New Directions Endorsed by Library Administration

The Library Administration reviewed the New Directions retreat of April 22, 2008 and the 165 potential starting points it considered. (The full list is at http://sunsite3.berkeley.edu/wikis/NDwiki/uploads/Main/post_retreat_framework_v_8.pdf, and this provides a key to the numbers that follow.)

The Administration identified twenty-six strategic starting points from that list. Each of the starting points -- grouped below under a dozen New Directions themes in bold -- is identified as "key" or "quick impact" and is assigned to a member of the Library Administration. This person (in bold) is responsible for developing and implementing a plan for the starting point.

Some twenty additional starting points from the Retreat appear as a post script. These have been identified as underway or adopted by member of the administration. A few more starting points on the future of library jobs and a culture of innovation seemed best addressed by further discussions with the University Librarian. This will happen.

eSCIENCE, eEVERYTHING

- (1) Identify data-related library issues/needs (such as instruction, e-books access, acquisitions, collections, access, preservation) across the disciplines and then train existing staff or hire new staff so that the library is able to provide specialized consultative services to faculty and students on data-related issues in research and instruction (Key starting point- 1. Lead: Bernie Hurley)
- (2) Create a Library Data Advisory Group to work with partners such as IS&T, Survey research center/UC Data, center for studies in higher education, and CDL to identify and address UCB and UC data stewardship. (Key starting point- 2. Lead: Isabel Stirling)
- (3) Create a GIS Services Task Force, similar to the Data Services Task Force, to identify appropriate services, staffing, and partners. (Quick impact starting point- 3. Lead: **Isabel Stirling**)
- (4) Spread word to campus constituencies about what data services we now offer (Quick impact starting point- 5. Lead: **Peter Zhou**)

ASSESSMENT

(5) AULs and Directors adopt a set of commonly-agreed-to goals and objectives to form the basis for an assessment program. Define the various levels for assessment, articulate what it is that we want to assess, and link to the library's priority goals and initiatives. Seek out best practices in pockets of the Library and encourage those practices more broadly... (Key starting point- 110. Lead: Chuck Eckman)

- (6) Create a "data warehouse" which serves as a centralized online repository for quantitative and qualitative data gathered about the Library. Inventory all data currently collected (print collections, digital collections, circulation, reference, instruction, technical services, new ILS, etc)... (Key starting point- 113. Lead: Chuck Eckman)
- (7) Include an assessment plan as part of all pilot programs (including all New Directions initiatives), with the goals and measures of success worked into the initial pilot design. (Quick impact starting point- 114. Lead: Chuck Eckman)
- (8) Increase current staff capacity to assess. Attend ARL's 2nd Library Assessment Conference (August 4-6, 2008). Participate in ARL's program to evaluate libraries' assessment efforts & establish a process assisting libraries to develop effective & sustainable assessment in their local environments... (Quick impact starting point-115. Lead: Chuck Eckman)

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(9) Create a pilot program that creates value. Then, go to the University for funding. (Key starting point- 13. Lead: Charles Faulhaber)

CULTURE/INNOVATION

(10) Create and champion a Web 2.0 forum for staff to put up solutions to problems they've solved, pose questions, etc (New quick impact starting point. Lead: **Mike Rancer**)

DIGITAL LIBRARY

- (11) Create a Digital Library Program that addresses Library roles and responsibilities for the full lifecycle requirements of digital assets managed or licensed by the Library (i.e. selection, acquisition, metadata creation & maintenance, access, preservation, estate planning). (Key starting point- 36. Lead: **Bernie Hurley**)
- (12) IS&T Identify/solicit IS&T liaison to Library. (Quick impact starting point- 33. Lead: **Bernie Hurley**)

DIGITAL PRESERVATION

(13) Capture a regular snapshot of the UCB web. (Quick impact starting point- 28. Lead: Lee Leighton)

DEVELOP THE HYBRID/INTEGRATED LIBRARY PROFESSIONAL

(14) Advocate BILD (Berkeley Initiative for Leadership on Diversity), with a two-tier program to influence diversity in the UCB Libraries: Staff Development Mentoring Initiative; Librarian Diversity Fellowship Program. (Quick impact starting point- 93. Lead: Susan Wong)

