Opening up collaboration and partnership possibilities

Re-valuing library resources, skill sets, and expertise

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Abstract

Purpose – The purpose of this paper is to describe a unique case of a librarian–engineering faculty partnership grounded in a faculty development National Science Foundation (NSF) grant. Authors will describe processes, lessons learned, challenges and opportunities resulting from designing, implementing and evaluating a massive open online course (MOOC) focused on teaching faculty how to flip classes.

Design/methodology/approach – This case study presents a reflective review of the process of two unlikely collaborators who work together, write a grant, design faculty development training and develop and evaluate a MOOC. Decisions made, perspectives and lessons learned will be discussed.

Findings – The evolution of an NSF grant partnership involving an engineering faculty and librarian is presented. Larger issues, such as proactivity of librarians, non-traditional librarian roles and librarian versus academic identity, are raised and discussed.

Originality/value – This case study presents a unique type of librarian–faculty partnership, one where a librarian is a Co-PI on an NSF grant. Collaborator reflections on lessons learned, challenges and implications could be applicable to other digital/technology projects, online professional development initiatives and course design projects.

Keywords MOOC, Engineering, Professional development, Course design, Librarian roles, NSF grant project

Paper type Case study

Introduction

Emerging issues related to higher education accountability and quality are driving change and innovation on college and university campuses across the world. Financial constraints, demands for impact on student success, interdisciplinary collaboration and increased requirements for grant funding and evidence-based practice are also having a direct influence on academic research libraries. In 2010, ACRL published a report with recommendations on how libraries could promote the value of academic libraries (Oakleaf, 2010) and engage in this national dialog about improving higher education. This report sets the stage for catalyzing library change and a refocusing on assessment and quality and a rethinking of the role of academic libraries on college campuses. In addition, in the report "New Roles for New Times: Transforming Liaison Roles in Research Libraries" written by Jaguszewski and Williams (2013) for the Association of Research Libraries (ARL), the authors present a case for a new library liaison model based on what they call the "engagement"

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model. They describe this new engaged liaison as one which goes beyond selecting books and journals, and instead becomes a liaison that "seeks to enhance scholar productivity, to empower learners and to participate in the entire lifecycle of the research, teaching and learning process" (p. 4). The authors present six trends that recommend integrating library subject liaisons with functional specialists and focus efforts and services on meeting user needs. Trend five, collaboration is key, is the one trend that is related most directly to this paper. Jaguszewski and Williams (2013, p. 13) claim that:

> Collaboration and partnerships at every level, as well as clear roles and responsibilities, are critical to leveraging expertise and thereby developing and expanding new services, liaison roles, and library roles more generally. Librarians are increasingly inter-reliant with others on campus.

The authors of this paper contend, however, that librarians should be more than "inter-reliant"; rather they should be proactive and strategic leaders that search out opportunities for engaging with activities and initiatives that are already high valued on their campuses, and where the library and/or librarian could become recognized as major campus players. This paper will describe an NSF grant project that involved a librarian jumping into an opportunity to partner with an engineering professor to not only write a grant, but to also become an active "participant" in the grant and co-teach a faculty development Massive Open Online Course (MOOC) (NSF, 2012/2015). This paper will also discuss the challenges, as well as the opportunities of the library/engineering partnership, and provide the voice of both librarian and faculty member who participated in the project.

The library and information science literatures showcase the history of faculty–librarian collaboration related to the teaching of information literacy in the college classroom (Avino, 1994; Mounce, 2010). Many best practices exist for creating and deepening teaching partnerships (Lindstrom and Shonrock, 2006), developing strategies for sharing teaching and assessment responsibilities (Fiegen *et al.*, 2002) and collaborating in building collections (Pan and Fong, 2010). Additional topics in the library science literature also document how librarians contribute to the larger campus missions of instructional design (Bell and Shank, 2007) and faculty development (Iannuzzi, 1998). In addition, librarian–faculty teaching collaborations in online teaching and learning contexts have been evolving and growing as new technology tools emerge and are adapted for teaching (Shank and Dewald, 2003). Collaborations between engineering and other STEM faculty and librarians are also documented in the literature (Callison *et al.*, 2005). Librarians in engineering classrooms assist in the design of assignments (e.g. an engineering design project) or engage engineering students in developing research and presentation skills and also create library resources and bibliographies for faculty to use in engineering courses.

