

Department Meeting/Catalogers Group
February 9, 2006
2:30-3:30

Recorder: John

Library Strategic Plan and Unit Work Plans: Where This Is Coming From

In a leadership development program that John is participating in, there was a homework assignment to locate the university's strategic plan and bring it to a meeting for discussion. Surprisingly, no overall campus strategic plan exists for UCLA--only the schools and colleges have them. The chancellor's feeling has been that we are too big and complex a place to have an overall plan. This has an obvious effect on cohesiveness.

Gary Strong and Susan Parker are hoping to have everyone here identify as part of the University Library, and not with the particular unit we happen to work in.

Having an overall strategic plan can assure we are pushing in the same direction.

The strategic plan will be a key to how Library resources get distributed in the future, and how operational effectiveness will be assessed.

The strategic plan prepared last November was written for an external audience, the university administration. It now needs to be expanded to include work plans that will assure the strategic plan goals are met.

The prioritization in a workplan can help units identify work that they can stop doing.

This will be an ongoing process.

How the Work Do We Fits into the Library's Strategic Plan

John attempted analyze the entire document to find and identify all the passages that mention the unit explicitly (green) or implicitly (yellow). Those attending identified about half a dozen more. John asked that staff let him or section heads know of any additional passages relating to the department come to mind later. (See the color-coded document at the end of these minutes.)

What Needs to Be Included in the Work Plan

When we get done with the plan, it should include

- Work priorities for our unit, covering July 2006-June 2007
- Cite routine work we do + New & different activities we plan to undertake
- Point out the connections the work plan has to the Library Strategic Plan
- The resources we have and those we will need
- Criteria for measuring our success
- How we will handle things that don't go as expected or don't go well

--Description of the process used to come up with this work plan + How we will generate the next one.

A Process We Could Follow for Developing Our Unit Work Plan

Cataloging & Metadata Center staff agreed with a proposed plan to (1) have all staff brainstorm the content of a document, first the work we do, then the ideas for what we'd like to accomplish in FY07 (2) have Section Heads take this input and develop a document for staff to react to in a subsequent meeting in March.

There's no template to follow. AULs will sign off on unit work plans submitted. It will be possible to view on the Staff Intranet what other units write. Coordination with other units is possible and desirable.

Example: It is likely Stephen Davison will consult about digital library metadata plans. All the standing groups in the Library that meet will be asked to develop a work plan.

What Are "Individual Work Plans" About?

These will describe the work individuals will be doing in support of the Unit work plan. We need to develop the unit work plan first as a framework.

We will learn more about individual work plans later. They can be quite short. Updating of job descriptions, to reflect the work actually being done currently, is something that we might do as part of this process.

Brainstorming

Louise suggested starting at high level view of what we do. John then asked how staff would describe to non-Library friends the type of work they do for the Library. The resulting brainstorm session covered both general mission-statement types of responses as well as descriptions of the various types of work we do. Sara's transcription of the flipcharts is below. In section meetings to be held in the last half of February, staff will contribute ideas of what they would like to see their section and/or department accomplish next fiscal year. Section Heads will work with that input.

What do we do/what are we?

Facilitate access

Pulsing heart of the library

Treasure of languages and knowledge that creates access to the collections of the library

Trainers for technical services/the library staff

We are the ones who supply/are responsible for the rich underlying metadata on which services are built

We organize and provide access

Process materials in a timely fashion

Ensure accuracy of records that facilitate access

Center for organizing information for people to access and retrieve

Provide expertise—in partnership—for organizing ... can help build effective alliances with others on campus [outside the library]... collaboration with others

Source of cataloging/metadata for others ... we get their metadata in return

Leadership within local, regional, and national context

Collaboration with other units within the library (e.g., to develop bindery procedures, serials check-in procedures, etc.)

