The Emerging Global Research Library and Library Assessment
Japan Association of Private University Libraries (JASPUL) Symposium

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SLIDE: TITLE

Good afternoon! It is a pleasure and an honor to speak with you today on the "Emerging Global Research Library and Library Assessment."

I would like to thank everyone from the Japan Association of Private University Libraries and Kunokuniya who helped make my visit possible.

I understand that some of you will be visiting my library next week, and I look forward to welcoming you to Seattle.

SLIDE: MISSION

Whenever I talk about libraries, I like to start with mission, since libraries are mission-critical organizations.

The mission of libraries around the world is to enrich the quality of life and advance intellectual discovery by connecting people with knowledge.

Research, scholarship, and discovery have been transformed by the Internet across all sectors on a global basis. The rapid dissemination of findings, the creation of new tools and platforms for information manipulation, and open access to research data have rendered the more traditional institution-based library approaches to fulfilling this mission inadequate.

How can libraries ensure we can meet our mission in this new world? How can we anticipate and meet the evolving needs and expectations of students, faculty, researchers and scholars within the context of the emerging global research library?

Today, I would like to share with you collective choices and strategies needed to move collections and services to a global scale, and the pivotal role library assessment plays in achieving the promise of the 21st century library.

First, let me set the context for my remarks

SLIDE: PACIFIC RIM MAP

The University of Washington (my university) is located in Seattle, in the state of Washington, on the east coast of the Pacific Rim. When we look west to the horizon, we look across the Pacific Ocean to Japan.

The relationship between Seattle and Japan is long and deep, and goes back over one-hundred years.[1] In fact, Seattle was the first US city to establish regular trade relations with Japan. Trade between Washington State and Japan has existed, in one form or another, since before Washington's statehood in 1889.

SLIDE: EARLY CONNECTIONS

One of the more significant "exchanges" was the historic arrival of three Japanese sailors to the Pacific Northwest in 1834, near Cape Flattery on the most northwest tip of the state of Washington. Otokichi, Kyukichi and Iwakichi were the only survivors of the Hojun-maru, which left Onoura Port (now called Mihama town), Aichi Prefecture in 1832, but was lost at sea on its way to Edo (now Tokyo).

Even before this incident took place, the sailing vessel, Lady Washington, carrying sea otter pelts from the Northwest for trade, became the first American vessel to make landfall in Japan in 1791.

SLIDE: TRADE LINES

Later, the Miike Maru became the first Japanese steamer to provide regular commercial service between the US and Japan. When the ship came into Seattle on August 31, 1896, she brought along 488 tons of freight, 8 passengers and 253 Japanese immigrants.

Since Seattle was the first port in the mainland US to establish regular contact with Japan, it soon became America's commercial gateway to Japan and Northwest Asia.

For Japan, this shipping line became the major means of transporting goods back and forth between Japan and the outside world. The Miike-Maru transported lumber, coal, wheat and metals from Washington to Japan, while it brought soybean oil, silk, tea, ginger and straw matting to Seattle.

Trade between Japan and Washington has grown significantly over the years, largely as a result of the two countries geographical proximity.

SLIDE: PORT OF SEATTLE

It takes 13 days by ship from Japanese ports to Washington ports. This is about 30 hours closer than to the ports of South California and 16 days closer than to the US East Coast, while by air Seattle is only 10 hours from Tokyo. We are closer than we might think.

SLIDE: JAPANESE IMMIGRANTS

In 1880, the first Japanese resident in Washington was recorded by the census. At the end of the 19th century and at the beginning of the 20th, Japanese immigrants in Washington were mainly engaged in fishery, sawmill labor and railway construction.

However, there were also students, merchants and farmers. Some came from Japan to the US to discover the new world, while others came to make their fortunes.

During the 1910's, more Japanese came to Seattle, where they ran farms, shops, restaurants and inns. Japanese immigration to the US is closely related to the history between the two countries.

The number of Japanese residents has dramatically increased since 1896, when the Miike-Maru arrived in Seattle. In 1890, there were only 125 Japanese in Seattle, while in 1900 the number was 3900.

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[1] This section is based on information provided on the Consulate-General of Japan (Seattle) web site. URL: http://www.seattle.us.emb-japan.go.jp/relations/history.htm.