Although this paper will present a specific collaborative project between an electrical engineering faculty and a librarian, it is more broadly about a project outside of the realm of traditional library responsibilities and roles. For the librarian involved, the project began by fielding a request for an educational literature review for an NSF grant proposal that quickly developed into a Co-PI position on the grant. This case study is an example of crossing library boundaries and entering territory outside of the traditional

librarian role. Lessons learned from this study could provide ideas for new ways of thinking about other library digital-focused projects and how librarians might contribute in new ways to campus faculty development initiatives.

Background of the NSF Grant Project #1245904: collaborative research: training teachers for the "Flipped" hybrid classroom

The purpose of this collaborative project was to develop an online faculty development program focused on the flipped classroom methodology. In a flipped classroom, students watch lectures and read materials for homework, and then engage in active problem solving or application of the lecture content in a social context when they come into the classroom (Bishop and Verleger, 2013; Roehl *et al.*, 2013). Flipped instruction is a form of hybrid course design, and was one of the "Important Developments in Educational Technology for Higher Education" spotlighted in the 2014 National Media Consortium Report (Johnson *et al.*, 2014).

In the flipped classroom, faculty create a variety of online learning resources to be used for homework, so that face-to-face classroom time can be used for more engaging learning activities. In this case project, the engineering faculty member had been experimenting with flipped classroom teaching for several years (starting in 2007) and had seen positive results. She had also mentored several other local, national and international faculties who were implementing this teaching strategy in their classrooms and felt this approach to teaching is the best of both worlds for teaching and for small-scale mentoring. By modeling what the flipped classroom looked like, she initiated a culture for change on campus. The problem that surfaced was that as flipping became more visible, and other faculty heard of her success, there were more demands for support and mentoring which she found hard to support. Therefore, the faculty member wanted to submit a grant to create a more sustainable faculty development project on how to flip instruction. In addition, the engineering faculty at a local community college wanted to be involved in the collaboration to share open resources and take part in the training. The project which started as a local initiative to serve science, technology, engineering and math (STEM) faculty at two institutions, eventually developed into an international project for developing faculty across many different disciplines, which was delivered through an online MOOC format.

The librarian role

The librarian became involved when the engineering professor needed assistance with an educational literature review on innovative teaching practices, flipping and teaching pedagogy. She wanted to build a strong foundation and make a case for her idea to provide faculty development opportunities for STEM faculty on how and why they should flip their courses. Much anecdotal information is available online about flipping the classroom, which began with the founding of the Khan Academy in 2006 and in K-12 schools (Bergmann and Sams, 2008), but the engineering professor wanted to ground her project in solid learning theory and teaching best practices. She had been experimenting in her own classroom and was searching for new pedagogical ideas to improve her teaching. For that reason, one of the main goals of the grant project became to help the faculty discover the educational literature and search for innovative practices in their fields so that they could

rethink their teaching practices as they worked on flipping their courses. The librarian, with a background in education, higher education leadership and online teaching contributed to the grant proposal and helped to author the literature review for the grant proposal as requested. By doing some additional research and being proactive, she established a relationship with the faculty member and also began to see opportunities for contributing in other ways. She brought some preliminary experience to the table that she had in teaching a MOOC on designing online courses, as well as experience teaching a seven-week flipped qualitative research course for undergraduates. Her education background and previous experience with grant writing provided confidence for suggesting additional contributions and improvements to the grant, such as writing an assessment plan and using a logic model to help lay out the desired impact, outcomes and phases of the project (W.K. Kellogg Foundation, 2001). She shared her instructional design skills with the faculty member, who began using them to better understand why some aspects of her class were working better than others and to make more informed instructional design choices. The librarian contributed directly to the planning, designing and co-teaching of an online course on how to flip a classroom and, eventually, co-taught several MOOCs that enrolled hundreds of faculty, graduate students, K-12 teachers, trainers and administrators interested in flipping instruction. The librarian and faculty member have now collaborated on numerous conference presentations, workshops and seminars.

