NEW DIRECTIONS – STARTING POINTS (April 22, 2008; v.8)

eSCIENCE, eEVERYTHING

- 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 (internal to library). Includes commercial data as well as faculty-produced data. This is happening in some areas, but it needs to be expanded. [eScience / eEverything, Remote Users]
- 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 (external). Charged with: environmental scan of current campus projects; work with collections council on developing collections policy on data management. Monitor the activities of the NSF "exemplar" DataNet Partners and other innovative projects for best practices and viable models that could be implemented on a local level. Members: IS&T, faculty senate, collections council member, who else? [eScience/ eEverything]
- 3. Create a GIS Services Task Force, similar to the Data Services Task Force, to identify appropriate services, staffing, and partners. [eScience,/ eEverything]
- 4. Partner with faculty. Teams of librarians to interview faculty to determine data needs. Start with faculty who've collaborated cross universities. Do some pilots to create collection development policy. Start with "little science"? [eScience,/ eEverything]
- 5. Market what data services we now offer [eScience,/ eEverything]
- 6. Develop web site of available datasets (subscription and free) [Remote Users]
- 7. Participate in any forthcoming initiatives that result from the ARL Joint Task Force Report on library support of eScience (<u>Agenda for Developing E-Science in Research Libraries</u>, Nov 2007). [Support for eScience, eEverything]
- 8. There may be a need for a GIS fund to purchase electronic texts. [eScience / eEverything]

COPYRIGHT

- Designate a small group (2 people?) to survey Library staff to determine our own needs related to copyright. [Copyright]. Consult with UCLA & UCSD re: copyright hotline, attorneys on Library staff. [Copyright]
- 10. Designate a small group (2 people?) to do an environmental scan to review what groups in the library, on campus, and at UCOP are actively looking at IP and

- copyright issues. Including: Office of the President. CDL; The Library, ETS, IST, etc. [Copyright]
- 11. Develop a copyright interest group or "virtual copyright office" made up of stakeholders from throughout the campus to oversee a variety of copyright services. [Copyright]
- 12. Tom Leonard should have a conversation with the Provost about the importance of copyright issues and potential support for the Library taking a leadership role. [Copyright]
- 13. Create a pilot program that creates value. Then, to go University for funding. [Copyright]
- 14. Copyright hotline: this service could provide point-of-need information, advice and consultation on:
 - fair use
 - helping in identifying when work may be in the public domain
 - obtain permissions via the Copyright Clearance Center
 - help authors manage their rights
 - providing consultative services upon request for permissions, orphan works, publications and contracts
 - see Syracuse University Copyright Inquiry Form http://library.syr.edu/copyright/sucac.html#inquiry [Copyright]
- 15. Faculty copyright training/workshops:
 - use of materials in teaching, especially determining of fair use
 - managing authors rights, including promotion of open access publishing
 - crash course in copyright (see: http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm#top
 [Copyright]
- 16. Other types of copyright user education and outreach (webpages, handouts, etc.):
 - appropriate conditions of use for licensed resources
 - information for students on file sharing, music downloading, plagiarism, etc.
 - use of materials in teaching and research (see items 1 and 2 above)
 - managing authors rights (see items 1 and 2 above)
 - copyright best practices for digital courses (i.e. http://sunews.syr.edu/copyright.cfm)
 - explicit instructions on how to link to licensed material in lieu of downloading
 - digital rights management guidelines
 - Copyright decision tool and Fair Use Analysis Tool (i.e.: http://www.lib.umn.edu/copyright/)
 - FAQ and answers for quick reference by users [Copyright]
- 17. Start discussion re: Harvard [Open Access] initiatives [Faculty Publishing]
- 18. Monitor legislation as it relates to copyright and fair use. [Copyright]

