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The Changing Role of the Library in the Academic Enterprise

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In December of 2004, an important story appeared in the national press reporting that Google and several of the most prestigious research libraries of the western world (The University of Oxford, the University of Michigan at Ann Arbor, Stanford University, and the New York Public Library) have entered into an agreement to digitize some 15 million volumes over the next ten years.[1] Google, the preeminent search engine of our early century, will make the content of these works available through their search engine on the web. Most of the works are in the public domain, but a substantial number of them are under copyright protections.[2] Google plans to display only a small section of the work where the searched term exists. Links will be provided to booksellers for purchase of the work and to the local library catalog for users who would like to borrow the item, for free, from the library's collection.

So, this is good thing right? How could it be otherwise? Public domain materials available right then and there: downloadable, available to be stored on your local medium and recalled when you like. (I am assuming that Google and the participating libraries will, of course, share these digitized materials with the rest of the academic community.) The text is completely searchable, and millions of titles will be included in the initial database. As Carlson and Young write in the Chronicle of Higher Education, "Once finished, the digital repository could help researchers identify links among materials or discover books they would never have found by traditional methods. And the project could greatly increase access to books, since people will be able to call up many books online rather than having to make a trip to a library to read them."[3]

And for those titles still under copyright, the researcher can try to make an informed decision about the relevancy of the results based on the few lines of text, or the paragraph, that includes the searched term. The researcher can purchase the item through a link to a bookstore, or Amazon, or can check availability in the nearest academic or public library. Everybody wins. Duane Webster, Executive Director of the Association of Research Libraries, is quoted as saying, "At a fundamental level, this is very important move forward for the public's ability to access scholarly information."[4]

But, instead of borrowing or buying the book, maybe the researcher just clicks on the passage and gets a page of material, say for 25 cents. Or maybe a drop

down menu appears and the researcher can choose a chapter for 3 dollars, or maybe the chapter, bibliographic notes, and the index to the work for 5 dollars. And so on: the entire work in digital form for 20 dollars, or whatever the market will bear. This isn't much of a stretch; after all, the material is already digitized and searchable: in fact, all major publishers have been digitizing their materials for years, so maybe someday soon, when we have a marriage of a universal search engine with textual content, we'll see the iTunes model for print materials appear. Download what you need, pay for what you need. After all, since the recording industry seems to have figured out a way to continue to make money in a digital age, the publishing industry won't be far behind.

I know I've heard the argument too, that nobody will read long works on the display screens and LCDs of our computers. The portable computer batteries are too limited and the resolution on the screen is too grainy—and the machines are bulky. The screens of hand-held devices are too small and the resolution is inadequate for extended viewing. And anyway, we all like the feel of a book and of paper. And "book" technology has stood the test of time right? As Steve McKinzie writes, books are portable, durable, and reliable, and, like railroads, radio, and movie houses, they will not be replaced by a newer technology, such as digital text read on an electronic screen, as some pundits claim.[5]

But, aren't we looking at Millennials—or NextGens—or whatever new term the media gives for those kids that are coming of age around the turn of the century, those born between 1982 and 2002? There are some 81 million of them. Will they have the same problems with reading from a screen as many of us do? Are they not reading from screens now with much greater fluency than we can imagine? I know my seven-year old is. And we already know that screens are improving (and how much longer can we call them that: witness the electronic paper research at MIT[6]) and there are continuing advances at creating a truly portable reading device, that allows note taking, communication, and data creation via voice or stylus or thumb-keypad. As Stephan Abram and Judy Luther point out in the *Library Journal* article, "Born with the Chip," these kids don't think of computers as "technology"—they've always been there.[7] The younger ones of them will never remember a time without the web, email, instant messaging, and digital photography. "(Computers) are a part of their cultural DNA."[8] And a key characteristic of the NextGens is that they are "format agnostic." They "see little difference in credibility or entertainment value between print and media formats."[9] Think down the road twenty or thirty years, never mind the next five, when the kids of these kids are influencing the society and the technological advances have continued. I don't know what we'll see, but I'll bet that we won't hear the old saw that reading text on paper is the only way to enjoy The Brothers Karamazov.