The faculty role

The engineering faculty, who was also the Associate Vice-President of Research, brought expert grant-writing experience, years of experience as an exemplary and award-winning teacher and previous experience teaching in a flipped format to the table for this project. Although she had no formal training on how to teach and claimed she did not know the educational literature, she instinctively knew how to teach, and her passion for teaching and her students was contagious to everyone involved with the project, as well as across campus. She had established partnerships on campus and at the local community college, and her faculty position in the College of Engineering brought credibility to the project. Because of her experience with grant writing, she knew the importance of grounding the concept for the project in the educational literature, and she also knew the challenge of pulling together a credible review from a body of literature with which she was not familiar. She saw the librarian's ability to help her with a meaningful literature review as very high value – without which, she would not be able to obtain the grant. The librarian's ability to both "speak her language" and understand the challenges she was interested in and to "translate" the educational literature (what is a "logic model"?) was immediately appealing. The librarian's excitement about teaching and how students learn was apparent, and her personal knowledge and expertise was in an area the faculty member wanted and valued (teaching and pedagogy). The inviting exchanges that followed the initial literature review led to a few key adaptations of the original project idea that truly grounded it in educational science and ultimately to a successful, truly collaborative proposal and project.

For the faculty member, this was an energizing, exciting opportunity to not only write the proposal to create the faculty development program, but also to credibly research the major questions she had in her own flipped teaching. As a faculty member,

she valued two things – teaching and research – and the librarian joined her as a high-value collaborator for both.

The collaborative project process

Unlike many other campus initiatives that focused on student success, this initiative was focused on helping faculty to be more successful in their teaching practice. The plan was to create a faculty community of practice around flipping the classroom so that faculty could re-think their teaching practice and therefore better engage their students in the learning process. The grant proposal included components of course design, online teaching and learning strategies and a teaching pedagogy with a focus on creating open education resources (OERs) that could be shared through the MOOC. A secondary purpose was to create a community where faculty could put on learner hats and learn from each other, share resources and mentor each other. This project began with STEM faculty but quickly expanded to serving faculty from a variety of disciplines. This project initially began with planning a local hybrid training program taught in a flipped format, but, over the course of the grant, expanded to reformatting the training in a totally online version as a MOOC. The MOOC completely changed the dynamics of the project and resulted in engaging an international audience of faculty who were all trying to figure out how to best flip their instruction. This also developed a higher awareness of OERs and required more creative thinking about how to share resources on an open and international level. The MOOC enrolled not only higher education faculty but also K-12 teachers, corporate trainers, educational developers and administrators who were taking the course so they could learn about how to support their own faculty. Another aspect of the grant was to design, pilot and revise the MOOC with a creative commons license so that this course could eventually be handed over to the Center for Teaching and be used as a development tool and opportunity for faculty at the local institution and be sustainable after the end of the grant.

Many changes and adaptations occurred over the length of the grant. A full-semester 15-week training plan was whittled down to a six-week program based on MOOC participant feedback. The local closed course was then redesigned as a MOOC, in the format of a cMOOC, or connectivist MOOC (Siemens, 2013). Open access tools, such as Diigo for social bookmarking, and templates for course design and planning were integrated to encourage sharing. The course evolved into a project-based MOOC format where participants could not only learn about what a flipped classroom is, and what it looks like, but also have opportunities to design flipped instruction, get feedback from their peers and reflect on their own instructional context and teaching practice.

This project also re-established and deepened partnerships with faculty between the university and the community college participating in the grant. A richer collaboration between support units on the campus where this project took place was another valuable outcome from this project. Communication and collaboration with units, such as the Teaching with Technology Group (TLT), the Library, the Center of Teaching and Learning, Instructional Media Services (IMS) and the College of Education, were strengthened as a result of this project.