SLIDE: INTERNMENT AND REPARATION

Between 1930 and 1940, the Japanese community in Washington shrank as a result of the Depression and World War II. During the War, Japanese-Americans were ordered to evacuate Washington. Only about 60-70% of the prewar Japanese population returned to Washington after their wartime evacuation.

The Japanese Internment and Relocation is a very sad chapter in the history of the United States. I am, however, very proud that it was in the University of Washington Library that a young student named Gordon Kiyoshi Hirabayashi made the principled decision to defy the internment order, leading ultimately to the Civil Liberties Act of 1988. This Act provided reparations and redress for Japanese Americans who were sent to the internment camps during World War II.

SLIDE: INTERRUPTED LIVES

I also proud that one of our librarians, Theresa Mudrock, brought attention to the 440 UW students of Japanese ancestry who were forcibly evicted and incarcerated in concentration camps with their families. Others relocated to colleges outside the restricted West Coast zone. Some enlisted in the US military to prove their loyalty to the United States. Others resettled in the Midwest and on the East Coast, never to return to Seattle.

Using materials preserved in the library's archives, Theresa developed the web site entitled "Interrupted Lives: Japanese American Students at the University of Washington, 1941–1942." Theresa's research brought their stories to light.

SLIDE: BOARD OF REGENTS/THERESA/GRADUATES

I am so proud to tell you that last Thursday, the Board of Regents of the University of Washington voted unanimously to award honorary degrees to these 440 students. On May 18, at a special event called "The Long Journey Home," those of the 440 students who can be located and are still living will be honored at the University of Washington with an honorary degree—all because of the research and the persistence of librarian Theresa Mudrock.

SLIDE: JAPANESE ANCESTRY STUDENTS

Today, more than 100 years after the first Japanese arrived in Washington, about 35,000 Japanese-Americans live in Washington. Over 10% of the students at the University of Washington are of Japanese ancestry.

SLIDE: JAPANESE LEAGUES

There is another strong connection between Seattle and Japan—baseball. Baseball is a wonderful connector the world around.

In the early 1900's, Japanese immigrants to Seattle formed highly successful baseball teams, like the Ahari team shown here in a photograph from our Special Collections library.

SLIDE: ICHIRO

But the greatest gift to baseball from Japan to Seattle is my hero, Ichiro. I have been a baseball fan my entire life, and no one has his grace, athleticism, and integrity. I can't wait for opening day for the Seattle Mariners, so I can chant along with the crowd.

I-CHI-RO! I-CHI-RO!

SLIDE: THE UNIVERSITY OF WASHINGTON

Now, let me tell you a little about my University—the University of Washington (the UW). Founded in 1861 in Seattle, Washington, the University is one of the oldest public institutions of higher education on the Pacific coast of the United States. The University opened two additional campuses in Bothell and Tacoma, Washington in 1990.

There are two types of universities in the United States: public and private. A public university is a university that is predominantly funded by public means, in our case from funds provided by the state of Washington. In addition, the mission of public universities focuses on educating students from their state or region who do not have the economic means to attend much more expensive private universities.

A private university is one that is predominately funded by student tuition, endowments, and private gifts. Private universities are not limited by the restrictions on government action in the same way that public universities are.

In addition to being a public university, the University of Washington is also the "flagship" university of the state—a global center for research and learning. The University of Washington is ranked 16th in the Academic Ranking of World Universities published by Shanghai Jiao Tong University.

SLIDE: STUDENTS AND LEARNING

The UW educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

More than 41,000 students attend the UW's three campuses, with 30,000 undergraduate students, 9300 graduate students and 1700 professional students.

Nearly 50% of UW undergraduates are the first in their families to attend a university, and many come from economically disadvantaged communities.

SLIDE: RESEARCH AND DISCOVERY

The University's position on the Pacific Rim and its highly collaborative environment engenders interdisciplinary research and teaching, and global approaches and solutions. We discover timely solutions to the world's most complex problems and enrich people's lives throughout our community, the state of Washington, the nation and the world.

Last year, the UW received $1 billion in public and private grants and contracts. Since 1974, it has been the number one public university in federal grant funding in the United States. Research at the University forms an important component of the local economy in a variety of disciplines, including engineering, technology, forestry, aerospace, marine sciences, and health and biosciences.