What might this Google digitizing project mean to academic libraries? Let's say a college has a million dollar materials budget and some $300K of that goes for "book" purchases. Let's say the college cuts a deal with Google, which by then is

indexing and providing searches for all trade, university, and technical publishers in English, the European languages, Arabic, Japanese, Chinese, and so on. The college works a contract with Google to pay them $300K every year and Google in return provides unlimited access to anyone in the college's community to search, retrieve, download, and use the textual materials accessed through their search engine. In fact, by then, there will be huge image databases as well, and motion picture and sound recording databases. The library may simply pay an annual subscription fee for unlimited access to it all. Everybody is served with everything, without waiting, wherever the user may be.

Well, there are problems of course. What happens if the library stops buying materials, let's say for 10 years, relying instead on digital access and downloads to portable reading devices that everyone calls, euphemistically, "books"-- and then one day Google is bought by Elsevier or OCLC. And then, suddenly the material that was inexpensive, now costs a lot more and perhaps the search engine becomes less effective. The library can't back out now—there are ten years of collection development that didn't take place. Egad. And as pointed out in the Chronicle article, using Google to access information may make it that much harder to convince people to use a more complex search tool.[10] Or as Alberto Manguel writes in the New York Times, "All we need to do is remember the corollaries to the arguments in favor of a virtual library: That reading, in order to allow reflection, requires slowness, depth, and context; . . . and that the omnipresent electronic technology is still fragile and, as it changes, we keep losing the possibility of retrieving that which once was stored in now superseded containers."[11]

Now, let me get back to the present and the future of academic libraries as I see them, relating what is happening now and how that might prepare us for this dark and forbidding (if you're a baby-boomer) or bright and sunny (if you're a NextGen-er) future.

To set the stage: About three years ago, Deanna Marcum spoke to a group of librarians at the Denver ACRL meeting. She admonished the academic library profession to give more attention to the big issues. She was concerned that we librarians spend too much time worrying over acquisitions rates and compact shelving and whether the GE program would require an information literacy requirement. Brainstorming on how we might follow Deanna's advice, the first question considered was, "What are the big issues of academic librarianship?" Thanks to the vision of ACRL President, Mary Reichel, the Focus on the Future Task Force was created to "help the association keep our focus on the big questions—those that have the potential to help academic librarians shape and change our services . . .".

The Task Force held a series of retreats and conference workshops. We worked with the ACRL Leadership Group: incoming and sitting committee chairs, the ACRL Board, members of the Budget and Finance Committee, and various and

sundry other hangers on and meeting groupies. We did survey work and members did workshops at local ACRL chapters. We hosted a Webcast discussing the big issues facing academic libraries. After all this and some 300 responses, we had a general feel for what the members of the profession thought were the most pressing issues facing academic libraries in the near term future. We created a list of seven issues, the top issues facing academic libraries. They were,

1. Recruitment, education, and retention of librarians.
2. Role of library in academic enterprise.
3. Impact of information technology on library services.
4. Creation, control, and preservation of digital resources.
5. Chaos in scholarly communication.
6. Support of new users.
7. Higher education funding.[12]

The list was not prioritized. We didn't try to ascertain the *most* critical issue. We judged that they were all critical and that any of them, without appropriate attention, could be the weak link for our future.

In the course of this work and the research and the writing, one particular theme or issue seems to stand out: "What is the role of the academic library in the academic enterprise?" And indeed, as the title of this talk articulates, what is the "changing" role of the academic library in the academic enterprise. This issue seems to subsume many other issues, that resolving this issue would resolve many of the others. In 2002, here's how the issue was defined:

> Librarians are dedicated to maintaining the importance and relevance of the academic library as a place of intellectual stimulation and a center of activity on campus. Even so, some feel that libraries are becoming marginalized. Librarians believe that it is essential that we emphasize information literacy instruction and the importance of the teaching role of librarians. We must find ways to promote the values, expertise, and leadership of the profession throughout the campus to ensure appreciation for the roles librarians do and can play. Though access to information is increasingly decentralized, and computer labs now compete with libraries as campus gathering points, librarians must demonstrate to the campus community that the library remains central to academic effort.[13]

How should we think about this issue—the changing role of the academic library—and what are those changing roles? I'll explore several in this paper, but by no means all.