The course was developed collaboratively using a backward design approach (Fink, 2013) with a focus on creating an experiential model of learning (Kolb, 2014).

Participants read about flipping and watched videos, then took flipping for a test drive. They applied what they learned to design flipped instruction based on their own instructional context and reflected on the experience as they shared what they learned with their peers. The Teaching Flipped MOOC was designed in an asynchronous format to address the challenging schedules of faculty so that faculty had the flexibility of working when they could over a two-week period for each of three modules. This "just in time" format meant that faculty could receive valuable support as they learned and as they did flipping in the online community of learners. Although the course materials were originally designed for a MOOC, the course design can be applied to face-to-face, hybrid and online courses.

It would be best to call this project a "partnership" rather than a collaboration. As a librarian who has been a collaborator on many library projects, librarian roles were usually limited to providing a service or only interacting with faculty when they needed something from the library. This project was very different. The librarian partnered throughout the project from grant writing, to planning, to teaching, to assessment and even in the dissemination of findings. This project was about more than providing services; it was about contributing expertise. Contributing expertise at the research (new knowledge creation) level was significant. The faculty member, on her own, was originally just planning a faculty development course with minimal research, but the addition of the librarian expertise resulted in opportunities for expanding the research scope of the project. As the three-year grant project is wrapping up this year, the partners continue to be actively engaged in disseminating findings, presenting at conferences, doing workshops and writing scholarly articles. This was a creative process, a learning process and an identity-building experience.

The MOOC experience

Designing, teaching and evaluating the faculty development MOOC was at the core of this faculty–librarian collaborative activity. The librarian contributed to the planning process by creating a draft of a logic model to help visualize the MOOC design and implementation process. This matrix provided a map for resources, input and output tasks, outcomes and impacts and is a tool commonly used in the grant-application process (W.K. Kellogg Foundation, 2001). Based on what was learned in this project, it is recommended that a logic model and assessment/evaluation plan be created upfront for large and complex collaborative projects. This may be especially useful in other digital library projects. An excerpt from the logic model for the teaching flipped project is shown in Table I. The logic model helped the collaborators envision the project together and articulate the broad vision of the project. In addition to the logic model, an assessment plan was also developed. The assessment plan was adjusted regularly across the span of the grant due to what was discovered as findings emerged and due to changes made to the timeline across the grant. For example, a MOOC was not in the original plan for this grant, but due to an expanding interest outside of STEM disciplines in the project, and interest from outside of the university in our project, modules were redesigned and opened up beyond the university. Conversion to a MOOC design format also involved additional planning and strategies for adapting the assessment to a larger scale context and including strategies for incorporating open education and library resources.

The course design process began by using a campus-wide model for course design, called the Quality Course Framework (http://qcf.utah.edu), and was in place before this

Needs and plans for preparing for the program			Outcomes – during and after the program begins		
Inputs/resources	Activities/tasks	Outputs/deliverables	Short-term outcomes	Medium-term outcomes	Impacts or long-term outcomes
What resources will be needed	What activities or tasks (deliverables) will be needed for completion of the project	Evidence of progress	What is expected or hoped will happen in the short term during the project	Measurable change that will happen in the mid-term	Big picture outcomes/impacts
NSF funding Quality Course Framework as the model for designing and developing our Flipped Classroom course Media resources and tutorials from TLT	Design and building of the course Development of tutorials and videos that can be continued to be used to help faculty flip their courses Continuous collection of data during the NSF program and used for course and program improvement and enhancement	Faculty participants will be actively engaged in the hybrid experience and share and interact with other faculty participants as they complete authentic work on their courses Faculty will demonstrate they can create a video for an online lecture and create a design for an active F2F component	Participants will report they learned enough about flipping to try it Participants will report there is value in what they learned Participants will show a change in their CBAM profile based on pre- and post-profile survey to show change in their concerns about flipping	Changes to course made on participant feedback will improve course, and the course will continue to draw participants (is sustainable) The course will become a model program that is used and customized by others (centers for teaching, other universities) for their own context	The Teaching Flipped course becomes a respected open-source course with materials used worldwide for helping faculty learning to flip their courses

Table I.
Logic model excerpt example

MOOC project. This model, grounded in the backward design work of Fink (2013), was used as the framework for this project and involved aligning outcomes to course learning activities and assessments.