19. Explore Library's copyrights to distribute high demand print material in digital format. [Remote Users]

SUPPORT FACULTY DIGITAL PUBLISHING AND COLLECTIONS BUILDING

- 20. A pilot project, attached to a well-positioned subject specialty library or program unit, should be launched to test the viability of this approach E.g., Electronic CV / Collected works; Faculty Scholarly Resources; Define the suite of software tools that we can support & offer faculty. [Faculty Publishing]
- 21. 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. [Faculty Publishing]
- 22. Assess campus and UC environment for interest level in a comprehensive institutional repository style approach to knowledge management. Determine whether CDL or corporate partners are ready to partner in the near term to create new utilities that capture, distribute, index, and preserve digital content in an institutional repository. [Faculty Publishing]

DIGITAL PRESERVATION

- 23. Declare that digital preservation is a part of the library's core mission. [Digitization & Preservation]
- 24. Determine the costs & benefits to create a appropriate digitization program where we control selection. [Digitization & Preservation]
- 25. For licensed materials: E-journals: Document the advantages/disadvantages of different preservation services (e.g. CDL, LOCKSS and Portico what are we getting for our money?). [Digitization & Preservation]
- For Licensed materials: E-Books, databases & other licensed content:
 - Find a national forum to discuss the preservation of these materials
 - For materials that we license, declare our responsibilities (if any) for long term preservation & access. For example, should we license materials for which we do not have "perpetual access" rights? What is our strategy to ensure these rights?

[Digitization & Preservation]

- 27. For For Web Archiving: Create selection criteria principals and priorities (coordinated with other UCs?) that factor in costs. Assume that we will use the CDL service, but investigate other services to better understand what we should expect from CDL. [Digitization & Preservation]
- 28. Capture a regular snapshot of the UCB web (similar to Internet Archives) [Faculty Publishing]
- 29. For other materials: Library & campus generated digital content:

- For materials that we digitize ourselves, declare our responsibilities (if any) for long term preservation & access.
- Declare our role (if any) to help create and preserve digital materials owned by other campus departments.
- If we have responsibilities for either of the above, create selection criteria principals and priorities that factor in costs.
 [Digitization & Preservation]

DIGITAL LIBRARY PROGRAM

- 30. The Library should encourage personnel who interact with digital information and the public comprehensive skills in content creation, development and stewardship [Faculty Publishing]
- 31. Transition our project driven digital activities into a more formal digital library program based in the "life-cycle" of digital materials (selection, creation/acquisition, management, access & preservation). [Digitization & Preservation]
- 32. The Library should be an active partner with IS&T in its efforts to advance scholarship through the development of shared technology services (David Greenbaum, IST). [Support for eScience, eEverything]
- 33. IS&T -- Reinstate representative to Roundtable meetings in order to get regular updates of activities in IS&T. [Support for eScience, eEverything]
- 34. Continue discussions with the Media Vault Project and identify other digital discovery and preservation partnerships that could benefit the Library. [Digitization & Preservation]
- 35. Inventory the roles, responsibilities and capacities that we have and compare these to what would be needed in a Digital Library. Determine what teams we need to develop to support a digital library program. [Digitization & Preservation]
- 36. 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). [Digitization & Preservation]

ILS

- 37. Select and implement a new integrated library system (ILS) as soon as possible as a foundation to the other starting points. [Discovery]
- 38. Start discussion on what's the role of local OPAC give new ILS [Discovery]
- 39. Implement an electronic resource management system (ERMS), with MARC record updates to keep the ILS accurate. [Discovery]