Promote visibility of library through participation

Huge part of the library is the catalog

Constant striving to eliminate backlogs

Use power of technology to get increasing amount of work done (facilitate efficiency, e.g., macros)

We do reference work, interact with faculty, help users find things in the catalog

Maintain collection (e.g., withdrawals)

Maintain dynamic index to the collection

Problem solving through revising the catalog

Enhance existing OCLC records—improve the bibliographic universe

We have good ideas, are creative, influential, help set standards

Act as resources to [for?] and provide access to materials ... [quote from plan]

Catalog helps people help themselves (unmediated tool)

Collaboration with CRL and other institutions to create catalog records

Statewide ERM support

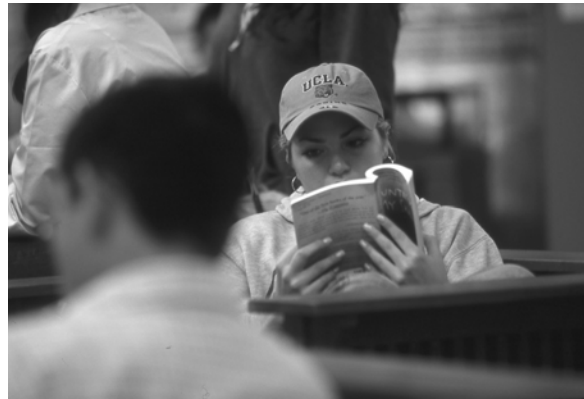
Manage process for inclusion of record sets (supports SP 2.3 bullet on assuring comparability of metadata)

Cataloging is the “Unrivaled intellectual centerpiece of the profession” from John Riemer “A **Practitioner’s View** of the Education of Catalogers.” CCQ 16(3): 39-48 (1993)



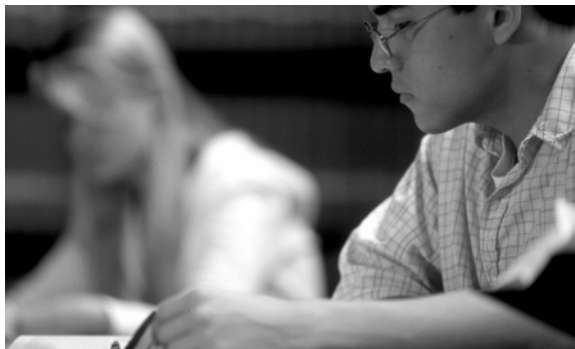
UCLA LIBRARY

[Cataloging and Metadata Center's work mentioned **explicitly** or **implicitly**]



Strategic Plan 2006-09

November 15, 2005



Introduction

“No other library matches the UCLA Library.”
– Jared Diamond, Professor of Geography

The UCLA Library forms the bedrock supporting all aspects of the university’s mission of teaching, research, and public service. As a vibrant enterprise within the academy, the Library’s mission is to provide access to and delivery of information resources to UCLA students, faculty, and staff. More actively than ever, the Library:

- **Develops, organizes, and preserves collections** for optimal use and provides links to remote information sources.
- **Provides services** that enable its users to fulfill their academic and intellectual needs.
- **Engages researchers, scholars, and other users** locally, statewide, nationally, and internationally.

As one of the top five major academic research libraries in North America, the Library must provide world-class collections, services, instructional programs, and facilities to support the world-class institution that is UCLA. Relying on its highly skilled staff, the Library forges effective partnerships, capitalizes on the use of technology, and aggressively contributes to the excellence of UCLA’s students, faculty, staff, and programs. In order to maintain and pursue this competitive stance, the Library uses its staff, services, and facilities to develop, combine, and balance virtual and physical collections in order to preserve the world’s knowledge, provide present UCLA scholars with the means by which they create new knowledge, and anticipate the needs of future generations.

Chancellor Albert Carnesale has affirmed the Library’s centrality by identifying it as a foundational enterprise that is vital to maintaining and enhancing UCLA’s academic core. The Library has identified four key priorities that define its place at the university’s academic heart and that support all aspects of UCLA’s mission:

Priority: Building and Enhancing Research Collections

To ensure that collections continue to meet the teaching and research needs of UCLA faculty and students, future planning must acknowledge budgetary and space imperatives along with changes in the format and distribution of scholarly output.

Priority: Enhancing Services

This involves working closely with users to understand how they use the Library and what their needs are, and it also requires transforming the institutional organization to be able to respond rapidly to these changing needs and usage patterns.