The first course design version included 15 modules. Data collected from participants over two iterations of the course resulted in a redesign to a six-module format and eventually to a three-module format (six-two weeks for each of three modules). The most current three-module structure of the course begins in the first module by introducing participants to the concept of flipping and uses text, video, examples and the literature to provide broad perspective of the topics and engages participants in planning a flipped course. The second module of the course involves the design phase and starts with chunking content, delineating online and face-to-face teaching priorities and begins the process of creating online lecture videos. In this module, participants are introduced to a variety of methods for creating online lectures. The third module focuses on the face-to-face active learning component of flipped teaching. Learning strategies for engaging students in the classroom and for aligning the F2F and the online lectures are stressed. Formative assessment strategy tools are shared and discussed. Each module was designed in a three-component structure, A-B-C level components, so that participants can decide the amount of time they want to participate in the course and then select the appropriate level based on their own personal situation. Section A in each module is an introduction to the module topic and a grounding in the teaching literature; Section B contains a hands-on application of the module content; and Section C contains activities for reflection and extending and application of the content to their own instructional context. Participants were encouraged to explore the teaching and learning literature in their own discipline to learn how others have been experimenting with teaching strategies and tools as they worked on rethinking their instruction and adapting ideas to a flipped format. The consistent Structure A-B-C of the modules helped participants find their own personal path through the course material and customize their learning experience. This three-level module construction created a theory to praxis framework (De Laat and Lally, 2003) recommended in the literature to engage teachers and educators in connecting their learning and practice.

Although learning about the importance of consistent course structure and the participant expectations for the course resulted in significant changes to the course structure and content, trying to understand why teachers take professional development-focused MOOCs was the most interesting and challenging variable that drove MOOC improvement. The MOOC literature has already established the complexity of assessing MOOCs considering the low percentage of participants that actually finish MOOCs (Khalil and Ebner, 2014; Zheng *et al.*, 2015). However, data collected in this study contend that MOOC participants also come into a MOOC with different goals and expectations than in traditional online courses. In a traditional online course, credit is expected when the pre-established goals and expectations are completed. That is why you take the credit course: to follow the syllabus, complete the assignments, "pass" and get credit for the course. But in a MOOC, especially one designed for teacher professional development, the expectations and motivations are very different. In the last two Teaching Flipped Canvas.net MOOCs taught, only an average of 48 per cent of the participants that completed the pre-course

demographic survey planned to be an "active participant" in the course and the others claimed that they just planned to lurk and be passive, or observe, or drop in and out. In addition, it was also observed that page clicks or the amount of content accessed during the course did not align to those participants who demonstrated increased engagement or completion of course assignments. A survey instrument called the CBAM, or Concerns-Based Adoption Model (Hord, 1987; Horsley and Loucks-Horsley, 1998), was also utilized in this course to measure how participants' thinking about flipping changed across the course. This is a commonly used survey tool for measuring change and concerns about change in educational environments, especially for teachers in K-12 and higher education contexts and related to innovation and technology implementation (Hodges and Nelson, 2011; Marcu, 2013). For those participants who completed the pre- and post-CBAM survey as part of the course, we could plot a CBAM profile that demonstrated how their concerns about flipping changed during the MOOC. An example of a CBAM profile for one of the participants is presented in Figure 1. This participant was equally concerned about flipping at all stages of concern before taking the MOOC. However, after the course, this participant was less concerned about having the information needed about flipping and how flipping a course could be managed. The concern about how flipping would affect students remains a concern for this participant. Detailed analysis of the MOOC CBAM, analytics and qualitative participant text course data is currently being conducted to gain a better understanding of how learning happens in a MOOC, and what data must be collected to get a better handle on the needs of this unique population of online learners.

