READING APR
SELF-STUDY REPORTS
NOTES FROM LIBRARY LIAISONS’ COLLECTIVE REVIEW
DRAFT 1

UC BERKELEY LIBRARY
MARCH 2013

FOR INTERNAL UC BERKELEY LIBRARY USE AND DISCUSSION ONLY

This report summarizes the work of library liaisons’ review of APR self-study reports. It focuses on proposed organizational impact and operational enhancements for the UC Berkeley Library. The ideas presented serve as a guide for internal discussion and exploration only. They have not been vetted or endorsed by the UC Berkeley Library.
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BACKGROUND

In 2012, the UC Berkeley Library was granted unprecedented access to the Academic Program Review (APR) reports. These self-studies written by Berkeley academic units provide valuable insight into their needs, experiences, and plans.¹

An analysis of these reports highlighted opportunities for the campus libraries to enhance our library services and resources. In order to ensure a broad gathering of perspectives, APR reports were distributed to library liaisons to review. Their analysis used a common framework and focused on identifying the important issues, library impact, and ideas for library enhancements.

PURPOSE

This report analyzes the library enhancement ideas collected from library liaisons’ review of the APR reports in Spring 2013. The goal of this work is to spark discussion on the closer alignment of the Library to Berkeley departments’ missions and goals and the critical roles of libraries in academic advancement.

METHODOLOGY

RAW DATA

Library liaisons contributed notes from their review of APR self-study reports since 2005 for 18 academic departments:

<table>
<thead>
<tr>
<th>Department</th>
<th>Year</th>
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<tbody>
<tr>
<td>ARCH</td>
<td>2008 – 2009</td>
</tr>
<tr>
<td>ASTRON</td>
<td>2007 – 2008</td>
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<tr>
<td>BUS ADM</td>
<td>2009 – 2010</td>
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<td>CHEM</td>
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<td>CY PLAN</td>
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<td>COM LIT</td>
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<td>EA LANG</td>
<td>2010 – 2011</td>
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<td>ECON</td>
<td>2011 – 2012</td>
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<td>EDUC</td>
<td>2005 – 2006</td>
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<td>ENE,RES</td>
<td>2012 – 2013</td>
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<td>FILM</td>
<td>2009 – 2010</td>
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<td>LD ARCH</td>
<td>2010 – 2011</td>
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<tr>
<td>MEC ENG</td>
<td>2011 – 2012</td>
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</tbody>
</table>

¹ More details at http://www.lib.berkeley.edu/Staff/APR/APR_review_guide.pdf.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Department</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICS</td>
<td>Physics</td>
<td>2011 – 2012</td>
</tr>
<tr>
<td>PSYCH</td>
<td>Psychology</td>
<td>2006 – 2007</td>
</tr>
<tr>
<td>SOC WEL</td>
<td>Social Welfare</td>
<td>2010 – 2011</td>
</tr>
<tr>
<td>S,SEASN</td>
<td>South and Southeast Asian Studies</td>
<td>2009 – 2010</td>
</tr>
</tbody>
</table>

These notes were pooled together into a single spreadsheet with separate columns for departmental issues, their associated library implications, and library enhancement ideas. Each row represents a single departmental issue or closely related set of departmental issues. For the sake of brevity, some review notes were excerpted to fit this template – otherwise, liaisons’ review notes were not edited further.

The collected data included 236 sets of issues, library impact, and enhancement ideas spanning 18 academic departments.

**CATALOGING THE NOTES TO IDENTIFY PATTERNS**

We cataloged the collective notes (of issues, impact, enhancements), row-by-row in the spreadsheet, according to two sets of themes. The first group of themes is related to the librarian roles and library services and functions identified in the Re-envisioning the Library Initiative self-study reports. The second group is emerging themes, which are concepts identified during the review of liaisons’ collective APR notes. These themes are listed below.

<table>
<thead>
<tr>
<th>Librarian Roles and Library Services and Functions^2</th>
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</thead>
<tbody>
<tr>
<td>Access to Collections</td>
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<tr>
<td>Acquisitions</td>
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<tr>
<td>Administration (AUL-level)</td>
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<td>Archiving</td>
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<td>Cataloging</td>
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<tr>
<td>Circulation and Stack Management Services</td>
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<tr>
<td>Instruction</td>
</tr>
<tr>
<td>Liaison/Outreach</td>
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</tbody>
</table>

^2 These themes were identified and defined in the Re-envisioning the Library Initiative self-study reports available at http://www.lib.berkeley.edu/UCBonly/re-envision_staff.html.
Management (Unit/Department)  Administration of a library unit or department
Professional Responsibilities  Professional development activities and engagement with current issues in the library profession
Reference  Providing in-person and virtual reference services
Selection  Decision-making for the acquisition of library resources
Web Services  Library websites and other online tools

**Emerging Themes**
Change in Academic Departments  The evolving mission, perspectives, and challenges that academic departments face
Collections Strategy  Strengthening the breadth, depth, stature, and uniqueness of the Library's collections
Instructional Needs  The library needs of academic departments for their instructional activities
Interdisciplinary Activities  Scholarly activities that include collaboration between two or more academic departments
Learning Needs  Learning needs of students
Patron Groups  Target groups for customized library outreach, resources, and services
Physical Library Space  The Library's physical facilities and amenities
Research Needs  Research needs of patrons
Scholarly Communications Needs  Publishing, presenting, and disseminating scholarly works
Technologies and Computing  Multimedia, computing, and digital systems for scholarly activities
Value of Academic Libraries  Demonstrating and promoting the value of academic libraries
Each theme has a corresponding column in the data spreadsheet. If a particular issue or its associated library implications or library enhancement ideas is related to one of the themes, it was marked in the respective column of the spreadsheet. In this way, we can filter for a theme or a combination of themes in the spreadsheet columns to query for relevant findings and ideas.

A FOCUS ON GENERAL AND EMERGING ISSUES
In this report, the analyses have been grouped under themes with separate sections for issues identified from the APR reports, how these issues impact the Library, and what ideas liaisons had for enhancing library services to address these issues.

As a meta-analysis, this report identifies library-wide patterns and relationships, big picture issues, and common experiences. From this general perspective, this report presents issues that many liaisons are facing and strives to identify commonalities for forging collaboration and support networks among liaisons.

Additionally, the analysis focuses on the emerging and novel issues that the Library is facing.

DATA SHARING
Because findings in this report have been generalized, a lot of detail can become lost. Detailed views of the data are best done in the spreadsheet of pooled review notes. This spreadsheet allows querying for detailed issues, library implications, and enhancement ideas relevant to specific interests.

To request a copy of the collected data and for questions about policies, please contact Beth Dupuis (edupuis@library.berkeley.edu).