ENHANCE DISCOVERY

- 40. 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. Discovery services should:
 - Design and implement processes that truly recognize the importance of electronic resources and maximize their discoverability.
 - Offer recommended subject headings based on keyword searches.
 - Provide spell-checking on searches.
 - Add user tagging to supplement controlled vocabulary.
 - Offer virtual browsing through recommender systems, subject groupings, or call number groupings.
 - Offer virtual browsing with book covers (like iTunes cover flow).
 [Discovery]
- 41. Create a study group to identify current competitors: identify useful features & services that we can integrate/improve upon [Remote Users]
- 42. Investigate pushing our data to other services our users use: Google, Flikr, etc. Implement and try out. Incorporate this as part of Discovery team. [Discovery]
- 43. 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. nexclusive options might include:
 - Partnering with OCLC and CrossRef to pre-harvest CrossRef Search or CrossRef Web Services metadata for WorldCat Local.
 - Partnering with Google to create a UC (or UC Berkeley) "channel" for Google Scholar.
 - Implementing federated search via open source or licensed software (MetaLib) to develop broad subject portals: general/multi-disciplinary, arts & humanities, sciences & engineering, and social sciences.
 - Implementing an Endeca, Encore, Primo, or similar product over our ILS, federated search, and/or open archives tools.

[Discovery, Remote Users]

- 44. Redesign library websites as subject portals focused on discovery.
 - Add a catalog or federated search function to library home pages.
 - Develop a Google CSE-like service that supports subject-based vertical, user configurable, and extensible search interfaces to library content.
 - Support tools that enable vertical search as well as web widgets to access and reuse library content.

[Discovery]

45. The ability to search efficiently across the Library webpages, including the ERF or its future version, could be tied to the new ILS [Online Services]

- 46. Allow librarians to create dynamic pages, reuse content, etc. Tools such as Drupal allow for this content. Move away from programmers writing public pages. [Online Services]
- 47. Use Innovative's product, MyLibrary, or similar, to allow students/faculty to personalize their resources and web spaces. Allow users (faculty, staff, graduate students, possibly undergraduates) to obtain accounts that allow them to create a page with the resources the individual user needs similar to a personal Google homepage and delicious [Online Services]
- 48. Advocate for open metadata with vendors and publishers to facilitate discovery at the network level, cooperative gateways, and text mining.
 - Offer our own metadata under OAI or Creative Commons.
 - Pressure vendors to open source their bibliographic information, allowing reuse of metadata in other discovery environments (Facebook, Google CSE, etc.).
 - Advocate for vendors and the library community to adopt appropriate standards (OpenURL, DOI, Microformats, RDF, etc.) to facilitate discovery and reuse. [Discovery]
- 49. Implement an ILS or enterprise-level service layer that supports standards and API creation to allow others to remix and mash-up metadata and content, creating new services. [Discovery]
- 50. Better coordination "find a book, find an article, find an image" [Remote Users]
- 51. Continue to support more advanced researchers who recognize the subject brand and value-added features of core databases (Web of Science, PubMed, MathSciNet, SciFinder Scholar, ArtSTOR, etc.). Advocate for value-added features (such as relevance ranking, controlled vocabulary, name authority, and pattern analysis) among database producers. Cancel databases and tools that do not provide unique content and value-added features. [Discovery]
- 52. Work with other campus units to advocate for and finish implementing electronic theses and dissertations (ETDs). [Discovery]
- 53. Implement value-added and social networking features in our local OPAC and/or at the network level (WorldCat Local). [Discovery]

IMPROVING METADATA FOR DISCOVERY

- 54. Upgrade all low-level records and load them into OCLC [Discovery]
- 55. Ensure all electronic holdings are represented in the ILS and OCLC [Discovery]
- 56. Ensure all library holdings, including Affiliated Libraries holdings, are discoverable at the network level (OCLC, Google) in a complete and timely fashion. [Discovery]
- 57. More quickly catalog e-books. [Remote Users]