DISCOVERY

- (15 Select and implement a new integrated library system (ILS) as soon as possible as a foundation to the other starting points... (Key starting point- 37. Lead: **Bernie Hurley**)
- (16) Create a "Discovery" team of public services, systems, technical services, and user interaction design specialists to implement next generation discovery tools, to ensure cataloging processes and outsourcing support new discovery methods, to assess usability of discovery tools, and to imagine and work with partners to implement continuous improvements to discovery... (Key starting point-40. Lead: **Beth Dupuis**)
- (17) Provide a single search interface, based on user preferences, to simply and adequately meet the majority of research needs. Do not let more comprehensive needs be obstacles to simplicity and satisfaction for the majority of uses... (Key starting point- 43. Lead: **Beth Dupuis**)
- (18) Upgrade all low-level records and load them into OCLC. (Key starting point- 54. Lead: **Lee Leighton**)

LIBRARY SPACE

(19) Appoint and charge a task force to create a high-level inventory, assessment, and strategic plan for library space usage and major facilities issues. Identify needs for improved technological infrastructure (electrical/wiring) and teaching/learning spaces that will be vital to a thriving research-oriented university. Develop criteria by which library space is evaluated, focusing on providing the best services to our users. Space can be asset and liability – requires staffing which could be used for other things. Prioritize needs and budget for upgrades to address functional deficiencies in these spaces. (Key starting point-128. Lead: Mike Rancer)

MARKETING

- (20) Create a small group to scan ideas from other campus units successfully promoting their services. Make wider use of Library communications person in Development Office. Establish a wiki for staff to contribute marketing ideas, and recommend and coordinate implementation of specific actions with various stakeholders such as those identified as "guerilla marketing" projects... (Key starting point- 134. Lead: **Peter Zhou**)
- (21) Host a reception for new faculty in fall semesters with library representatives invited. (Quick impact starting point- 135. Lead: **Isabel Stirling**)
- (22) Create a "University Library" graphic style, with a logo, typefaces, and color palette. Develop a realistic strategy and timeline for incorporating this unified look and feel across all library signage, websites, and printed materials. Possibly hire a marketing firm to

develop a plan – possible themes of quality, saving time, and reducing workload. (Key starting point-136. Lead: **Peter Zhou**)

SUPPORT FACULTY PUBLISHING AND DIGITAL COLLECTION BUILDING

(23) The Library should further cement its existing role in the "IS&T Universe" as the site for managing academic research and its output. E.g., "—participate in the HART & Bamboo projects. (Quick impact starting point- 24. Leads: Charles Faulhaber & Bernie Hurley)

TRAINING

- (24) Establish library-wide training task force charged to: (1) Determine needed skills, by function (i.e., reference), then perform a skills inventory of current staff to find and & address gaps; (2) Identify training that would benefit most staff and make this a library-wide training program; (technology training blogs, wikis) (3) make recommendations about using different modes of training (i.e. face-to-face, e-learning, consultation with "experts," etc.); (4) make recommendations to ADMIN on how to make training on-going and part of the Library's culture. (Key starting point 99. Lead: Susan Wong)
- (25) Establish a library-wide program to identify topics and curricula, design courses, coordinate, and manage staff training... (Key starting point- 100. Lead: **Susan Wong**)
- (26) Provide different methods for training (e.g., in-person lectures, hands-on workshops, web-based eLearning tools). Look into UCSC's model of modules for staff training; what other libraries have comprehensive staff training programs and, if so, how are they successful? (Quick impact starting point- 103. Lead: **Beth Dupuis**)

In addition, these starting points already underway or embraced by members of the Administrative team:

20, 32, 34, 73, 77

25, 138, 140, 141

54, 131, 153

88, 96

121, 126, 130

— Bernie Hurley
— Chuck Eckman
— Isabel Stirling
— Susan Wong
— Beth Dupuis

145, 146, 147 – Isabel Stirling & Beth Dupuis

12, Jobs, Innovation – Tom Leonard