For guidance on analyzing the data, please contact Jeffery Loo (jloo@berkeley.edu).
RESULTS OVERVIEW

FREQUENCY OF THEMES
Identified from liaisons’ review notes

Collections Strategy: 81
Change in Academic Departments: 64
Liaison/Outreach: 57
Interdisciplinary Activities: 47
Patron Groups: 42
Instructional Needs: 38
Instruction: 37
Learning Needs: 36
Value of Academic Libraries: 29
Research Needs: 28
Physical Library Space: 25
Scholarly Communications Needs: 23
Technologies and Computing: 21
Access to Collections: 21
Selection: 19
Web Services: 11
Management (Unit/Department): 9
Archiving: 6
Professional Responsibilities: 6
Acquisitions: 5
Reference: 5
Administration (AUL-level): 4
Circulation and Stack Management Services: 3
Cataloging: 1
**CO-OCCURRENCE OF THEMES**

The following table identifies which themes appeared together in order to show potential relationships between working groups.

The highest level of co-occurrence is indicated by red boxes, medium numbers of co-occurrence by orange colors, low levels by light yellow, and no co-occurrence by green.
The highest level of co-occurrence involved Collections Strategy and Change in Academic Departments as well as Collections Strategy and Interdisciplinary Activities. Likewise, a high level of co-occurrence was seen between thematically-related fields such as Instruction and Instructional Needs, Access to Collections and Collections Strategy, and Selection and Collections Strategy.

Because these themes are grounded in the topics pulled from APR reports by liaisons, a lack of co-occurrence is not necessarily indicative of a lack of theme relationship. But rather, it is a reflection of the frequency of mention of some themes and may indicate areas where outreach and advocacy are needed.

**READING THE RESULTS**

In this report, the analyses have been grouped under themes.

For each theme, there are separate sections for issues identified from the APR reports, how these issues impact the Library, and what ideas liaisons had for enhancing library services to address these issues. A section titled from lists the APR reports associated with the theme.
COLLECTIONS STRATEGY

Strengthening the breadth, depth, stature, and uniqueness of the Library's collections

FROM

ARCH, ASTRON, BUS ADM, CHEM, COM LIT, CY PLAN, EA LANG, ECON, FILM, LD ARCH, MEC ENG, MUSIC, PHYSICS, PSYCH, S,SEASN, SOC WEL

ISSUES

1. Growth
   a. Faculty recruitment is focusing on research areas new to Berkeley as well as emerging topics.
   b. Some departments face growing enrolment and “stunning expansion.”
   c. Some departments are developing new research programs and centers as well as degree and certificate programs.

2. Departmental outlook
   a. Departments embrace interdisciplinary teaching and research activities. Faculty have joint appointments in other departments.
   b. Some departments engage in a high level of international collaboration, embrace international perspectives, and are looking to multi-lingual resources.
   c. Some departments are evolving their academic focus or adjusting their foundational paradigms (e.g., emphasizing scientific dimensions over historic social science perspectives).
   d. Some departments are re-designing their curriculum.
   e. Some departments take a “breadth and balance” approach. They have a broad view of their discipline and engage in the many facets of their discipline.
   f. Students are encouraged to engage in classes and research topics external to their major.
   g. As departments engage in clinical, translational, and applied activities, there is a need for professional and practical resources.

3. Perceptions of the Library
   a. Some departments credit the Library as a “core asset” and as “one of the best” research collections in their field.
b. Some departments did not mention the Library in their APR self-study report.

4. Uniqueness
   a. Berkeley offers academic programs that are unique to California or have few peer institutions nationally.
   b. Many of Berkeley’s academic departments are nationally top-ranked.

5. Digital media
   a. Departments are embracing online, streaming, and digital media for instruction and research (e.g., online data sets, streaming video, MP3 audio).

IMPACT

1. Responsiveness
   a. Departmental changes require adjustments to library collections in terms of funding, size, scope, focus, language, and media.
   b. The lack of funds and little communication from academic departments inhibits the responsiveness of collections development.
   c. The Library needs more resources to match library collections at peer nationally-ranked universities.

2. Need for collaboration
   a. Some disciplines, especially interdisciplinary fields, are served by overlapping selectors that may be based at different campus libraries. It can be difficult to coordinate collaborative collection development.
   b. Berkeley’s niche disciplines need special attention for collection development. Often times there are few collaborators available for system wide collection development agreements. Niche disciplines also need representation and advocacy during system-wide collections decision-making.

3. Library role
   a. Library collections play an important role in the scholarly process. Promote this role to foster campus support.

4. Integrated use
   a. Researchers use materials across separate libraries in some fields.
   b. As researchers engage in international collaborations, there is a need for international and multi-lingual resources.
5. Licensing
   a. Due to restrictive licensing terms, it can be difficult for libraries to lend the digital media academic departments are requesting (e.g., software, streaming video, MP3 audio).

IDEAS

1. Assessment
   a. Formally evaluate whether library collections and funding are meeting departmental needs – particularly for new and interdisciplinary research domains.
   b. For academic and programmatic changes at Berkeley, prepare a collections impact report. Share with campus to cultivate library support.
   c. Identify subjects that have collections held across separate campus libraries with management responsibilities by separate selector-liaisons. Identify ways to reduce this dispersion.
   d. Evaluate the usability of physical and online collections located across separate libraries.

2. Patron engagement
   a. Meet with faculty and student groups to discuss collection gaps and needs.
   b. Request more information and sooner form academic administrators on changes that may impact library collection development.
   c. Communicate the value of the library collections.

3. Integrated use
   a. Promote the Library's diverse collections and encourage patrons to visit different campus libraries. Explain to patrons why collections can be located in separate libraries.
   b. Ensure timely delivery of resources (e.g., ILL, storage facility retrieval) and greater access across libraries locally and nationally.
   c. Consolidate collections for efficiency of management and ease of access.

4. Funding
   a. Increase funding allocation or allow re-allocation of funds to build collections for growing research fields. For example, re-allocate funds from one subject to another.
   b. Develop new funds for emerging interdisciplinary fields.

5. Focus
a. Balance collection development for emerging areas while supporting the traditional core strengths of academic departments. This can be difficult with limited resources.

b. Prioritize collection development for subjects that have growing campus-wide relevancy (e.g., sustainability, energy, data, bio-related research, Asia)

6. Cooperation
   a. Collaborate with fellow selectors across libraries for joint collection development in interdisciplinary fields and joint degree programs.
   b. Collaborate with International and Area Studies selectors to build collections that meet the growing international and multi-lingual programs of some departments.
   c. Improve communication and reward cooperation among selectors.
   d. Some academic departments require more liaison-selectors due to departmental growth and expansion.
   e. Advocate for niche disciplines during system-wide collection development efforts and CDL journal evaluation projects.

7. Digital
   a. Meet patron demands for more online and streaming materials.
   b. Re-think our lending and collection development policies for digital and emerging media.
   c. Participate in national advocacy for multiple-user licenses for digital file download, streaming, and storage at libraries.