- 58. Incorporate Google Books into catalog. [Remote Users]
- 59. Negotiate rights for, obtain and auto-load as many catalog records as possible via YBP, SCP, and publishers. [Discovery]
- 60. Expand enhanced metadata, including searchable tables of contents in WorldCat Local and/or our own OPAC through Blackwell Table of Contents Service, ONIX, and/or other similar services. [Discovery]
- 61. Support short-term positions for reducing the UCB Library's enormous backlogs (400,000 low level records for materials stored at the NRLF and an archival backlog of more than 25,000 cartons). Enable Berkeley's community of experts to create bibliographic metadata about backlogged materials and low-level records (the CataWiki), with workflows for catalogers to approve or alter changes. [Discovery]
- 62. Consider working with other campuses to expand SCP, perhaps making it a separate entrepreneurial unit. Consider outsourcing all electronic resource processing to SCP. [Discovery]
- 63. Coordinate, consolidate, and standardize cataloging across UC . [Discovery]
- 64. Consider creating a new position responsible for planning and monitoring coordinated cataloging projects. [Discovery]
- 65. Implement pilot coordinated cataloging projects for specific languages and/or area studies materials. [Discovery]
- 66. Investigate with other campuses the possibility of consolidating processing for some or all material into one/two sites. [Discovery]
- 67. Integration of images into catalog [Remote Users]
- 68. "Catalog" You-Tube faculty lectures, notes [Remote Users]
- 69. Incorporate RFID into the library [Online Services]
- 70. Start a free delivery service of on-campus materials free to faculty at their departmental mailboxes (ala free Baker service). [Space/Services]

CULTURE / INNOVATION/ ORGANIZATION

- 71. Contract with an external consultant to lead a process to help build the Library's capacity for innovation and creativity. Ternberg posted: Ten Principles of Change Management for Achieving New Directions. [Culture]
- 72. Encourage innovative and entrepreneurial thinking: Innovation should be part of the job and included in job descriptions. Staff should be able to devote a certain amount of work time to learning new skills. [Training]

- 73. Establish an innovation lab or teams to develop and experiment with innovative technologies and services. [Culture]
- 74. Offer 'safe spaces' for experimentation (from B Quigley's blog posting). Create an innovation lab or teams to develop and experiment with innovative technologies and services. [Culture]
- 75. Regularly acknowledge staff innovation in public with tangible rewards (at annual holiday party?). [Culture]
- 76. Review the Council Structure / "Offer Sabbatical Opportunities to Councils." [Culture]
- 77. Need to act more nimbly, as an organization. Implement new, streamlined vetting and communication processes for projects. (e.g., use virtual space for vetting ideas). [Culture]
- 78. Integrate Systems/LAP staff into Library committee structure (e.g., DMSelect) [Online Services]

FUTURE JOBS

- 79. Create a New Directions Institute (from M. Ternberg's blog posting). The ND Institute would focus on training and skill development paths for future roles in the Library. [Culture]
- 80. Build knowledge and mechanisms within the organization that support team work and innovative thinking (from K Munro's blog posting). [Culture]
- 81. Apply knowledge management and navigation across all academic disciplines, rather than limiting to narrowly-defined and task-based compartments. [Future Jobs]
- 82. Integrate jobs with the Library positioning itself as a laboratory for experimentation, collaboration and risk-taking. [Future Jobs]
- 83. Integrate 21st century skills in all library job postings and job descriptions. [Future Jobs, Interdisciplinary]
- 84. Include systematic technology training and innovative thinking in staff job descriptions and routinely part of every staff review [Training]
- 85. Integrate IT expertise in distributed discovery processes and at front-end service points to support the instruction and research activities on campus. [Future Jobs]
- 86. Investigate new campus and UC-wide opportunities/initiatives for sharing/consolidating positions and/or work (i.e. UC Shared Cataloging Program). [Future Jobs]