I will start this exploration by looking at our values for a minute. Principally, underlying all we do, is our value of an educated populace for a democratic

society. But what are the other values important to us? Carla Stoffle of the University of Arizona and ALA Past President Ann Symons wrote an article entitled "When Values Conflict" in American Libraries in 1998. They say,

"A cursory review of the library literature and the ALA Policy Manual, or even a brief discussion with colleagues, soon identifies the following core values:

- intellectual freedom,
- equity of access,
- free access to information for individuals,
- privacy for individual users and user records,
- professional neutrality (balanced collections)
- fair use as it applies to copyrighted materials,
- social responsibility (including diversity),
- preservation of the cultural record, and
- the right of users to a safe environment for intellectual exploration." [14]

Why should we operate from values? **Because in a state of change, they are our moral compass and the values we hold provide us solid ground for the future.**

Again, as Stoffle and Symons write:

"The values (of librarianship) . . . are what we are about. They describe who we are and why we are a profession - why, in fact, librarianship exists. They are the basic principles . . .and guideposts for our actions and behaviors, and they under gird our various activities and services."[15]

So I will talk about future roles, or changing roles of academic libraries, in the context of values that will not change.

Though our values may not change, they are often challenged, even attacked. We academic librarians must be strong when facing those with less than enlightened views and deal with an uncertain future.

And how should we do that? I like keep in mind the Creative vs. Emotional Tension idea that Peter Senge espouses in his work on learning organizations.[16] Those of us working in libraries today must master living with creative and emotional tension. The difference between our vision and values and the current reality is the gap and where creative tension exists. The energy produced by this tension is the key that helps us achieve your goals and to change the organization. However, the other tension produced in this situation is emotional tension. Emotional tension comes from living with the gap between the "now" and the "not yet." To the extent that we can live with an unsettled situation, and use the energy such a situation produces, we can be more successful holding on to our vision and values.

Of course, the challenge is to hold to our vision, continually sustain our values, and work to change the environment. Think of a rubber band stretched between our values and the condition of the library. We live with that stretched rubber band throughout our professional lives. And we'd like to release the tension (which is the natural tendency). The question is, how? One way to release the tension is to succumb to the emotional tension, lower our standards, and change or compromise our values and vision. Another is to use the creative tension that exists and work, over time, to change the organization and sustain our values.

And I submit to you that for the academic library to continue to have the role it should have in the academy, we have to master the use of creative tension—hold onto our values and to our principles and to our vision—and change the environment in which we work over time.

Now, let's talk about that big issue: what are some of the changing roles for the academic library?

First of all, academic libraries are moving toward an Information Commons model of service. And, in the process, becoming campus community centers.

The role of the academic library as a campus Information Commons is an idea whose time has come. Many academic libraries are moving in this direction, with greater or lesser commitment and level of services.

An Information Commons is an extension and expansion, but not a replacement, for a traditional academic library. It's a space and a place where students can seek reference or librarian consultation services and where open access computing resources are available (with information services as well as productivity software). Technical support staff members are located close by and adhere to a consistent student-oriented public service philosophy. Students may seek to study quietly, work in groups with digital creation technology, work individually on digital media projects, use scholarly workstations, access printing services, consult with Help Desk staff or leave a PC for upgrade and repair. A café is often a part of this mix, as well as small group collaborative study spaces. Faculty members cross paths with students using open access computing workstations or reading the Times. These spaces clearly produce a new feel, and a new energy, in the buildings we occupy.

Information Commons are popular because they serve the needs of the NextGen students in our colleges. Abram and Luther point out that one of the hallmark characteristics of NextGens is that they are comfortable with multitasking: study, socializing, using computers, cell phones, print materials, electronic journals. They can handle noise, literal and figurative, and focus differentially.[17] Information Commons provide a multitasking environment with little difference

apparent between Help Desks and Reference Desks, little qualitative difference between information from multi-media materials and or from bound journals.