8. Collection gaps
   a. Purchase more resources for interdisciplinary fields.
   b. Purchase more applied resources for self-instruction, personal development, and professional development (e.g., how-to guides, introductory textbooks, language learning materials, study guides, career development materials, academic skills development guides, design materials).
   c. For nationally-ranked academic programs, match library collections with the resources at peer institution.
CHANGE IN ACADEMIC DEPARTMENTS

The evolving mission, perspectives, and challenges that academic departments face

FROM
ARCH, ASTRON, BUS ADM, CHEM, COM LIT, CY PLAN, EA LANG, EDUC, ENE, RES, FILM, LD ARCH, MEC ENG, PHYSICS, PSYCH, S, SEASN, SOC WEL

ISSUES

1. Growth
   a. New research centers and institutes bring different departments together.
   b. Enrollment is growing.
   c. Some faculty members experience a growing teaching load.

2. Evolving focus
   a. Some departments are re-organizing, changing their instructional and research emphases, integrating with other departments, and embracing new research methodologies and paradigms.
   b. Interdisciplinary activities are increasing.
   c. There are campus-wide research themes that are embraced by many departments (e.g., sustainability).

3. Financial challenges
   a. Some departments are prioritizing fundraising and development in response to funding cuts.
   b. Some academic programs have been developed to provide new financial streams for departments.

4. Space
   a. Some departments face space shortages and/or need upgraded facilities.
   b. Some departments look to building departmental identity and a physical “center” of focus.

5. Curriculum
   a. Some departments are expanding professional/practitioner degree/certificate programs.
   b. Some departments are engaging in curricular reform (e.g., new concentrations, new degree programs, new approaches)

6. Online learning
Online classes and degree programs are increasing.

**IMPACT**

1. When departmental changes are intense and rapid, it may be difficult for the Library to adapt and develop responsive resources and services.
2. When faculty is stretched thin, they may lack the time to approach the library for programming and instruction.

**IDEAS**

1. **Agility**
   a. Enhance the ability of the library to monitor departmental changes and respond in a timely fashion.
   b. Build teams and encourage staff collaboration to help the Library respond to departmental and campus-wide changes.
2. **Funding support**
   a. Identify ways the library could help departments find revenue streams.
3. **Align with departments**
   a. Align with the department’s principles and culture of service to demonstrate that the Library is an integral part of its mission.
   b. Contribute and help departments meet their goals.
   c. Request more information sooner about department changes.
   d. Embrace the trends that academic departments are following (e.g., mobile, interdisciplinarity, new media, new computing models).
   e. Incorporate cutting-edge Berkeley research into our exhibits and instructional programs.
   f. Build library collections to accommodate new research programs.
   g. Work collaboratively with departmental library committees.
   h. Engage in departmental programs and events. Audit classes.
   i. Proactively offer library programming and instruction to faculty and classes.
   j. Provide faculty advisory services.
4. **Physical space**
   a. Identify how physical library space could ameliorate departmental space challenges.
5. **Growth**
a. Prepare to support more students, researchers, and research interests in a growing environment. Identify efficiencies and priorities.

6. Communication
   a. Prepare library impact reports that explain the effect of departmental and university changes. Disseminate these reports to garner campus support.
LIAISON/OUTREACH

Targeted communication and patron support of library resources and services

FROM

ARCH, ASTRON, CHEM, COM LIT, CY PLAN, EA LANG, EDUC, ENE, RES, FILM, LD ARCH, MEC ENG, PHYSICS, PSYCH, SOC WEL

ISSUES

1. Diverse opportunities
   a. Departments offer a range of programs and research agenda (e.g., different concentrations, minors, professional programs, research centers and institutes, interdisciplinary projects).
   b. Departments are defining undergraduate learning goals and their evaluation in the Undergraduate Student Learning Initiative (USLI, http://vpapf.chance.berkeley.edu/usli.htm).

2. Needs
   a. Some departments are facing financial challenges and space shortages.
   b. Some departments are looking for venues to promote their scholarly works and events.

3. People
   a. Berkeley has many international students.
   b. With departmental expansions, members may be located off-campus or at distant locations.
   c. Some departments require students to attend advising sessions.
   d. Some departments aim to enhance their relationship with their external non-academic communities.
   e. Some departments see a rapid turnover of visitors and instructors.

IMPACT

1. The venues and issues for library engagement with campus stakeholders are diverse. Prioritization and taking an active role for liaison and outreach are important.

2. Departmental reports and self-studies on scholarly goals and program evaluations offer ideas for liaison and outreach avenues.

3. Some departments do not discuss library services and resources at all in their APR self-study report.
IDEAS

1. Diversify channels
   a. Diversify outreach. Include professional programs, minors, institutes, interdisciplinary projects, and more.
   b. Communicate with patrons through a variety of media (e.g., in-person, phone, text message, email).
   c. Leverage online means to communicate and reach out to Berkeley stakeholders who may not visit the library or are off-campus.
   d. Identify a way for libraries to participate in the social media outlets of departments (e.g., contribute content, respond).
   e. Expand library efforts in departmental research days, lecture series, book talks, and Cal Day.
   f. Engage with the local communities.

2. Opportunities
   a. Discuss the Undergraduate Student Learning Initiative (USLI, http://vpapf.chance.berkeley.edu/usli.htm) outcomes with department administrators to determine the role of the Library in meeting student learning goals.
   b. Curricular reform and departmental learning evaluations are opportunities for libraries to communicate their resources and services.

3. Partnerships
   a. Develop a relationship with departmental advisors to students. Communicate library resources and services to advisors.
   b. Actively engage with departmental library committees.
   c. Enhance the library’s relationship with alumni and donors.
   d. Outline the various groups at departments for potential collaborations (e.g., curriculum reform teams).
   e. Enhance communication with other campus information centers (e.g., Pacific Film Archive, departmental libraries).

4. Presence
   a. Participate in departmental town halls.
   b. Attend more departmental events.
   c. Be more accessible to international students on top of the once-a-year events at the International House.

5. Host
a. Facilitate student and faculty recruitment by providing library tours.
b. Host departmental events, symposia, and receptions in library spaces.
c. Hold a library open house.
d. Help departments forge their sense of community by positioning the library as a locus of faculty and student interactions.
e. Engage with student groups by offering library space for meetings.

6. Responsiveness
   a. Communicate resources that may help departments respond to key challenges (e.g., funding databases).
   b. Promote the library resources and services that were overlooked by the department in their APR self-study report.
   c. Incorporate departmental themes and priorities into library exhibits.

7. Publications
   a. Develop orientation packages for Berkeley groups that see rapid turnover (e.g., international visitors, instructors, visiting scholars).
   b. Prepare library promotional materials to be included in departmental handbooks.
INTERDISCIPLINARY ACTIVITIES

Scholarly activities that include collaboration between two or more academic departments

FROM

ARCH, ASTRON, BUS ADM, CHEM, COM LIT, EA LANG, ECON, EDUC, ENE,RES, FILM, LD ARCH, MEC ENG, PHYSICS, PSYCH, S,SEASN, SOC WEL

ISSUES

1. Variety
   a. Interdisciplinary activities are about crossing traditional boundaries. Academic units view interdisciplinarity as incorporating different disciplinary knowledge and techniques, different emerging technologies and media, different languages, and international perspectives.

2. Faculty
   a. Some faculty members are closely associated with research institutes and centers that draw participation from a wide range of campus departments and colleges.
   b. Some faculty members have joint appointments across academic disciplines.
   c. Newer faculty members demonstrate interdisciplinary research interests and methodologies.