SLIDE: SEATTLE SCENE

The University is an indispensable partner in the surrounding hotbed of entrepreneurial innovation. Microsoft, Amazon.com, RealNetworks, Serials Solutions, Starbucks, Boeing, and the many bioscience and technology companies incubated by the University make their home in Seattle and form an environment of experimentation and global reach.

In addition, the Bill and Melinda Gates Foundation is located in Seattle, and provides a major philanthropic focus for the community and the world, particularly in the areas of global health and libraries.

SLIDE: UW LIBRARIES

The Libraries is one of the largest in the United States with a collection of over seven million volumes, more than 50,000 serial titles, and 25 separate library buildings. Beyond the strength of collections and digital resources, the Libraries is known for excellent service, expert staff, innovation, and integrated planning and assessment.

SLIDE: AWARD WINNING LIBRARY

In 2004, the UW Libraries was selected as the outstanding university library in North America. Here you see the University's Marching Band playing Bow Down to Washington on the front steps of the library as part of our celebration.

We weren't selected as the top university library in North American because we have the most books (Harvard holds that honor), or that we have the largest budget (once gain Harvard wins that prize). We were selected because of our creativity, innovation, and service to faculty, students, and the general public.

SLIDE: VISION 2010

But, we can not rest on our laurels. We know that the 21st century research library will be far different than the 20th century library. To this end, we have described our preferred future in our strategic plan, *Vision 2010*. Here is what we will aspire to become over the next 5 years:

> *The University of Washington Libraries is an international leader in imagining, creating, and realizing the promise of the 21st century academic research library. As the intellectual and physical commons of our great University, we advance discovery and encourage the growth of knowledge. We anticipate and meet the information needs of our diverse communities, at any time and in any place. We prepare students for success in life as information smart global citizens.*

We believe that our future is predicated on being a global research library. But how will we achieve this vision? Let's take a look back—always a good place to start when imagining the future.

SLIDE: PHOTO OF EARLY SEATTLE

Early in the last century, Henry Suzzallo was the president of the University of Washington, a fledgling institution way out in a rainy wilderness called Seattle.

President Suzzallo's vision was to build a "university of a thousand years." He knew that all great universities had great libraries, so his first action was to create a library to rival those in Europe. He called it a "cathedral of books."

SLIDE: FRAMEWORK OF SUZZALLO

Up from the empty land, arose a grand gothic structure with the Olympic Mountains and the Pacific Ocean (and Japan) off in the distance.

Suzzallo's "university of 1,000 years" had its cathedral.

SLIDE: SOUL OF THE UNIVERSITY

Since then, the Suzzallo Library has became known as the "the soul of the university" and is a beloved symbol for Huskies around the world.

I should let you know that Suzzallo's "cathedral of books" ultimately would get him fired for having aspirations that the Governor of Washington viewed as foolish and extravagant.

President Suzzallo knew what the 20th century library should be—a magnificent building of inspirational architecture filled with the finest books from all around the world.

It was all so simple then. Suzzallo had a clear vision.

SLIDE: LIBRARY OF THE FUTURE

Fast forward to today and one thing remains the same. The future of the university is inseparable from the future of the library.

Or as James Duderstadt, president emeritus of the University of Michigan has said, the library of the future may in fact "predict" the future of the university.

The networked environment and the accelerated pace of change have transformed libraries and higher education.

The rise of easy-to-use search engines providing access to a vast array of content has changed our daily information seeking behavior and expectations.

Wonderful opportunities now exist to create digital content from our stacks and make widely available what had once been locked away in our special collections.

SLIDE: COFFEE SHOPS

Libraries have been reshaped into flexible learning spaces to meet a variety of user needs—collaborative and individual study, hi tech hi touch instruction, and caffeine and chatter.

Starbucks may well have had more impact on reshaping libraries than the web. CEO Howard Shultz, Seattle's hometown boy, will be glad to hear that.

And throughout this period of transformation, libraries and library staff (like you here today) have been persistent agents of change and reflection.

In many ways, we have collectively put the 20th century library of Henry Suzzallo out of business. But the same time, we can't fully articulate the shape of the 21st century library. However, we do know it won't be a "cathedral of books."