The April 15, 2004 Library Journal cover story describes the academic library information commons movement, focusing on, among others, the experience of Mt. Holyoke College and the conversion of their library and computing facilities into an Information Commons. The article defines an Information Commons as a space with computers, collaborative work areas, comfortable furniture, and a café or lounge nearby. In addition, technical support staff members are usually located nearby the "library" operations.[18] Other colleges organizing their library spaces and services in this manner include small liberal arts colleges, such as Wesleyan, Middlebury, and Dickinson and regional universities such as Longwood University in Virginia and UNC-Charlotte. Research universities such as the University of Southern California, University of Iowa, and Indiana University in Bloomington are also adopting this model. IU has some 250 individual and group workstations: library reference services and resources, technology consultants, and a multimedia lab. Open 24 hours a day, the information commons model has been a "smash success" according to Brad Wheeler, Dean of Information Technology.[19]

This is a new role for academic libraries. Even if a library had open access computing resources available heretofore, an information commons is a more intensive and involving experience. As Pat Albanese, the College Librarian and Director of Information Services at Mt. Holyoke says, "the model reflects a new universal truth for all academic libraries: it is impossible to divorce technology from content."[20] I would add that the pedagogical changes of active learning over the last several years, and thus the emphasis on group work among classmates for assignment completion, has produced a demand that campuses best fill when combining academic libraries with technology-based community centers.

The successful information commons is tangible evidence of an important relationship for an academic library. It is a relationship defined by a partnership, an alliance, with information and instructional technology departments to provide campus information services.

Again, as Pat Albanese says, reflecting the thinking of Abram and Luther, "Technology today is a fact of life. Certainly students see it that way. They don't make the distinctions that we've classically come from. So we as an organization need to think about it that way—the way our students think about it, to help our faculty to use technology in ways that speak to our students."[21]

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At Connecticut College, we operate under a merged library and information technology organization. Ours is a success story using this organizational model and there are some 25 or so other liberal arts colleges that are operating under

the same model, some more successfully than others granted. And some are merged in name, but retain basically all the old divisions. At Connecticut College, we have librarians and instructional development staff working on projects together as a natural course of things. There is never an "us-and-them" comment. IT supports the information commons, housed in the Shain Library, and Research and Instruction Librarians are surrounded by computing facilities, reference collections, current periodicals and exhibit spaces. The college Help Desk, open the same number of hours as the library, is a short hop downstairs from the Reference and Circulation desks. Online course reserves are not available through our integrated library system but through WebCT, the courseware management system we use. Librarians work with faculty to create WebCT course pages and team-teach with IT staff our 2-week summer instructional technology immersion program, the Tempel Summer Institute.

Much as been made about the convergence of technologies—cellular phones, digital photos, web access, Blackberries and the Treo One concept-- but the real important change is the convergence of behaviors.[22] And students and faculty are increasingly merging their information seeking behaviors—to the point that a reference desk that is not in the middle of a cluster of open access computing and media development resources and small group study areas, is mired in an increasingly less than optimal model of service. That's what Pat Albanese was saying: students don't draw those distinctions that we've always drawn.[23] And Abram and Luther reinforce this, naming "Integrated" as one of ten key characteristics of NextGens. They say, "Communication technology has blurred the distinctions between private and public domains (webcams, blogs, camera phones) and learning environments and entertainment (gaming, IM).[24]

And librarians will be working closely with information and instructional technology specialists, as well as with other instructional support staff such as those with the Writing Center, the Math Help Desk or the Teaching and Learning Center. Collaborations and partnerships are increasingly important. This is not so much a new role for us, but a behavior that needs increased emphasis and importance to library program success.

Collaborations and partnerships and melding roles are something others are seeing in their work environments. The ACRL President's Program in Orlando last summer focused on this trend. The title of the program was "Prenuptials, Marriage, and In-Laws: Partnerships and Connections—The Learning Community as Knowledge Builders." It explored how librarians are reaching beyond their traditional roles to form collaborative relationships with others on campus.

Now sometimes, I understand from colleagues, the IT department is old-style and wants to do their own thing, treating the library as just another department on campus, like the physical plant department. That is unfortunate and even negligent; IT directors are under the same forces to work effectively with

academic libraries, as library directors are to work with them. And it should be a part of the institutional culture, if not actually a directive from the top. The merging of behaviors affects IT as well; unfortunately, some IT directors apparently do not see the benefits of a real partnership in information services.