3. Disciplinary outlook
   a. For some academic disciplines, there is a “sea change” on their foundational perspectives (e.g., sciences engaging with the social sciences, design engaging with natural and social sciences, social sciences engaging with applied sciences).
   b. Researchers and departments are embracing an interdisciplinary perspective for their mission, curricula, and research agenda.

4. Classes
   a. There are interdisciplinary classes that are cross-listed and co-taught by different academic units.

IMPACT

1. There are collection gaps for interdisciplinary fields
2. Interdisciplinary shifts in perspectives, research methodologies, technologies, and resources have an impact on library instruction and collection development needs.
3. Subject liaisons are serving patrons from a variety of external academic departments. Increasingly, liaisons need to “speak” the language of other academic disciplines.

4. Support of interdisciplinary fields requires collaboration from multiple libraries. It may require equivalent partnerships among subject libraries.

IDEAS

1. Organizational structure
   a. Monitor interdisciplinary trends and evaluate whether the library organization reflects new interdisciplinary relationships.
   b. Enhance liaisons’ working relationships across subject areas and libraries.
   c. Foster dialogue among subject liaisons on interdisciplinary research and learning. Provide a venue for sharing.
   d. Enhance delivery of materials from different internal and external libraries.

2. Outreach
   a. Reveal/highlight library resources from different libraries and collections for interdisciplinary fields (e.g., displays, research guides, pathfinders).
   b. Explain to academic departments the reasons why interdisciplinary collections can be found in separate libraries.
   c. Continue outreach to interdisciplinary projects.
   d. Refer patrons to subject liaisons across the library.

3. Collections
   a. Foster co-operative collection development that targets interdisciplinary gaps across campus libraries and UC system-wide libraries. Work with subject liaisons across the library to identify collection gaps for interdisciplinary fields. Selectors in disciplines with a joint degree program could explore shared collection development.
   b. Ensure seamless, convenient access to subject collections and services across a spectrum of disciplinary patrons.
   c. Duplicate collections where essential among different subject libraries; joint e-purchase where appropriate.

4. Service partnerships
   a. Foster partnerships among liaisons that mimic departmental collaborations.
   b. Encourage different subject liaisons to co-teach and collaborate on service development.
c. Coordinate interdisciplinary service efforts across the library system.

5. Skills
   a. Provide cross-training of disciplinary library resources to help liaisons serve interdisciplinary needs.

6. Assessment
   a. Survey researchers’ and students’ library needs for interdisciplinary scholarship.
   b. Liaisons audit interdisciplinary classes (or review their syllabi) to determine the impact of interdisciplinary activities on library needs.

7. New directions
   a. Engage library administration and academic administrators to expand library funding and programming for rapidly developing areas that affects many disciplines (e.g., data management, new media, sustainability and green initiatives, bio-related research).
PATRON GROUPS

Target groups for customized library outreach, resources, and services

FROM

ARCH, ASTRON, BUS ADM, CHEM, COM LIT, CY PLAN, EA LANG, ECON, EDUC, FILM, LD ARCH, MEC ENG, PHYSICS, SOC WEL

ISSUES

1. Departments have many programs, personnel, research teams, institutes and centers.

IMPACT

1. There are diverse patrons groups the Library could provide targeted resources and services for.

IDEAS

1. Target the following groups:
   a. Programs
      i. Professional programs
      ii. Professional/practitioner programs
      iii. New research initiatives
   b. Students
      i. Graduate students
      ii. Undergraduate students
      iii. Minors
      iv. Working professionals
      v. International students
      vi. Visiting scholars
      vii. High school students (at Berkeley outreach programs)
      viii. Transfer students
      ix. UC Extension students
      x. Off-campus students (on field practica or internships)
      xi. Online students
      xii. Post-docs
      xiii. Student organizations
      xiv. Summer students
   c. Faculty
i. New and junior faculty
ii. Tenured faculty
d. Instructors
   i. Lecturers
   ii. Graduate student instructors
   iii. Adjunct instructors
e. Staff
f. Researchers
g. External Libraries
   i. UC system-wide libraries
h. Underrepresented and minority groups
i. External partners
   i. Lawrence Berkeley National Laboratory
   j. Professional associations (e.g., ALA, SLA)

2. Assess patron groups’ library needs. Determine where they overlap or not.

3. Prioritize patron groups for library resources and services.
INSTRUCTIONAL NEEDS

The library needs of academic departments for their instructional activities

FROM

ARCH, ASTRON, BUS ADM, COM LIT, CY PLAN, EA LANG, EDUC, FILM, LD ARCH, MEC ENG, MUSIC, PHYSICS, PSYCH

ISSUES

1. New models
   a. Departments are engaging in online instruction – both individual courses and full degree programs.
   b. Departments engage in interdisciplinary activities.
   c. Some departments rely on multimedia for their instruction (e.g., video, audio).
   d. Some departments are developing new teaching and learning centers as well as initiatives for

2. Challenges
   a. Some departments lack instructional space.
   b. In some departments, faculty have a very heavy teaching load.
   c. Some departments see rapid turnover of instructors.

IMPACT

1. Expansion
   a. Under an interdisciplinary model, departmental instruction may require library resources and training from multiple campus libraries.
   b. As departments develop new instructional initiatives and centers, the Library needs to identify matching changes for library instruction programs.

2. Awareness
   a. Instructors may be unfamiliar with information resources outside of their primary subject area.
   b. Instructors may be unfamiliar with library resources or be uncertain how to incorporate them into instructional activities.

IDEAS

1. Instructional support
   a. Support language learning programs (e.g., provide practical language learning materials, develop a media room for a language learning environment).
b. Provide library space for departmental instruction.

c. Provide instructional support to alleviate faculty workload. Offer course-integrated information literacy training. Provide advising support for undergraduate research assignments.

d. Actively volunteer to conduct information literacy training sessions to alleviate instructors’ teaching load.

2. Instructional materials and resources
   a. Increase the online availability of resources and services for online classes. License e-resources and develop online instructional videos.
   b. Identify the multimedia instructional resources needed. Determine ways for the library to acquire and lend these resources (e.g., streaming video, downloadable MP3s).
   c. Provide examples and tips for instructors on how to use library resources and how to include them in class instruction.

3. Partnerships
   a. Meet with department administrators to identify instructional support needs.
   b. Reach out to instructional design teams and pedagogy coordinators at departments.

4. Assessment
   a. Periodically evaluate the instructional support needs of academic departments. They may change rapidly (e.g., curriculum reform).
**INSTRUCTION**

Teaching information literacy and library resources and services

**FROM**

ARCH, ASTRON, CHEM, COM LIT, CY PLAN, EA LANG, ECON, EDUC, FILM, LD ARCH, MEC ENG, PHYSICS, PSYCH, S, SEASN

**ISSUES**

1. Challenges
   a. Faculty workload may limit the amount of time for instructional preparation.
   b. Enrolment is growing.
2. Developments
   a. Interdisciplinary activities and changing research paradigms are shifting the focus of academic departments.
   b. Some departments are developing teaching and learning centers.
3. Groups
   a. Departments offer academic programs for working professional students.
   b. Many students engage in independent research experiences.