Lessons learned

As a result of this partnership, a lot has been learned about the strategies and methods for flipping the classroom. However, lessons about the complexity of the political and social culture of higher education, international education, faculty development and MOOCs, and being embedded in the flipping course where participants were engaged in course design tasks and interaction with other teachers, participants came away from the experience with much more than

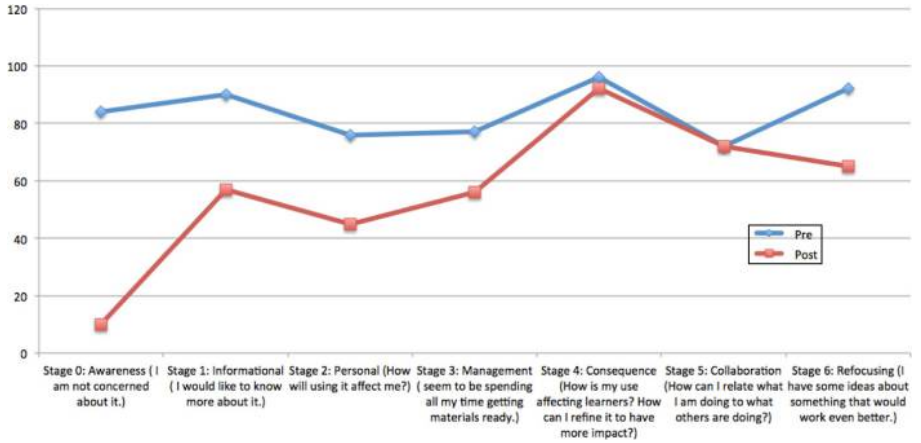

Figure 1.
Participant CBAM pre- and post-course profiles

anticipated. One participant in the MOOC course summed it up well in her post-course survey by saying, "In some ways, this [course] material helped me improve on things I didn't know I needed to improve". Faculty participating in the MOOC crossed the boundaries of their disciplinary literatures and had an opportunity to delve into the rapidly changing education and teaching pedagogy literature. Higher education faculty interacted with K-12 teachers, faculty developers shared experiences with corporate trainers and administrators and researchers lurked in the background as they watched the MOOC unfold. The librarian learned more about the faculty culture and grant culture at her institution. The engineering faculty member developed new relationships in the library. Through her position as the Associate Vice President for Research, and based on this MOOC experience, she requested that a grant services team be incorporated into the library space to better serve faculty. New partnerships were built and other relationships deepened. Within the institution, new collaborators were identified, such as the Teaching and Learning Technology group (TLT), and grant funding was used to enhance support for faculty teaching online with a technology toolbox of video lecture recording devices that faculty can test out, practice with and borrow as they work on their flipped teaching projects. For the librarian, this grant experience has also resulted in invitations to partner and participate on other grants with other STEM departments on campus.

Grant writing is a difficult process and requires dedicated time even though you do not really know if you will receive the grant in the end. But the learning experience was well worth the time commitment. Working with faculty on such intensive projects helps to develop a better understanding of the needs of faculty, as when they say they just need something as "simple" as a literature review. Dealing with the time commitment required for a full partnership in a project like this was the biggest challenge. Although the grant bought out some librarian time, long hours and work outside of traditional work hours was common, especially when teaching the MOOC classes. It was an equal partnership and the faculty member also engaged in the same work and time commitment. Meetings, collaboration, dissemination, presentations and article writing require time beyond just the work of the grant. In addition, sometimes it required a creative stretch to align these new activities that were blurring the boundaries of the librarian identity and the faculty identity with traditional librarian role and responsibilities.

Librarian lessons learned

One of the biggest librarian lessons learned through this project was that the library really does have a lot to offer faculty, especially beyond the traditional librarian role. Librarians need to step-up and be proactive in sharing knowledge, expertise and time. Participation in this grant and participating in faculty-development efforts resulted in a newfound confidence and experience and a new lens for seeing a broader picture of opportunities for connecting to faculty needs. This faculty partnership has led to more opportunities and new connections and a new awareness of what else could be possible.