SLIDE: STUDENT MURAL

Our future will be determined in large part by how we collectively respond to the networked world and anytime, anyplace expectations and realities. (This student mosaic in our undergraduate library captures this notion pretty well—don't you think?)

Education and research in this century will demand a complex, integrated, and increasingly global information infrastructure.

Universities like ours will be measured by how well they disseminate knowledge. Universities will need to find new ways to share intellectual effort in order to advance discovery and educate students for a future we can't even begin to imagine.

Yet during this transformation, the mission of the library has remained constant—to meet the information needs of the community through the gathering, organization, preservation, creation, and dissemination of knowledge.

The tactics and strategies have and will continue to change.

SLIDE: LOOKING INTO THE FUTURE

Like my fellow library directors around the globe, I grapple with the shape and form of the emerging library every day. I ask:

- What do our faculty and students value? What will the scholar in 2060 expect us to have selected and preserved? Blogs, mash-ups, video games?

- How can we support the expanding university mission in a technology enabled world?

- What are the possibilities?

- What are the costs?

- What will we stop doing? How will we decide?

- Where should we invest when we have limited resources, conflicting priorities, proliferating publics, and often competing clientele to create our preferred future?

What do I see in my crystal ball? I see a preferred future.

SLIDE: PREFERRED FUTURE

In my preferred future, scholars—faculty, students, and researchers—can access and use the information they require when and where they want it and in the format most appropriate to their need.

Better yet, make that a future where libraries anticipate their needs, and are woven into the fabric of the search for knowledge, and the process of discovery and research.

Information will remain available for generations to come—whether a 19th century book, a 20th century recording of violinist Midori, or a 21st century genomics data set.

I envision a future in which our physical and virtual libraries are trusted, robust, and engender engagement—engagement that accelerates and deepens discovery and human understanding.

I envision a transformed scholarly communication system that is both accessible and affordable, regardless of where one lives or one's institutional affiliation.

I envision digital libraries that have reached their potential to improve research productivity and facilitate deep learning.

I envision a future in which our faculty and students will be as information fluent as they are reading and writing literate and technology competent.

SLIDE: EMERGING GLOBAL RESEARCH LIBRARY

We're working on that future at the University of Washington emboldened by our *Vision 2010.*

Vision 2010 is steeped in the local with a reach to the global. Increasingly, I am convinced that we need to be talking about a global research library—one not defined by institutional parameters or geographic location if we are to accelerate the work of 21st century universities.

I now it is easy to spew vision, but much harder to turn it into reality. How do we get there? Where should we invest?

I would like to share four strategies that I believe are worth our collective investment and consideration.

SLIDE: FOUR AREAS FOR INVESTMENT

The areas are:

- Collaboration and collective action
- Building a culture of assessment
- The global research library
- People

SLIDE: COLLABORATION

My vision of the 21st century library is only possible through collaboration—deep, true collaboration. Collaboration and collective action will be defining characteristics of the 21st century library.

We can no longer feel complacent about the artificial boundaries between our libraries. Yes, libraries, particularly in the United States, have a long tradition of cooperation. We have long operated in a "circle of gifts" otherwise known as interlibrary loan.

Libraries around the world will be even more interdependent and intertwined than ever before—not just with each other, but with stakeholders, information providers, information creators, and users. This will require a new cross-sector and global orientation.

We must move as much as we can to the "network level." I thank Lorcan Dempsey of OCLC Research for the phrase. We must do only at the local level what can't be done collectively or doesn't make sense to be done collectively.

SLIDE: COLLABORATE OR DIE

The most urgent issues—scholarly communication, digital libraries, and information literacy—require the contributions of many.

Collaboration is not simply desirable, it is an imperative. In all but the rarest of cases, one is too small a number to solve problems. As one wise person said, "None of us is as smart as all of us."

Collaboration is needed to reframe scholarly publishing and dissemination. Collaboration is fundamental to a digital library that has purpose and value.

 Collaboration will help us engender an information smart global community, which I am convinced is a precondition for a saner and more secure world.

SLIDE: HARD WORK

Collaboration is a choice. It can't be mandated. It's hard work. It's fragile. Collaboration doesn't come naturally. Budget structures, administrative lines, and reward systems can create barriers to collaboration.