**IMPACT**

1. Library instruction needs to respond to the instructional and research shifts of departments.
2. There are opportunities for the library to support faculty instruction.
3. Sometimes departmental instructors are unaware of library instructional services or how to incorporate library resources into classwork.

**IDEAS**

1. Expand instruction
   a. Increase library instructional programs to accommodate growing student enrolment.
   b. Promote and highlight the role of librarians in campus instruction.
   c. Target and increase instruction for underserved groups.
2. Online instruction
a. Provide online instruction for off-campus and working professional students.
   b. Develop online videos for library instruction.
   c. Develop instructional policies and tools for online classes.

2. Support departmental instructors
   a. Train the trainers (e.g., GSIs, faculty) to infuse library instruction into Berkeley classes.
   b. Develop course-integrated library instruction.
   c. Offer bibliographic instruction to faculty in order to relieve their teaching burden.

3. Instructional topics
   a. Teach research methods classes.
   b. Library instruction should incorporate Berkeley’s cutting-edge research and technology for relevance to students.
   c. Instruction should focus on scholarship process and research methods in addition to literature use.
   d. Align library instruction with teaching and learning centers being developed in academic departments.

4. Opportunities
   a. Develop exhibits that serve as an instructional opportunity.
   b. Provide instruction to students before they engage in independent research projects (e.g., undergraduate research experiences, undergraduate theses).
   c. Target research methods classes for library instruction.
   d. Add library instruction into departmental handbooks.
LEARNING NEEDS

Learning needs of students

FROM
ARCH, ASTRON, BUS ADM, CHEM, COM LIT, EA LANG, EDUC, FILM, LD ARCH, MEC ENG, PHYSICS, PSYCH

ISSUES

1. Student support
   a. Graduate student evaluations asked for more statistical consultation support.
   b. Some departments are emphasizing writing skills improvement.
   c. Increased faculty workload and financial challenges have diminished student-advising opportunities.
   d. Some departments have decreased financial support for graduate students.
   e. Some departments noted a decrease in the communication skills of students.

2. Independence
   a. Online education.
   b. Some departments are increasing instruction on research methods for undergraduate students.
   c. Some departments place a heavy emphasis on independent research-driven activities for student learning.

3. Isolation
   a. Some students may be off-campus or away on a field practicum.

IMPACT

1. With diminished advising opportunities and a culture of independent research, the Library may be able to support self-instruction and academic and professional skills development.

2. The Library can support students on the scholarship process in addition to the scholarly use of library resources.

IDEAS

1. Scholarship process
   a. In addition to resource use, provide training on the following domains of the scholarship process:
i. Academic skills development
ii. Professional development
iii. Instructor development
iv. Writing skills
v. Presentation skills
vi. Communication skills
vii. Design
viii. Statistical support (via the Data Lab)
ix. Research methodologies and process

2. Advising
   a. Provide training and resources for professional development and job searches.
   c. Provide materials that facilitate self-directed academic guidance.
   d. Provide in-depth research consultations to graduate students.
   e. Facilitate self-instruction. Acquire more practical and self-instruction materials (e.g., how-to manuals, language learning)

3. Funding needs
   a. Promote resources that help patrons identify funding sources (e.g., COS funding database).

4. Evaluation
   a. Survey undergraduate transfer students to understand their learning and Berkeley adjustment needs.
   b. Identify the elements of an attractive and convenient place for students to study.

5. Information resource use
   a. Develop a one-unit course on the scholarly use of library resources.
VALUE OF ACADEMIC LIBRARIES

Demonstrating and promoting the value of academic libraries

FROM

ARCH, BUS ADM, CHEM, COM LIT, CY PLAN, EA LANG, EDUC, FILM, LD ARCH, MEC ENG, PHYSICS, PSYCH

ISSUES

1. Academic needs
   a. Graduate students are requesting guidance and support for statistical analyses, dissertation writing, job searches, and professional development.
   b. Some faculty find difficulty in determining their research citation impact.

2. Financial and staff support
   a. Some departments need support for overworked faculty and staff due to higher enrollments, program expansion, and budget cuts.
   b. Financial support for graduate students is a challenge.

3. Facility needs
   a. Some departments need support in operating their departmental library.
   b. Some departments face space shortages and need upgraded facilities.

4. Recognition of the Library
   a. Some departments recognize library resources as “one of the best” collections in the country and a “core asset.”
   b. Some departments identify the importance of bibliographic skills and information literacy, but do not mention the role of the librarian in their instruction.

IMPACT

1. Low awareness
   a. Some departments are unaware of library expertise, resources, and services that may directly support departmental needs.
   b. PhD students are often instructors, but many have limited knowledge of library resources and may not incorporate library resources into instruction.

2. Stature
a. The stature of library collections has a role in attracting researchers and students to Berkeley. Academic departments may be invested in library ranking.

3. Fewer visits
   a. Due to campus space changes and increasing online access to resources, it may be inconvenient for patrons to visit the Library.

IDEAS

1. Promotion
   a. Promote non-bibliographic services to academic departments (e.g., Data Lab).
   b. Communicate the value and impact of library collections, services, and expertise on campus activities.
   c. Train faculty and instructors on incorporating library resources and services into their instruction.
   d. Be able to justify the value of the library’s physical space needs.
   e. Participate in department town hall events.
   f. Provide tours to prospective students and prospective faculty members to facilitate departmental recruitment.

2. Advancement
   a. Maintain/improve the stature and the ranking of the Library in order to match the top-tier rank of many Berkeley academic departments.
   b. Provide a high caliber of service to complement our collections strength.

3. Faculty support
   a. Conduct citation impact assessments for faculty members preparing for tenure review.
   b. Provide workshops to faculty on measuring citation impact.
   c. Increase course-integrated library instruction, in-depth research consultations with students in honors program, and resource identification to support faculty instruction.
   d. Support departments in the dissemination of scholarly works.
   e. Become a locus for informal faculty interactions, seminars, and events.

4. Financial support
   a. Hire graduate students to support the reference desk and library instructional programs.
b. Promote databases of research funding and grant sources.

5. Alignment
   a. Align with campus-wide initiatives (e.g., sustainability research, fund-raising).
   b. Align with departments’ defining principles and culture of service to demonstrate that the Library is an integral part of its mission.
   c. Provide support to departmental libraries.

6. Technology upgrade
   a. Provide state-of-the-art public workstations, printing, and software in the Library. As departments embrace emerging technologies, the Library needs to be viewed as a partner with matching technologies.
**RESEARCH NEEDS**

Research needs of patrons

**FROM**

ARCH, BUS ADM, CHEM, COM LIT, EA LANG, ECON, EDUC, FILM, LD ARCH, PHYSICS, PSYCH, SOC WEL

**ISSUES**

1. Challenges
   a. Some departments are understaffed with faculty workloads that are high.
   b. Some departments face challenges in providing funding for graduate students.