87. Utilize outsourcing and part-time recall appointments to gain efficiencies and effectiveness. [Future Jobs]

DEVELOP THE HYBRID / INTEGRATED LIBRARY PROFESSIONAL

- 88. Propose New Directions summit/retreat on defining the hybrid library professional within the library workplace culture. Key stakeholders in meeting include Library Admin, LAUC-B, AFT, CUE, et. al. and campus infrastructure (i.e. APO, OHR Classification, Labor Relations). [Future Jobs]
- 89. Utilize current and continuing workforce attrition and consolidation opportunities as opportunity to re-configure vacancies into New Direction positions and recruit holistic, diverse, and hybrid professional talent. [Future Jobs]
- 90. Use expert nontraditional employees: Take advantage of current staff with specialized skills and expand hiring of nontraditional non-library professionals and hybrid employees who possess needed specialized skills. [Training]
- 91. Leverage the concept of the hybrid or integrated Library professional embodying both knowledge-based and specialized systems-based acumen and skills. This concept is in-place in selected units of the Library, particularly where new technologies in the discipline or field have required a change of practice. [Future Jobs]
- 92. Develop and support the expertise and expanding and evolving roles of librarians in instruction, research, publication and program development as aligned with the University's core educational mission as a means of positioning the Library as integral to the campus' academic strategies. [Future Jobs]
- 93. 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. [Future Jobs]

CAREER / PROFESSIONAL DEVELOPMENT

- 94. Ask ADMIN to re-examine and formalize professional development as a joint responsibility between individual and the Library. Broaden professional development opportunities to include not only funding and support for conferences/training but also mentoring activities and learning more about other areas in the library (cross-functional training); incorporate "succession" planning within the context of professional development. [Training]
- 95. MENTOR STAFF: Staff should be mentoring each other at all levels and within a variety of contexts, both formally and informally, to promote cooperation and organizational success. [Training]

SUCCESSION PLANNING

- 96. The Library develops a workforce planning strategy and succession planning for key positions defined by New Directions [Future Jobs]
- 97. Leadership training for staff and a systematic succession plan are needed to ensure the long-term success of the Library. [Training]
- 98. Incorporate "succession" planning within the context of professional development. [Training]

COORDINATED, LIBRAY-WIDE TRAINING PROGRAM

- 99. Establish library-wide training task force charged to:
 - 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.

[Training]

- 100. Establish a library-wide program to identify topics and curricula, design courses, coordinate, and manage staff training. The program should also:
 - Serve as a clearinghouse for all training activities regardless of offering organization (e.g., CalPact, bSpace, self-paced online or in person, etc.)
 - Manage, enhance, and improve current staff career development programs, increase funding for staff career development and administrative job-related training, make distinction between career development and job-related funding clearer and more seamless to the user.
 - Explore the use of multiple methods: in-house in-person (one-on-one and class oriented) and e-learning (in-house and external purchased) approaches. [Training]
- 101. Create standardized procedures across departments and units. Disseminate training opportunities available through the Library, campus, and other sources Remove obstacles that prohibit booking spaces for staff training sessions (e.g., allow access to library training rooms for staff training during the academic year) [Training]
- 102. Put documentation on wiki and identify who is responsible for keeping it up to date [e.g., circulation policy maintained by CSG] [Training]
- 103. 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? [Training]

- 104. Teaching Each Other What We Know [Institute, Workshop, Brown Bag, Whatever We Wanna Call It Series] [Culture]
- 105. Offer cross-functional training between units so that staff in one unit can better understand how their work fits into the "big picture" of the Library and the work of other units. (Also allows for more interaction and collaboration opportunities.)
 [Training]
- 106. ESTABLISH SYSTEMATIC TECHNOLOGY TRAINING: All staff must learn skills to successfully use current and emerging technologies (e.g., blogs, wikis, data management, geospatial data, bSpace). Training should be continuous and range from broad to specialized skills. [Training]
- 107. PROVIDE TIME FOR TRAINING: Support staff training by providing work time for staff to learn and develop skills and conduct research. Not, there was a comment to schedule lunchtime training sessions a good time for many staff members to attend [Training]
- 108. ENABLE AND SUPPORT CONTINUOUS RENEWAL: Target specific, prioritized skills and encourage and reward employees to gain these skills. [Training]
- 109. Hold supervisors accountable and evaluate them based on developing their staff; what do supervisors need to make staff development happen? [Training]