Collaborators learn how to cross boundaries and have a high tolerance for ambiguity. The persona one presents to the world can get in the way. Innovative organizations pay attention to supporting the skills and providing the latitude needed in collaboration.
Collaboration is different from cooperation or coordination in vision and relationships; structure; authority and accountability; resources and rewards; and people.[2]

Successful collaborations are based on people, but not dependent on a single personality. Many who have engaged in successful collaborations will tell you that collaboration is its own reward. Given a problem that the whole organization needs solved and a chance to do it well, individuals in collaborations will work tirelessly for no more reward than the one they give themselves.

SLIDE: CONSORTIA AND COOPERATIVES

My library could not succeed without it multilayered collaborations. We depend on our regional Orbis Cascade Alliance consortia to better serve our users and stretch our funds.

We collaborate with our colleagues in such organizations as the Digital Library Federation and the Pacific Rim Digital Library Alliance to build digital libraries.

And we depend on OCLC, the world's largest and most successful library cooperative, to extend our global reach and operate at the network level. Our work with OCLC to build WorldCat Local has been nothing short of phenomenal.

SLIDE: CULTURE OF ASSESSMENT

Now onto my second area for investment--assessment.

When we think about the culture of libraries, one can conjure up many images. The culture of the book. The culture of knowledge. The culture of control. The culture of equal access. The culture of detail. The culture of community. The culture of quiet. The culture of technology. The culture of change.

Today, I ask that you think about libraries within a culture of assessment. What is a culture of assessment and why is it important to the future?

SLIDE: DEFINITION

A Culture of Assessment is an environment in which decisions are based on facts, research and analysis, and where services are planned and delivered in ways which maximize positive outcomes and impacts for library clients. A culture of assessment is an integral part of the process of change and the creation of the 21st century research library.

I believe we must invest in continuously assessing the landscape, listening to our users, tracking patterns, and looking for places where we can make a difference in connecting people with knowledge.

In our environment of continual change and new opportunities, we need to focus explicitly on the user, the patron, our faculty and students, our customers—you pick the descriptor.

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[2] For further discussion on lessons learned, see Paul Mattessich, *Collaboration--What Makes it Work: A Review of Research Literature on Factors Influencing Successful Collaboration* (St. Paul, Minn.: Amherst H. Wilder Foundation, c1992) and Murray Shepard, Virginia Gillham, and Michael Ridley, "The Truth is in the Details: Lessons in Inter-university Library Collaboration," *Library Management* (1999): 332-37.

We need to be positioned to make the best use of resources, to select the best from a growing array of options, and to market services realistically.

Most importantly, we need to engage in a decision-making dialog on what new services and programs will be introduced and what we will no longer do (and we are not very good at stopping anything!).

SLIDE: ALL ASSESSMENT IS LOCAL

What does this mean for our individual libraries?

In the early 90's, the University of Washington Libraries made a commitment to be a user-centered enterprise. We explicitly defined who our users were in order to determine if we were meeting their needs. We positioned ourselves to make the best use of diminishing resources, to select the best from a growing array of options, and to market services realistically.

Most importantly, we engaged both staff and users in a decision-making dialog on what new services, collections, information formats, and programs would be introduced and what they will no longer do or provide.

SLIDE: METHOLODICAL DIVERSITY

Now a decade later, we continue to nurture our "culture of assessment" and dedicate resources to gathering and mining robust data about users and their information needs as we shape the any time any place library.

Our triennial surveys, begun in 1992, provide invaluable information about students and faculty needs and priorities, and the importance of and satisfaction with the Libraries during a period of unprecedented change.

We actively listen to our users and actually do something with what they tell us. Surveys, usability testing, environmental scanning, LibQUAL, focus groups, and learning outcomes.

We also take care of ourselves as we seek to understand and enrich our diversity and organizational culture. We listen in multiple ways, invoking the practice of methodological diversity[3].

SLIDE: WE LEARNED THAT

In general, our triennial surveys show that faculty and students are moving rapidly to remote use of online information. Indeed, it is the preferred method for finding and using information needed for work.

Self-reliance and the ability to perform library-related work without staff mediation are of high importance to our users.

Information technology and online information resources have enabled faculty and students to be more productive.