2. Research skills
   a. Graduate student evaluations asked for more statistical consultation support.
   b. Research skills are sometimes lacking among working professional students.

3. Research perspectives
   a. Some departments emphasize an independent research-driven learning environment.
   b. Departments engage in cutting-edge and emerging research areas.
   c. There are campus-wide research interests (e.g., sustainability, Asia).
   d. Many departments engage in interdisciplinary activities.
   e. Many undergraduates engage in independent research projects.

4. Needs
   a. Faculty need citation impact measures for their scholarly work.

5. Funding
   a. Many departments receive and manage a substantial amount of grants.

**IMPACT**

1. Departments may not be aware of the library expertise in meeting their research needs.
2. Diminished research support for students may be an opportunity for libraries.

**IDEAS**

1. **Responsiveness**
   a. Evaluate the library needs for emerging research paradigms (e.g., data intensive work, digital text, interdisciplinary activities).
   b. Build teams of liaisons to support emerging research domains that engage many departments (e.g., popular research topics like sustainability, data management).

2. **Instruction**
   a. Provide self-directed training on library research.

3. **Advisory services**
   a. Enhance the library’s role in research support and advisory services.
   b. Target junior faculty to support their research needs.
   c. Provide faculty research advisory services.
   d. Provide assistance and conduct workshops for faculty to determine their citation impact. Offer assistance in preparing these metrics for tenure review and grant applications.

4. **Data**
   a. Look for ways to converse about data curation and data management and to leverage CDL data resources and tools.
   b. Promote the Data Lab as a research resource and service of the Library.

5. **Research funding**
   a. Identify key players in grant management and determine any library needs.
   b. Promote funding databases (e.g., COS funding database)
PHYSICAL LIBRARY SPACE

The Library's physical facilities and amenities

FROM
ARCH, ASTRON, BUS ADM, CHEM, CY PLAN, EA LANG, EDUC, ENE,RES, FILM, MEC ENG, PHYSICS, PSYCH, S,SEASN

ISSUES

1. Space use
   a. Increased use of libraries as a place to study and for meetings.
   b. Student organizations looking for meeting spaces.
   c. Departments look to space issues as a way to enhance their sense of community and departmental identity (e.g., a venue for departmental events).

2. Space shortage
   a. Some departments face space shortages for student study, instruction, meeting, and research. Improvements are needed for more meeting rooms, study spaces, and classrooms.
   b. Departments need a venue for their symposia, conferences, exhibitions, and other events.
   c. Some departments lack contiguous space for research groups. Personnel are spread out across campus and off-campus.

3. Space upgrades
   a. Some department facilities are outdated for student study, instruction, meeting, and research. Improvements are needed for upgraded computers, technology labs, and refurbishment of spaces.

IMPACT

1. Library use
   a. There is demand for libraries to serve as a learning, computing, meeting, and study facility.
   b. The library may no longer be located in the physical heart of a department’s space. The library may be difficult for patrons to access.
   c. Departments associate space shortages and the lack of contiguous research labs with poor communication, reduced research group morale, decentralization, redundancies, inconvenience, reduced research efficiency and safety, and threats to faculty recruitment. Departments may compete for library real estate.
2. Re-shaping libraries
   a. Some departments have ambitious and wide-ranging plans for new construction and other space moves/changes. This will alter the traditional physical structure of departments.
   b. Departmental space changes can have a huge impact on the future of the library and the synergies that exist between the subject areas served.
   c. Departmental space changes may result in personnel relocations and temporary shifts that could reduce the library’s physical footprint.

IDEAS

1. Space planning
   a. Respond to the increased use of library spaces.
   b. Monitor news and plans for departmental space changes.
   c. Be able to justify the value of the library’s physical presence.
   d. Split or consolidate collections to reflect changes in departmental locations and alignments.
   e. Use online means to promote and make accessible library resources and services in order to counter space challenges.
   f. Embed library services and resources into new space developments at departments.
   g. Align library spaces and technologies with campus developments of new spaces and technology labs.
   h. Extend library hours.
   i. Prioritize the need for physical collections with the need for more study space particularly in light of shrinking library real estate due to departmental expansion.

2. Promotion
   a. Promote the use of library facilities for meetings, dissertation writing, study (individual and group), and technology use.
   b. Host and serve as a venue for departmental instruction, meetings, conferences, receptions, and other events.

3. Space upgrade
   a. Provide enhanced spaces for departmental meetings, instruction, and research (e.g., language learning lab, media room, technology playground).
   b. Ensure all library spaces are wheelchair accessible, particularly in the stacks.
c. Ensure the library is an attractive and convenient place for patrons.

4. Technology upgrade
   a. Update technologies to meet patron needs and expectations (e.g., interactive displays, flat screens, powerful computing resources).
SCHOLARLY COMMUNICATIONS NEEDS

Publishing, presenting, and disseminating scholarly works

FROM

ARCH, ASTRON, CHEM, CY PLAN, EDUC, ENE, RES, FILM, LD ARCH, MEC ENG, PHYSICS, PSYCH, SOC WEL

ISSUES

1. Impact
   a. Some departments have difficulty in providing the citation impact of faculty.

2. Publishing
   a. Some departments are developing journal publications based on departmental work.
   b. Some departments need to communicate “visually.”
   c. Some departments disseminate their scholarly works through a variety of channels.

3. Identity
   a. Sharing scholarly output is seen as a means of building a sense of community and identity at Berkeley.

IMPACT

1. Library role
   a. Berkeley has many streams of scholarly outputs. There are many opportunities for library engagement in scholarly communications issues.
   b. Some departments are unaware of the Library’s expertise in scholarly communications.

2. Library expertise
   a. The Library manages the storage and dissemination of informal publications and theses and dissertations for some departments.
   b. Scholarly communications practices are changing and the Library can share its expertise to help departments adjust.

IDEAS

1. Raise awareness
   a. Foster broad campus-wide discussion of scholarly communications issues and paradigms (e.g., open access publishing, author rights, copyright).
b. Work with faculty and students to explore different publishing options.

c. Foster discussion of authors’ rights.

d. Promote open access publishing models.

2. Research impact

a. Monitor academic review models for changes that have impact on scholarly communications (e.g., counting data products as a publication).

b. Offer workshops in the metrics for measuring citation impact.

c. Offer assistance preparing citation impact for tenure review and departmental evaluations.

d. Identify key journals for different subjects (journal citation reports) and communicate to departments.

3. Funding

a. Promote funding sources that support scholarly publishing (e.g., BRII Open Access funds).

4. Promoting scholarly output

a. Display external community publications in libraries.

b. Develop library exhibits that promote departments’ scholarly outputs.

5. Publication assistance

a. Assist students in preparing publications. Provide training on the publication process.

6. eScholarship

a. Promote eScholarship.

b. Encourage departments to disseminate their work in eScholarship. This may reduce the overhead for preparing and disseminating publications.

c. Archive undergraduate publications and presentations in eScholarship.
TECHNOLOGIES AND COMPUTING

Multimedia, computing, and digital systems for scholarly activities

FROM

ARCH, ASTRON, CHEM, COM LIT, EA LANG, EDUC, FILM, MEC ENG, MUSIC, PHYSICS, PSYCH, SOC WEL.

