get involved in any kind of publishing, you don't necessarily have to have written an article, but any kind of writing that you can get out there can help you sort of get your name in the sphere a little bit more so that you can help a little bit more.   Yes, some things like that are great for sort of getting your name out there so that peer review panels, you may be a little bit more on their radar, and also, as I mentioned earlier, you know, getting engaged online with some of those communities and getting your name out there within those spheres of other people who are more influential already within those topics can help you to get a little bit more involved.

>> SPEAKER: Great.   Speaking of, for our presenters and attendees as well, who are some technical services leaders that you admire and think others should know about?

>> SPEAKER: Um, well, people are maybe answering this, I know, at least at our library, the leadership that I've had with Summer Browning as the head of our resource management team, my supervisor, Katie, who is our head of acquisitions, and then she no longer works here, but Denise Pan who was our associate director for technical services have been all great, strong technical service leaders that I've seen and hope that I've learned and can still learn more from them in my progress working in the technical services field.

>> SPEAKER: Yeah, absolutely.   I concur with Kimberley and, you know, would also add that I think it's because of the strong leadership in technical services that we have at this library that they have encouraged us so much to take on more leadership roles early on in our career, and that has really helped us to excel as well early on, so I think just that genuine support from the leaders within our department early on is a really great thing for the strengths overall of the department.

>> SPEAKER: Some other names being contributed to as leaders in the general chat, Tim Bowersox and Jill Emery.   All right, so, we still have some additional time for questions.   A second question, or a third question, I should say, um, both for our presenters and for our attendees as well is how has your library been impacted by the major trends that our presenters talked about today?

>> SPEAKER: One of the things that people are typing at our library is we've had organizational restructure at our library, so I know right before I was hired that, um, resource management was created to help with acquisitions and access and discovery to be part of the same team so they could be one department and be able to work better together, work more efficiently, and be able to, um, figure out any type of issues, especially electronic resource issues that we were having a lot better, so I know that that's helped here, at least that I can see.

>> SPEAKER: Um, also, with regard to the issue of collection assessment that we talked about earlier, um, so, my position of collections analyst was a newly created position when I started my job.   Before that, we had just an assessment librarian, which split off into two positions, one of which was mine, so sort of coming into my position, which was a newly created position, um, has allowed me to really be able to experiment with new things and sort of figure out as I go along, and it's sort of an exciting area,

because it is growing so rapidly, this area of assessment throughout the libraries, whether it's collections assessment or instructional assessment, things like that.   It's definitely been affecting our libraries in that we're paying attention much more to it and all of the different areas that we work on.

>> SPEAKER: Great.   Thank you.   So, just a couple other questions that came in was, um, advice from our presenters and from our attendees for seasoned librarians that have not yet published yet and where they might look to get started, and we've already had a few suggestions come in, but Kimberley and Melissa, do you have any comments on that?

>> SPEAKER: For our seasoned librarians who have yet to publish?

>> SPEAKER: Yes.

>> SPEAKER: Okay.   I would say a great way to get started, if you have been a librarian for a long time and haven't published before but still want to, I would say look around at who your colleagues are, maybe people that you've been working with for a long time or people that are newly incoming and eager to publish something as well to something that you can collaborate on together with them.   It would be probably an easier transition and a way that you can kind of figure out together how to build an article or a publication so that it's really a team process rather than something you'd have to do on your own, so it makes it a little less daunting in that way.

>> SPEAKER: And I think another suggestion, too, is if you're part of different organizations and groups, a lot of times, there will be calls for proposals for people to maybe submit some type of a paper, a publication, and sometimes just topics that you might want to write about, so that also might be a good way to start getting published, if you're a seasoned librarian and you have a lot of experience and you want to start to get your name out there.

>> SPEAKER: Great.   Thank you.   We have, um, some other great suggestions here, such as the Institute for Research Design and Librarianship, and then just a note that there are endless calls for papers and books.   Why not just respond to one?   So, Melissa and Kimberley, thank you for your presentation today.   It's about time to wrap-up.   If you have more questions for either Kimberley or Melissa, please remember that you can engage with them on the forum.   Next up, we have Kathie Mason and her presentation entails knowing what you don't know: Self-assessing your understanding of statistics and analytics.