ASSESSMENT

- 110. 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. Identify types of projects/issues best to measure quantitatively and qualitatively; surface milestones and accomplishments in addition to identifying "problems" and gaps. [Assessment]
- 111. Conduct annual or bi-annual assessments that enable the Library to gather structured longitudinal data that can be interpreted to see trends over time as well as with cross-tabulations for specific populations (such as individual departments, combinations of departments/disciplines, faculty, graduate students, undergraduates, etc). [Assessment]
- 112. Promote customer-service model based on business practices continuous assessment of how to get resources to patrons in most efficient manner streamline the ability to make changes based on assessment [Remote Users]
- 113. 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). Identify other data needed and appropriate methods and metrics. Draw connections between assessment efforts and The Library's strategic objectives (user needs, staff needs, donors,

- administrative/management goals, etc). Design site to present cogent story of the library for internal and campus audiences. [Assessment, Space/Services]
- 114. 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. [Assessment, Discovery]
- 115. 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. Train existing staff and / or partner with Haas Business School or one of the social science departments for help/guidance/manpower on designing assessment studies. [Assessment]
- 116. Mine studies & reports generated by national, state, and local associations and initiatives (see list) and peer libraries which have well developed assessment programs. These can inform the development of Library strategic goals & objectives & an assessment framework within which the Library might collect, analyze & use information for strategic planning & operational improvements. Make use of data from and publish user profiles & trends data that can also inform assessment planning locally. [Assessment]

STUDENT LEARNING

- 117. Develop a librarian position focused on the first-year experience for freshman and new transfer students. Identify first-year undergraduate programs across campus (some colleges/schools, some in support units) and coordinate with liaisons of these programs; develop ideas for communications/initiatives directed to all first-year students; re-envision orientation materials for new students (through traditional/physical and new environments such as alternate reality games), and serve as liaison to all academic support units responsible for new student services as well as work of national centers. [Student Learning]
- 118. Start an Undergraduate Research Conference at Berkeley for students to share their research findings with peers, campus members, and community. Identify other potential campus partners (such as URAP); develop an implementation plan or proposal; envision as event that can happen in distributed library locations; consider connections to Library Prize winners to share experiences with peers. [Student Learning]
- 119. Collaborate with the new Dean of Undergraduate Division of the College of Letters and Science to integrate information literacy competencies and research-based activities in Freshman and Sophomore Seminars. [Student Learning]
- 120. Prepare all supervisors and managers of staff who contribute to instructional programs to recognize efforts in this area and signal the importance of professional development for ongoing improvement. [Student Learning]

- 121. Enhance the guidelines for library liaisons to academic departments to strengthen the expectations related to their educational role and support for student learning. [Student Learning]
- 122. Pursue future grants from national organizations or foundations with a goal of building on lessons learned from the Mellon Library/Faculty Fellowship on Undergraduate Research and further enhancing campus' understanding of the Library's educational role (including individual faculty and campus administrators). [Student Learning]
- 123. Explore approaches for engaging students as readers through further development of new books displays in our libraries as well as through our web sites. Opportunities for enhancing the Unofficial Summer Reading List program and partnering with the College of Letters and Sciences "On the Same Page" program should be explored, perhaps by the Undergraduate Collections Librarian. [Student Learning]
- 124. Revive or re-envision the Bib 1 course, and/or pursue approach to curricular redesign that engages students at multiple points in their academic careers and emphasizes repeated exposure and tied to meaningful assignments (perhaps building on Mellon grant model and continued review of courses for majors as in USLI). Seek campus support for creation of required/recommended course for all undergraduate students related to foundational skills/abilities/topics. Pursue approval for librarians to be recognized by campus/System as instructors of record. [Student Learning]
- 125. Develop parallel program (to the first-year experience for undergraduates) for graduate students to help address their need for orientations to libraries and research as they begin their programs [Student Learning]
- 126. Integrate library services in bSpace pages for classes in partnership with ETS and faculty. Consider guidelines for all courses such as a link to "top 3 library resources for researching the topic of this class," Also links to catalog and chat services, in-course instruction. [Marketing, Remote Users, Discovery]]
- 127. Provide targeted library instruction for non-native English speakers and international students not familiar with US academic libraries. [Remote Users]