ISSUES

1. Online instruction
   a. Online instruction is increasing. Digital learning systems and social media are important.
   b. Online videos are an established instructional channel for some departments.
   c. Some departments rely on digital multimedia for research and instruction (e.g., audio files, video).

2. Facilities and equipment
   a. Some departments lack computing facilities or need technology upgrades.
   b. Some departments are building new computing labs.

3. Emerging technologies
   a. Some departments are embracing new technologies for their research and instruction.

IMPACT

1. Expectations
   a. Students are increasingly familiar with modular, self-directed, and video-based instruction.
   b. Distance and off-campus students may need intensive online services to access library resources and services.

2. Role
   a. Questions arise about how library technologies should compete with or complement existing campus computing facilities.
   b. Questions arise about the role of the Library in accommodating the technology and computing demands of patrons.

IDEAS

1. Online presence
a. Integrate library web services into departmental digital spaces (e.g., library chat reference widget on a departmental website).

b. Strengthen online reference services and tools.

c. Identify ways of deploying social and new media channels for library services.

d. Provide library resources and services via the technology channels our patrons are using (e.g., mobile devices, social media).

2. Video production

a. Provide technologies and services to facilitate library video production.

3. Technology upgrades

a. Provide state-of-the-art public workstations, printing, and software in the Library. As departments embrace emerging technologies, the Library needs to be viewed as a partner with matching technologies.

b. Provide technologies that enable audio and video streaming as a means of lending library resources.

c. Enhance technologies that enable storage and loan of digital library materials.

d. Increase the flat screen TV’s and interactive displays in libraries.

4. Online education

a. Engage in campus conversations about online education to determine the impact and needs for library technologies and computing.

5. Campus computing needs

a. Determine if library technologies and computing can integrate into new computer labs being developed on campus.

b. Build technology labs that support department needs (e.g., language learning environment).
ACCESS TO COLLECTIONS

The accessibility and location of library collections

FROM

ARCH, BUS ADM, CHEM, COM LIT, EA LANG, ENE, RES, LD ARCH, MEC ENG, PHYSICS, PSYCH, SOC WEL

ISSUES

1. Different resources
   a. Academic departments use video, audio, and other digital media for instruction and research. They need a way to provide access to their students.

2. Distance
   a. In some programs, students are absent from campus or may have limited time to be on campus due to field practica, internships, and external opportunities.
   b. Some academic departments are engaging with other fields whose departments are located far away on campus.
   c. Increasingly, departments are providing online classes where students may not be on campus.

3. Space
   a. Academic departments’ identities and relationships are shifting (e.g., increasing interdisciplinary work). There are new organizational and physical structures as a result.
   b. Departments face space challenges that include shortage, needed upgrades, and the lack of contiguous space.
   c. Some departments have ambitious space plans and expansions.

4. Departmental collections
   a. Some academic departments are producing scholarly works and need assistance in storing, managing, disseminating, and providing access to these works.

IMPACT

1. Physical separation challenges
   a. Separated collections are difficult for patrons to access and use.
   b. Patrons may not be aware of related collections at separate campus libraries.

2. Efficient use
a. Students with limited time on campus need convenient access or extended hours to collections.

b. Off-campus patrons may need distance reference services.

3. Space adjustments
   a. Changes in department space may reduce library footprint or lead to relocations.
   b. As departments expand, the Library may no longer be at the physical heart of the department’s space.

IDEAS

1. Integrated use
   a. Foster seamless delivery of library resources across campus libraries and external libraries to facilitate interdisciplinary research.
   b. Increase shared resource agreements among campus and external libraries.
   c. Consolidate related collections that are in separate library locations.
   d. Duplicate collections when essential; consider joint e-purchases where appropriate.
   e. Prioritize convenience for collections access.
   f. Promote ILL options for external collections access.
   g. Facilitate shared collections usage with external libraries.

2. Extended hours
   a. Increase the Library’s open hours to accommodate off-campus students who commute to the Berkeley campus.
   b. Extend loan period for reserves.

3. Departmental collections
   a. Support departmental libraries and lending services. Offer to house and manage the circulation of department resources like practice exams, video lectures, colloquium podcasts, special collections, and audio recordings.
   b. Work with Bancroft Library and the department to archive and preserve departmental resources.

4. Library space
   a. Reduce the size of physical collections in response to upcoming library space reductions in departmental buildings.
   b. Insert a library presence or library collections into new instructional and research spaces being developed on campus.
In this way, the library comes to the patrons, not the other way around.

c. Monitor campus space changes. Be able to justify the value of the library’s physical space needs.

5. Online
   a. Provide more online access and streaming of resources in response to physical space challenges.
   b. Re-think our lending and collection development policies to encourage and develop online resources.
   c. Develop policies for on-demand streaming of library multimedia.
   d. Strengthen online reference services.

6. Privileges
   a. Make policies for collections and service access clearer for off-campus and distance users.
SELECTION

Decision-making for the acquisition of library resources

FROM

CY PLAN, EA LANG, ECON, EDUC, FILM, PSYCH, S,SEASN, SOC WEL

ISSUES

1. Some departments have evolving research interests and roles.
2. Departments engage in interdisciplinary activities with other departments.
3. Some departments are top-ranked nationally.

IMPACT

1. The Library needs to maintain collections excellence to serve departments’ core and emerging needs.

IDEAS

1. Facilitate collaboration among selectors to enhance selection for interdisciplinary subjects and emerging research areas. There should be exchange of different subject perspectives and language skills.
2. Expand the budget for collections in order to match library collections at peer institutions and to select in emerging research areas.
3. Consider joint e-purchases to facilitate interdisciplinary access to library resources.
4. Maintain the Library’s broad collection activity.
WEB SERVICES

Library websites and other online tools

FROM

ASTRON, CHEM, EDUC, MEC ENG, PHYSICS

ISSUES

1. Some departments offer academic programs for working professionals.
2. Departments are providing online courses.
3. Some departments are relying on online videos for instruction.

IMPACT

1. The library may be inconvenient for patrons to visit. Increasing online services may help.

IDEAS

1. Develop online library instruction videos.
2. Increase the Library’s presence on department web pages and other learning systems.
3. Determine ways of enhancing web services for distance and off-campus students.
4. Enhance the online accessibility of library collections, resources, and services.
MANAGEMENT (UNIT/DEPARTMENT)

Administration of a library unit or department

FROM

ARCH, EA LANG, EDUC, FILM, LD ARCH, PHYSICS, PSYCH, SOC WEL.

ISSUES

1. Some departments have reduced graduate student funding support.
2. Some departments have little awareness of the role and operations of libraries.
3. Some departments are undergoing rapid change.

IMPACT

1. Poor communication about academic department changes impedes library responsiveness.
2. Perceptions about the value and role of libraries are important to increasing departmental support.