There are many examples of colleges that are successful in building partnerships between libraries and IT without a merged organizational structure – including Trinity College in Hartford, Hamilton College in New York, Wesleyan University, Brown University in Providence and Indiana University at Bloomington. (The $1.3M information commons implemented last year at IU Bloomington was jointly funded, and is jointly managed, by University IT Services and the IU Libraries.)[25]

None of these colleges and universities is a merged organization—but they're working closely together. These five programs have librarians and IT staff who work closely together to develop services using the expertise of their individual staff members, who have designed spaces and hired staff to reflect a philosophical orientation to partnerships.

At Hamilton College, the library has adopted a policy of "aggressive collaboration with information technology."[26] Randall Ericson, writing in a recent C&RL News, says "[the Hamilton college community] believe it is in the best interest of our students and faculty, as well as in the best interest of the library, to foster a spirit of collaboration with IT and to actively seek out opportunities for such collaboration." He describes several projects involving collaborative efforts, and writes, "we believe the time is long past when librarians and technology organizations can work in isolation from each other. . . we believe it is important to harness [the energy of the two departments] into a cooperative, collaborative approach."[27]

Wesleyan University is also seeing value in a partnership between the library and IT. For example, the instructional technology director now has a co-reporting relationship between the Dean of the Library and the VP for Information Technology. The Dean and VP are working together to design and implement a new information commons / computing center, including bringing the Writing Center and the Math Help Center, into library spaces. The library is reenergized as a result of IT and Library Services accepting each other as partners in the educational enterprise. As Barbara Jones, the University Librarian at Wesleyan, says about the new IT/Library cooperation, "This was the absolutely essential act that preceded campus action."[28]

Trinity College in Hartford opened a new Library and Information Technology Center in February of last year. Computing facilities and open access resources are integrated into the space, and yet students have ample space for quiet reflective study, group work, and individual computing use. As the Trinity website says,

The Raether Center is a place where students and faculty, collaborating with library and computing staff, come together for the serious work of scholarship, where researchers can pore over a book or conduct investigations through a wide selection of online databases. This integrated facility is truly a state-of-the art center for learning in the 21st century.[29]

The Center has a cozy and stylish coffee bar and lounge—that opens to outdoor seating and patio. The coffee bar is open late hours—and professionally staffed.

The Information Commons concept at Trinity highlights and extends a reenergized role of the modern academic library—that of **community space or a community center—or even a campus intellectual center.** These are places where relationships are built and extended. Where faculty and students and staff can cross paths and engage in non-classroom interactions that may extend and improve a student's experience at college. The importance of community building on a campus cannot be underemphasized, and the role that the new Trinity library is playing is this effort is valuable. I visited the library several months after it opened. Although my visit was on a Sunday night (admittedly a busy night for library use on a residential campus) and certainly the information commons is a new space—but the energy level of students there was palpable. There was a sense that this space has energized the campus. As Dick Ross, the Trinity's Director of Libraries, says, "this building really shows the transformative nature of a new library building to a campus."[30]

The construction statistics of the new Trinity College library are illustrative of the trend in library new buildings and remodeling projects. Trinity built some 53,000 new square feet in the facility and remodeled the older building substantially. They went from 118,000 square feet to nearly 172,000. Public service use space saw an increase of 48%. Only 10,000 linear feet of shelving was added, an increase of only 8%. New public spaces include the information commons: small group study rooms, digital media viewing and development spaces as well as fireplace lounges (they have three), a large reading room, librarian/instructional development specialist/faculty/student meeting rooms and consultation spaces.[31]

Scott Bennett, Yale University Librarian Emeritus, spoke last year at the CLIR meeting in DC. He expanded on the CLIR report he authored "Libraries Designed for Learning" dealing with the changing nature of library construction projects. He reports that on new building projects, as Trinity College's experience illustrates, there is a significant decline in the percentage of space dedicated to stacks and materials storage and a concomitant increase in space for public service activities—for community building and information services areas.[32] Gene Wiemers at Bates College puts it another way, for libraries that are not expanding but have growing collections: "Books are not going to shove people out of the building any longer!"[33]