Participating in this grant project uncovered new strategies for more meaningful alignment of the library mission to the university research vision. Educational and pedagogical expertise married to grant experience has potential for librarians to help faculty envision their educational plans for grants, which are becoming more important

as funding criteria change and tighten. Experience gained as a "librarian educational developer" and the awareness of value in providing "teaching as research" support for faculty who are experimenting with new teaching strategies, and approaches have opened doors for new opportunities for this librarian.

Faculty lessons learned

The faculty lens shifted too, resulting in an emerging awareness of the library as a place, which led to the relocation of grants services offices from the office of sponsored research into the library so that all faculty services (including teaching and learning technologies, media production and center for teaching and learning) are located centrally for faculty support.

Librarians provide valuable traditional services including literature reviews. However, diving into the educational and pedagogical literature area resulted in appreciation and surprise and unexpected outcomes when the librarian enhanced a literature review even in a well-known area. Collaboration resulted in an even better job addressing the major questions in the engineering field and resulted in a firm belief now that you "Don't write a grant proposal without a librarian!" The realization that librarians each have an area(s) of expertise just like faculty do, helps to envision how their areas of expertise could align with faculty needs, and how they may have some powerful tools, resources and experiences they can bring to bear, make them a valuable addition to any team (i.e. "Here is a problem, where is the librarian who knows something about this problem?")

Collaboration is a little like Bloom's taxonomy [...] "see, I learned about that too"! For the most basic level, you can remember that someone (your librarian!) can do something to help you. Next level up, you can understand each other. Part of that is getting across the cultural divide, learning new vocabulary and also learning what each collaborator values and needs. As you move up the scale, you can analyze and evaluate things together. But the highest level of collaboration is when you can truly create something new and extraordinary together than neither of you could create separately. You kind of have to start at the bottom of the collaboration pyramid, but it is been quite exciting to be able to move to the top.

Implications for future partnerships and collaborations

So where to go next for librarians? How can librarians step-up their participation, visibility and value on campus? While reflecting on the outcomes of this flipped classroom MOOC project, several recommendations come to mind about next steps for increasing librarian value, elevating librarian profiles and enhancing academic identities:

- It is very important to think outside the box about librarian roles and responsibilities to expand the librarian role possibilities. Librarians must be willing and able, considering time constraints, to expand these roles, cross boundaries and evaluate context through different lenses.
- Increase the value of librarian work by searching out opportunities for providing knowledge and expertise on things your campus faculty and your campus administration value. Be strategic about projects. Develop awareness of "what's happening" around campus and be proactive and step-up when opportunities present themselves.

- Internal to the library, prioritize providing professional development for other librarians so as to develop a cadre of librarians that can help with literature reviews, write grants, do curriculum design and teach online. Technology-savvy librarians can enhance campus faculty projects.
- Re-think the librarian identity as a more valued partner on campus, which will feed more projects and collaborations. Librarians are driven to help others and often think of themselves as providers of customer services and connectors to information. Librarians need to be more proactive, exhibit leadership and be contributors to valued projects on campus.

A quote by Oakleaf (2010) in her conclusion of the value report sums up how important it is for librarians to learn from other academic colleagues on campus:

> Indeed, the demonstration of value is not about *looking* valuable; it's about *being* valuable. By seeking their best value, librarians do their jobs even better, and that's a goal worth pursuing all the time. By learning from higher education colleagues and expanding their efforts to not only show value but be valuable, librarians can do just that – move from a future of a surviving academic library, to a thriving one (p. 140).

As higher education changes, libraries, along with all other academic and administrative units, will need to adapt services, courses, programs and priorities to meet the needs of new and evolving stakeholders and communities. Librarians need to think about their academic identities and how they align to their professional librarian values, and how they are perceived across campus if they are to increase their value and the value of their library (Henkel, 2000). The issue of blurring librarian and faculty identities, or librarian and staff identities depending on your situation, will help develop better understanding about our faculty partners so that we can achieve more together by building on our individual strengths.

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