Across all three groups (faculty, graduate students, and undergraduates), desktop delivery of full-text resources ranked the highest.

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[3] Lisa Janicke Hinchliffe deserves credit for the term "methodological diversity" in library assessment.

Undergraduates continue to use libraries as a place to do work but the frequency of faculty and graduate student use of physical facilities continues to drop, most notably in those units that have large journal collections.

As an example of our focus group work, we recently worked to understand the information needs of the burgeoning number of bioscientists and figuring out how to better serve them.

What did we learn from the focus groups of bioscientists?

SLIDE: BIOSCIENCE FEEDBACK FROM DLF

- Everyone wants more electronic access. For these individuals, print is dead, really dead.

- The library is seen primarily as an e-journal provider with a big check book.

- Most bioscience faculty don't come to the physical library (but use the virtual library more than ever).

- Most graduate students and undergraduates come to the physical library as a place to work.

- Article databases are greatly underused.

- There is a great need for personal information management.

- Most with grant support buy what books they need from Amazon because it delivers to their office.

SLIDE: MORE FINDINGS

- The transaction cost from discovery to delivery is too high, particularly in time and lost opportunity.

- There is a need to integrate fragmented systems and processes.

- Bioscience researchers are multi-disciplinary and multi-institutional collaborators. They work with people within UW, across the nation, and around the globe.

- They are everywhere, in scattered locations. The department is simply a place holder where they pick up their check.

- Bioscience researchers are independent and self-sufficient, who rely on external funding for their existence. They are, in the parlance of baseball, free agents.

These findings have huge implications for library strategies and where we will invest. And that is just one segment of our diverse clientele.

SLIDE: IMPACT OF ASSESSMENT (INCLUDE URL)

We have over fifteen years of data on user behavior and priorities. We use what we learn to make better decisions, allocate and reallocate resources, improve services, and create our preferred future.

If you want to learn more, please consult our assessment web page at http://www.lib.washington.edu/assessment/.

SLIDE: TIGHTROPE WALKER

As the Dean of the Libraries, everyday I draw on our assessment work to communicate our impact, resource needs, and new capacities. Assessment gives library directors tools for advocacy and insight.

I can not imagine being an effective–or responsible--library leader without our assessment program. That would be like walking a tightrope without a net—initially exciting but ultimately foolish and even deadly.

SLIDE: GRL 2020

I mentioned before that I am convinced that we need to start envisioning a global research library.

Research, scholarship, and discovery have been transformed by the Internet and communication technologies across all sectors on a global basis. But you know that.

At my own institution, scholars, and scientists tell us that research is increasingly multi-disciplinary, maybe even transdisciplinary. Research partnerships are complex and distributed around the globe. One researcher told me that she works with collaborators in 5 other countries and in more than 10 institutions.

We know that the rapid dissemination of findings, the creation of new tools and platforms for information manipulation, and open access to research data have rendered the institution-based library approaches inadequate and out-moded.

Researchers tell us that they are having difficulty managing the vast amounts of data they are generating. Many are suffering from an overwhelming amount of information, demands of immediacy, and management of expectations.

The experience at the University of Washington is not unique. I suspect your university is much the same. The world of research and discovery and thus libraries has changed fundamentally—with all the inherent risks, opportunities, and impediments that come along with such profound change.

SLIDE: QUESTIONS

What does it mean for us here today? It means choices. Depending on our collective choices, I believe the role of the research library in 2020 could span a continuum of marginal to transformational. But we must ask:

- How would we go about creating this global research library?

- What does it mean to be global?

- What does a Global Cyberinfrastructure entail?

- What are the elements of the Global Regulatory and Policy Framework?

- What are the implications for the libraries workforce?

Out of these questions, the Global Research Library 2020 was born.

SLIDE: PHOTO OF THE GROUP

Our friends at Microsoft provided a generous gift to the University of Washington Libraries to underwrite GRL 2020 last October. We gathered thirty creative leaders from around the globe and across sectors, brought them to a wonderful venue called the Willows Lodge located north of Seattle, and let the ideas flow. We were honored that Syun Tutiya from the University of Chiba joined us.

Did we envision the global research library in our three days together? Did we identify where collective leadership and action would make a difference? Did we move onward with promise?