An Information Commons can be seen by librarians, as Albanese reports in LJ, as "a bold new direction. For students, the model is already successful. Collaboration really is the key: from a technology point of view, you really can't do anything by yourself any more. You need content, expertise, design, and software. Each of us- librarians and technologists—bring something to the table, and together . . . we build a product that is worthwhile and lasting."[34]

Although, I suggest that an information commons is an entirely appropriate and even correct way for the modern academic library to organize itself for services, there are other aspects of the changing roles for academic libraries that are not defined by the nature of their physical spaces. For example, an expanded way of thinking about academic library services is the ubiquitous academic library on campus. This idea builds on the reasons for an Information Commons—that students no longer draw the distinctions between types of information services as we have. The convergence of behaviors that I mentioned earlier is driving this new service attitude and design of the library program. Abram and Luther characterize the NextGens as "nomadic." They "expect information and entertainment to be available to them whenever they need it and wherever they are."[35] These students (and faculty too) are increasingly less interested in our old silos, of library services only in library buildings. With the advances in digital technologies and the speed of networks, and with a new attitude among librarians and instructional technologists, the library really can be expanded beyond the walls of the library building.

Wendy Pradt Lougee, writing in a CLIR report on "Diffuse Libraries: Emergent Roles for the Research Library in the Digital Age," reports that academic librarians are increasingly working directly with academic departments and their students and faculty outside the library. In some cases, electronically equipped field librarians are traveling to the academic departments for office hours and reference services. Reference questions are also being taken by email and reference interviews are using virtual reference chat services. Distant librarians can be consulted for assistance and students can be assisted to use networked resources from remote locations.[36]

Connecticut College, along with several other liberal arts colleges—Wesleyan, Wellesley, and Smith—participated in a pilot Virtual Reference service over the past three years. The project has ended, but during its life, we discovered that students appreciated being able to converse with a librarian from a distance and having the librarian take over their machine to instruct them on the proper use of a digital reference source or index. Services were offered when the library reference desks were closed, typically early morning and weekend evenings.[37] Other colleges and universities are experimenting and implementing this type of service, for example, the Boston Library Consortium ASK 24/7 service which is provided through the Metropolitan Cooperative Library Service out of southern California. The Boston Library Consortium uses four to seven librarians from

each of ten participating institutions for daytime questions in exchange for round the clock reference services provided by the MCLS. The Connecticut College, Wesleyan, Smith and Wellesley libraries did not see enough business to continue our project with hard money, but there was no denying that the service was effective and satisfying for those students who used it.

I think flexibility of services, both in time and space, will be increasingly a part of a quality modern academic library. Abram and Luther suggest that librarians need to be ready to reach students using whatever nomadic technology is appropriate, from wireless PDAs, to cell phones, to instant messaging.[38] (And I'd point out that to reach students using the appropriate standards and formats may require good partnerships with campus IT departments.) Andrew Albanese, writing in the April 15 Library Journal, says "the current challenge is to expand continually what we think of when we think of academic library services and to break those services outside of library walls."[39]

Lougee in her CLIR publication also reports on another aspect of the ubiquitous library services: that colleges and universities are demonstrating externally the value of their librarians and library by providing reference services to alumni, to other college supporters, to public school systems, and to scholars worldwide.[40] We at Connecticut College are looking at this as well, as a way of maintaining contact with our graduates and continuing to provide a valuable service (at relatively low cost as we don't expect high use initially.)

I think the trend will continue, because the trend is evident throughout our society. Libraries are becoming hard to define—or let me put it another way: when does a museum become a library? Or when does a public television station become a library? Both entities are offering online access to digital resources, rich media that are accessible from indexes using standard metadata schemes, the same that libraries use. And both museum and public television content can be delivered via the Web. Here's what's important: Our students will not care if the information they want is in a library or a museum or available from the local public television station. And furthermore, they increasingly want to get the information when they want it—not when we say it's available.