LIBRARY SPACE

128. Appoint and charge a task force to create a high-level inventory, assessment, and strategic plan for library space usage and major facilities issues (see list). 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. [Space/Services, Space/Students]

- 129. Communicate significant new library space plans, and their basis in student learning needs, to the Faculty Senate Library Committee, to foster better understanding and support for the library's relevance as a learning center on campus. Open discussions with campus leaders and develop plans to utilize library space in much broader terms, integrating library plans into the campus Long Range Development Plan. Collect additional information (such as the documents referred to by Tom Leonard) about campus and Library space planning issues and consider how Library space planning operates in the broader university environment. Begin identifying likely campus partners and pursue discussions to create multi-service collaborations in existing library spaces and planned renovations. Engage new campus Director of Sustainability in conversations to help address challenges to library green projects. [Space/Services, Space/Students]
- 130. Focus on the anticipated Moffitt renovation as one opportunity to implement our best thinking about students and library space on a large scale. Include computer labs in this thinking] [Space/Students; Space/Services]
- 131. Develop concerted, library-wide strategies for launching and tracking small space pilots. Leaders of successful pilots, working with Library Space Planning, could prepare toolkits for library-wide use.
 - a. "Comfort Pilots": Create small "parlor" spaces and furnish with lounge chairs, etc. Investigate "natural daylight" types of lightbulbs to improve ambiance in dreary spaces
 - b. "Collaboration Pilots": Provide equipment like mobile whiteboards, huddleboards, markers, etc., in designated areas, and work out related procedural issues; ED/P Children's Lit Room identified for movable partitions and media/collaboration equipment on "crash cart"
 - c. "Zoning Pilots": Develop alternative zoning strategies for quiet and conversational areas. Consider signage strategies, research lightweight options for sound buffering, etc.
 - d. Create 24 hour room with no collection [Space/Students]
- 132. Develop concerted, library-wide strategies for expanding seating during finals (e.g. BIOS, ENGI, MUSI)
 - a. Consider opening rooms not normally used for study (classrooms, meeting rooms, etc.)
 - b. Create improvised spaces with surplus tables and chairs in underused areas
 - c. In keeping with the library-as-campus-living-room ethos, create "break rooms" or "library hospitality space" for food and drink
 - d. Budget for additional security and janitorial needs during this period [Space/Students]
- 133. Launch feasibility study for liberalized food and drink policy [Space/Students]

MARKETING / PROMOTING LIBRARY

- 134. 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:
 - A periodically changing public PC desktop image with upcoming library events/classes, resource tips, etc. Possibly different libraries could have different desktop images
 - b. Change library signage to be positive not negative, encourage "ask us"
 - c. Add prominent, professionally done photographs that show people using the library (on web pages, print publications, etc.).
 - d. Push new book lists out to faculty. Electronic lists of selected new books in each library
 - e. "Top 10 lists" that changes often maybe: "top circulating books this week" or "top downloaded articles this week"
 - f. Interview seniors for the top 10 things they wish they knew about the library when they were freshmen
 - g. Present new items prominently and attractively, capitalizing on the visual appeal of new book covers
 - h. Get instant feedback and post on bulletin boards/whiteboards
 - i. Reach out to students in dorms.
 - j. Poster campaign
 - k. Online exhibits complement physical exhibits in libraries
 - I. Short Video/audio tours of the collections and major public services (ILL, Circulation, Reference, etc).
 - m. In-library podcast tours
 - n. Tables outside library with handouts, promotional materials, coffee
 - o. instill the idea that the library will come to YOU [Marketing, Remote Users, Online Services]
- 135. Host a reception for new faculty in fall semesters with library representatives invited. Send all new faculty a welcome package of promotional materials and information relevant to their research/teaching needs. [Marketing]
- 136. 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 work load [Marketing, Remote Users]

INTERDISCIPLINARY

- 137. Redesigning collection fund structure toward broader subject groupings [Interdisciplinary]
- 138. Expand expectations of liaisons. Participate in departmental meetings, host interdisciplinary/multidisciplinary seminars, use existing listservs to reach out. [Remote Users, Interdisciplinary]