SLIDE: CORE VALUES

Participants largely agreed on four core values for the emerging global research library.

First, innovation and knowledge creation will rely on sustained availability of information. Information does indeed drive discovery.

Second, the creation of public value is central to the mission of the global research library.

Third, selection, sharing, and sustainability are longstanding components of library missions, and remain so as libraries transition from paper to digital.

And, finally, long-term curation of content is critical, and requires focused effort in the development of systems and standards to support them in the long digital future ahead.

SLIDE: CRITICAL RISKS

The participants also identified the critical risks if we do not collectively realize a global research library.

The Divide
It is more likely that developing countries will be left behind unless focused and concrete efforts are made in building a global research library. It is important that we aim at and achieve "intentional inclusiveness".

Information Control and Dissemination
That diffuse, fragmented and uncoordinated efforts of the research library community will be marginalized by the commercial scientific publishers developing priced access to massive research data repositories/services.

Data management, infrastructure and curation
Data deluge will be data decay due to lack of agreed upon semantics within and between disciplines. Sustainable models for provenance and curation won't be developed and repository partnerships will flounder.

Doing nothing
A risk is that libraries continue to discuss, debate and research the problem and completely miss the opportunity in front of them/us. A slow decaying orbit speeds up and research libraries become irrelevant museum-like institutions.

Narrow Focus
Given the intense focus on the research needs of the scientific community we are at risk of failing to meet the unique research needs of arts and humanities scholars as we create the future Global Research Library.

SLIDE: GRL 2020

You can read all about GRL 2020 on its web site —www.grl2020.net. Our European Union colleagues are hosting the next gathering of the group at the end of March in Pisa, Italy.

SLIDE: MULTITASKING PERSON

Much of our conversation at GRL 2020 was about the implications for those who work in libraries, and how we can grow and cultivate the global and interdisciplinary perspective and sets of skills that will be needed in the future.

SLIDE: PEOPLE

This leads me to the fourth and, in my opinion, most important investment strategy--investing in ourselves and colleagues not yet known.

Meeting the needs of a world-class university with global aspirations requires that the library attracts, develops, and retains its most important asset—a highly knowledgeable, capable, and ever evolving staff.

SLIDE: WORKPLACE OF CHOICE

To accomplish this, we need to create workplaces that provide competitive compensation, fosters diversity, operates transparently, provides the resources and infrastructure necessary for staff to perform at their best, and which inspires and rewards risk-taking, innovation and self-renewal.

SLIDE: DEVELOP THE ORGANIZATION

We must move from one-dimensional staff development and training to organization development approaches. I can think of no better investment than supporting the continuous learning and renewal of those already on our staffs as well as creating intellectual space for the new colleagues that we need.

We do need colleagues with new and diversified skills. Ten years ago, only librarians and library technicians worked in my library. Now we have professionals in computing, fundraising, publications, communications, graphic design, human resources, bioinformatics, organization development, assessment, diversity, fiscal investment, and usability.

Given our experience at the University of Washington with a robust staff and organization development infrastructure with concomitant administrative commitment, I am convinced that this approach has allowed us to embrace change in a way that is productive, innovative, stabilizing, and reaffirming.

SLIDE: WHAT IS CERTAIN

While my crystal ball gazing has not given me all the answers, I am confident that the global research library of the 21st century will be:

- Both virtual and real;
- Flexible and networked;
- Global and local;
- Clear, dependable, and comprehensible;
- Multidimensional and integrated;
- And part of an ecosystem sustained through collective   action and new modes of working.

And, where there is uncertainty, there is also the potential for wonderful things to transpire. I am excited about the work before us—before you--as we imagine, design, and realize the research library of the 21st century.

SLIDE: SUZZALLO FRAMEWORK

Let's return to Suzzallo's vision of a cathedral of books. I believe it is an appropriate place to end. We are not the first to wrestle with the shape and future form of the research library. We have much to build on as we think about the future. The possibilities are enormous, especially if we keep focused on:

- Collaboration and collective action
- Assessment
- The global research library, and most importantly
- People

SLIDE: ARIGATO AND THANK YOU

I do hope I have given you some new ideas to consider. My deepest thanks your kind attention. I'd love to hear your thoughts, ideas, and questions and I thank you for sharing your afternoon with me. Arigato!