David Liroff of WGBH in Boston suggests that TiVo, and other digital video recorders, will become as ubiquitous as DVD players are today in five years.[41] You probably know that the Dish Network and Comcast and DirectTV and other cable providers are making Digital Video Recorders available to their users at reasonable prices. Liroff, who is Chief Technology Officer of WGBH, spoke to the NELINET Annual Meeting last spring and called TiVo and other DVR services "disruptive and subversive technology." And he's not being negative. TiVo challenges the current power structure by allowing the user to shift time easily, to select from available content easily, and to skip advertising — even PBS pledge drives. TiVo allows the viewer to control what information is received, and even more importantly, when that information is going to be consumed. TV, and radio

for that matter, are becoming like the magazine that arrives at your home. Nobody reads a magazine when it arrives; rather it lands on the kitchen table or in the family room for later.[42] Time-shifting is becoming a greater part of life, in fact I don't remember the last time I watched a ball game or a golf tournament or an episode of the Sopranos completely in real time. My 7.5 year-old son has TiVo set up to automatically record the Crocodile Hunter and World Cup Skiing. When he has his "screen time," he can operate the TiVo to find his show. We have no idea what time these shows actually air or on what station they are broadcast. Furthermore, TiVo can predict your viewing preferences—and record shows it thinks you will like. And it can be programmed to watch for a show to be broadcast, say Key Largo with Humphrey Bogart and Edward G. Robinson—and if it is aired 2 years from now, it will record it. Many people listen to NPR from the Web in the morning and not completely on the morning commute. They catch the highlights in delayed recordings. Liroff points out that PBS.org is one of the most heavily visited sites on the Web—and many programs survive for years after their original broadcast and can be repackaged and short segments accessed now that it's in digital form with the quality finding aids available.[43] I was traveling when the tsunami hit Southeast Asia just after Christmas last year. Using delayed video feeds from Camcast via the Web, I was able to see the power of the sea and the devastation that had been reported in the print media. I was also able to see the ABC Monday Night Football gaff involving Nicolette Sheridan some weeks after it aired. It's an "on-demand" world: TV, games, movies, information content. I think this simply illustrates the direction society, and the NextGens, are headed. To be effective in the future, academic libraries will go down that road too.

To summarize: the nature of the academic library and the role they play on campus is changing. Libraries are moving toward an information commons model of service, and becoming campus community centers as a result. They invite student and faculty socialization, learning, research, scholarship and instruction. They are most effective when programming, services, and spaces are developed in partnership with others seeking similar educational outcomes. And academic libraries will increasingly provide information and services at any time and to any place students and faculty may be.

Whatever the changes underway, I think many of the traditional roles of a library in an academic community, especially those communities that aren't changing substantially themselves, e.g., still offering residence living on campus, still requiring certain courses and minimum number of credits to graduate, still organizing themselves basically by discrete academic departments, still requiring most course to be taught in person, etc., will remain valid and important to a successful college or university:

- The collection development role—that provides the materials for research and scholarship and involves selection, acquisition, processing for access, and control.

- The information consultation role—that guides the student or faculty member toward the best materials to meet their information needs.
- The instruction role that helps develop students (and faculty) into information fluent citizens capable of long-term continued self-education and effective and ethical use of information.
- The archival role of collecting, preserving and carefully sharing the historical records of an institution and the people who have worked there.
- The incredibly important and under-appreciated role of Special Collections in creating a unique intellectual focus and identity for an institution.
- The role of the library in providing, not only spaces for group study or digital media creation and viewing, but for individual reflective work—for people who don't care a whit for an "information commons" and do not need or want to work or study with others.

I think all of these roles will continue to be valid in the future.

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I'll close with this thought: we academic librarians have to spend as much time thinking about our future as we spend remembering our past. And we academic librarians have to work toward our vision of the future—using creative tension and living with emotional tension—knowing our results will be rooted in the values of our profession. And I'll leave you with the thought, that our values are among the best parts of our past, and that our values will bring us confidence as we move into our future, regardless of the new roles academic libraries will play.

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[1] John Markoff and Edward Wyatt, "Google is Adding Major Libraries to its Database," *New York Times,* 14 December 2004, sec. A, p. 1.
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