IDEAS

1. Competitive analysis
   a. Investigate the availability and nature of library resources and services at peer institutions. Match when possible.
2. Communication
   a. Communicate the budget challenges of the library with academic departments. Garner support.
   b. Request more information sooner from academic department administrators about departmental changes.
   c. Prepare “impact” reports to communicate the effects of campus changes on library resources and services.
   d. Develop alumni support for campus libraries.
3. Human resources
   a. Provide graduate students with job opportunities at the library when possible. Graduate students could support reference and library instruction.
ARCHIVING

Storage, cataloguing, and retrieval of documents and other archival materials FROM ARCH, ASTRON, CHEM, FILM, LD ARCH, PHYSICS

ISSUES

1. Departments generate a range of scholarly materials spanning homegrown journal publications through to undergraduate portfolios and publications.
2. Departments produce scholarly materials in a variety of formats from print to multimedia.

IMPACT

1. Academic departments possess and generate unique scholarly works and may need support for preservation and archiving.

IDEAS

1. Foster a close relationship with other campus and external archives (e.g., Pacific Film Archive, Water Resources Archives at UC Riverside).
2. Enhance the timely delivery of archival materials.
3. Encourage departments to archive their scholarly output. Foster relationships with Bancroft Library when appropriate.
4. Enhance the archiving and preservation of digital media and emerging formats.
5. Promote the use of archival materials.
6. Promote eScholarship as an archival resource for departmental publications.
PROFESSIONAL RESPONSIBILITIES

Professional development activities and engagement with current issues in the library profession

FROM

BUS ADM, CHEM, EA LANG, FILM

ISSUES

1. Departments engage with cutting-edge research, new methodologies, and emerging technologies.
2. Some departments offer staff development training and programs.

IMPACT

1. Professional development is important in order to keep up with academic departments and be able to provide helpful resources and services.

IDEAS

1. Learning
   a. Audit classes taught by departments for a deeper understanding of their information needs.
   b. Take advantage of staff development opportunities provided by academic departments.
   c. Review the research being conducted by academic departments. Conduct self-instruction on the emerging research areas.

2. Training
   a. Organize workshops and training sessions that help library personnel respond to campus change.
   b. Encourage peer-training and mentorship for library personnel.
ACQUISITIONS

Acquisition of library materials

FROM

COM LIT, FILM, MEC ENG, MUSIC, PHYSICS

ISSUES

1. Departments increasingly need video, audio, software, and other multimedia for their research and instruction.
2. Digital theses and dissertations are replacing print submissions.
3. Departments produce scholarly works and need support in their management.
4. Some departments rely heavily on non-bibliographic resources (e.g., Music).

IMPACT

1. Digital acquisitions are important.
2. Some library materials are easily damaged and require active monitoring for incomplete and missing editions (e.g., sheet music).

IDEAS

1. Facilitate the acquisition of online and streaming resources.
2. Actively monitor and replace materials susceptible to damage and loss.
3. Libraries could support academic departments by acquiring and managing their collections of scholarly works.
REFERENCE

Providing in-person and virtual reference services

FROM

BUS ADM, COM LIT, LD ARCH, MEC ENG

ISSUES

1. Graduate students seek funding support.
2. Increasingly, departments are offering online courses and programs.
3. Enrolment is increasing.

IMPACT

1. Demand grows for reference services, particularly in online forms.

IDEAS

1. Hire graduate students to support library reference desks.
2. Strengthen online reference services for outreach to off-campus and distance students.
3. Enhance reference support for summer students and working students in professional programs.
4. Evaluate the changing needs for reference services – particularly for the needs of new academic programs.
ADMINISTRATION (AUL-LEVEL)

Library administration at the Association University Librarian level

FROM

EDUC, FILM, PSYCH, SOC WEL

ISSUES

1. The campus is seeing rapid technology and programmatic changes.

IMPACT

1. Upper-level administrative policies and decisions are sometimes needed for libraries to respond to campus changes effectively.

IDEAS

1. AULs to request and regularly communicate information about campus changes and developments.
2. AULs to foster leadership and discussion on pressing issues (e.g., support for new departments, need for more collection funds and fund re-allocations).
CIRCULATION AND STACK MANAGEMENT SERVICES

Library resources circulation, circulation desk services, and management of library stacks

FROM

BUS ADM, COM LIT, PHYSICS

ISSUES

1. Interdisciplinary activities are increasing.
2. Some departments wish to reclaim physical library space.
3. Some departments offer learning resources that are heavily used (e.g., sample exams).

IMPACT

1. As library space shrinks, physical collections need to be reduced.
2. Patrons may need to use multiple libraries for interdisciplinary research topics.

IDEAS

1. Provide efficient access to collections at different libraries.
2. Manage and lend departmental collections of sample exams and other popular learning resources.
3. Identify ways of reducing physical collection sizes at campus libraries. Brainstorm storage and access options for the removed materials.
CATALOGING

Receiving, cataloging, and processing library materials

FROM

PHYSICS

ISSUES

1. Some departments lend resources and materials to students for instruction (e.g., copies of preliminary exams, practice exams).

IMPACT

1. Some libraries manage departmental collections that see heavy use (e.g., preliminary exams).

IDEAS

1. Provide cataloging and collections management services to support departments that need to lend instructional resources (e.g., practice exams).
ATTRIBUTE
Project data were collected from the APR review notes of

MICHAELYN BURNETTE  Humanities Librarian, Doe/Moffitt Libraries
JIM CHURCH  Librarian for Economics, Development Studies, Political Economy and United States, International and Foreign Government Information, Doe/Moffitt Libraries
SUSAN EDWARDS  Head, Education-Psychology Library & Social Welfare Library
DAVID EIFLER  Librarian, Interim Head, Environmental Design Library
JIANYE HE  Librarian for Chinese Collections, East Asian Library
NORMA KOBZINA  Interim Head, Bioscience and Natural Resources Library
SUSAN KOSKINEN  Head, Physics-Astronomy Library
CORLISS LEE  Program Coordinator, Instruction & User Services, Doe/Moffitt Libraries
JEFFERY LOO  Chemical Informatics Librarian, Chemistry & Chemical Engineering Library
JEAN McKENZIE  Head, Engineering Library; Interim Head, Chemistry & Chemical Engineering Library
ADNAN MALIK  Curator South Asia Collection, Doe/Moffitt Libraries; South Asia Cataloger, Catalog Department
TOSHIE MARRA  Librarian for the Japanese Collection, East Asian Library
LISA NGO  Instruction & Electronic Services Librarian, Engineering Library
LYDIA PETERSEN  Reference & Instruction Librarian, Business Library
HILARY SCHIRALDI  Head, Business Library
JOHN SHEPARD  Head, Music Library
MONICA SINGH  Evening MBA Librarian, Business Library
JILL WOOLUMS  Librarian, Education-Psychology Library

with the analysis and report prepared by

JEFFERY LOO  Chemical Informatics Librarian, Chemistry & Chemical Engineering Library

under the project leadership of

ELIZABETH DUPUIS  Associate University Librarian, Educational Initiatives, and Director, Doe/Moffitt Libraries and Subject Specialty Libraries