- 139. Review our array of metadata, cataloging and wayfinding services including subject guides to see how they support or hinder IDR and MDR [Interdisciplinary]
- 140. Scan campus fro major collaboration activities. E.g., select 3 of these new institutes and build teams to reflect those collaborations
- 141. Examination of privileges to collaborations beyond university; LBL licensing support study [Interdisciplinary]
- 142. Talk to people who served on past teams (Mellon Project) what worked and what didn't? Review the evaluation data

USER SERVICES : On-site

- 143. Change staffing hours in order to provide services outside of the "9-5" [Online Services]
- 144. Initiate a peer-to-peer student reference service [Remote Users]
- 145. Pilot locating librarians in departmental settings to offer some office hours. Locate reference services staff in dorms, dining halls, classroom buildings, Stanley Hall, Sproul Plaza, Free Speech Café, Gardner Stacks and to handle faculty office visits and short visits on-demand for workgroups. Consider use of notebooks/laptops [Space/Services, Interdisciplinary, Remote Users]
- 146. Appoint a group to develop outreach programs to the departments & colleges, faculty, student groups or support units with the aim of integrating libraries and librarians into their work. [Space/Services, Interdisciplinary]

USER SERVICES: Online

- 147. Explore new approaches to reference services: expand online reference, create a database-backed FAQ for users to search themselves, create a single search (metasearch, federated search function), initiate text messaging reference, continue development of short online tutorials and location/linking to them at points of need. Expanded chat/text/Skype/IP/phone-in reference services with more visible links (recognizing that asynchronous communication may not be most efficient form of knowledge transfer.) Shorten email response time to 24 hours. More links to realtime "ask a librarian" services. [Online Services, Remote Users]
- 148. Identify areas where multifunctional teams will be best able to develop services across formerly-siloed areas. For example, providing public services on mobile computing devices may require a team of people from public services, systems, IS & T and technical services. [Space/Services]
- 149. Appoint a small group to explore ways for librarians to curate specific subjectbased feeds or web pages to facilitate easy virtual browsing of new materials in

- all formats in a timely manner. Facilitate email of new resources to specific departments. [Space/Services, Remote Users]
- 150. Explore use of social networking tools. Create Library presence in Facebook, myspace, etc with email/chat reference. Host virtual communities of users similar to Facebook. Encourage better metadata tagging. Encourage library staff to write entries in wikipedia about the collections, services. Library can host various software applications for students (blogs, wikis, etc). Policies can be set for limits on access. [Online Services, Remote Users]
- 151. Assess most effective virtual training tools and use them [Remote Users]
- 152. Review the nature of library's public workstations. Make online services that students use available (Firefox, Zotero, Flickr, etc.) Allow email. Investigate & pursue access to productivity software packages via Calnet authentication from public PCs [Online Services, Remote Users]
- 153. Launch and support universal charge/discharge [Interdisciplinary, Remote Users]
- 154. Consortiums with smaller academic libraries (Link-plus) to ensure access. [Remote Users]
- 155. Reduce book request patron receipt time to 2 weeks. [Remote Users]
- 156. E-books discharge or chapter rental. [Remote Users]
- 157. On-line translation service for foreign language materials. [Remote Users]
- 158. Training on subscription dbase alerting services [Remote Users]
- 159. Create a "virtual Moffitt" web site for undergraduates [Remote Users]
- 160. Move away from the proxy and the VPN to single sign-on [Online Services]
- 161. Online software packages for students accessible via VPN/Proxy or other such services [Online Services]
- 162. Develop an information kiosk for directional/basic questions; for instance, a patron could enter the question "Where's the bathroom?" and a map of the library would be displayed [Online Services]
- 163. Virtual media center online with streaming media on web sites [Online Services]
- 164. Investigate initiation of Netflix-like DVD circulation service [Online Services]
- 165. Self-service textbook library or collection for student use [Online Services]