Priority: Focusing on Information Literacy

Working collaboratively with faculty to strengthen undergraduate students’ basic information research skills, librarians have created adjunct courses; interactive, online

tutorials; and library instruction integrated into a major. Efforts must be expanded to assist and support even more faculty, departments, and students.

Priority: Targeting the Library as a Physical Place

Online resources and services are rapidly expanding, but turnstile counts show no signs of decreasing usage of the campus libraries. And changing patterns in pedagogy require innovative spaces for learning and group study along with space for collections, research, and individual study.

The Library's strategic plan advances six goals, each supported by outcomes and strategies, that show its commitment to these key priorities. The vision of the strategic plan sustains the chancellor's Strategy for Greatness by concentrating on the Library's excellence as a source of the university's excellence. The plan integrates the Library's support of key university initiatives to enhance interdisciplinary activities and to develop an international focus. And the plan places the Library in a leadership position within the scholarly community with regard to developing and advancing new models for dynamic research collections, services, and spaces.

“All of us at UCLA treasure the legacy that is the UCLA Library. With its distinguished collections, technologically advanced facilities, and superb programs, it is an intellectual link between the campus and the global community.”

– Albert Carnesale, Chancellor

UCLA LIBRARY GOALS, 2006-09

A. Transform the Collection

The UCLA Library will transform its collection from a stand-alone, comprehensive research collection to a dynamic collection that is interdependent with and complementary to other collections, while continuing to sustain scholarship and teaching at the highest level. Print and digital research collections will be redefined to make them interdependent and complementary to, not competitive and redundant with, those of other great research libraries. This will ensure that scholars and students have access to the deepest and broadest holdings both in traditional formats and through new media..

**“How could there be so much information available at hand?
(I was a little amazed!)”**
– Comment from undergraduate participant in

1. Rationale

UCLA has achieved international renown for the excellence of its academic program, and an essential element of that success has been the UCLA Library. **Broad and deep collections** are vital to high-quality research, teaching, and learning across all disciplines, and world-class collections **attract and keep the best faculty and graduate students**. However, rising costs for both traditional and electronic content, ever-increasing numbers of scholarly publications in both core areas and new fields, and increasing demand for access to new forms of knowledge have jeopardized the Library’s ability to sustain the excellence and competitiveness of its collections. The collections budget has remained flat against continuing double-digit inflation, which undermines efforts to keep Library collections competitive with those of other top universities. Reduced staffing threatens the ability to acquire, **catalog, and replace items in a timely fashion**.

The nature of the scholarly publishing industry, particularly the monographic publication segment, is such that materials must be obtained when they are published; they may be out of print and unavailable in less than a year. Thus, collection building must be a continuous activity that cannot be put on hold for even a short period of time without affecting the collections’ comprehensiveness. The formats of scholarship and publishing and new forms of information are in demand by scholars and graduate students in all disciplines.

Accomplishment: UC Joins Open Content Alliance

The University of California system’s recent agreement to join the Open Content Alliance – partnering with other universities, content providers, and technology companies including Yahoo to digitize out-of-copyright library holdings – capitalizes on this new field of endeavor and will make these educational resources more widely available to the general public as well as scholars.

While the Library needs to retain highly skilled subject specialists to develop traditional collections, it is building a new cadre of experts who license digital resources, **manage huge packages of electronic journal titles**, partner with faculty and graduate students to develop born and reformatted digital collections. In addition, large-scale digitization projects such as the Google Print Initiative compel us to rethink the landscape for both print and digital collection building.

The University of California (UC) system and its network of libraries comprise one of the UCLA Library's great, and not yet fully utilized, resources. **Collaborative projects**, shared resources, cooperative purchases, and innovative, novel digital content programs among UC libraries enable the UCLA Library to maximize financial resources while broadening and deepening collections. **Working creatively and collaboratively within the broader UC context offers great possibilities**, and its full potential has yet to be realized. As one of the UC system's major libraries, the UCLA Library plays a leading role in the stewardship of written culture and the scholarly record and their preservation for posterity.

Today's academy is awash in at-risk digital content. Records of scientific research are stored in electronic datasets, presented in visualization files, shared in electronic working papers, and published in electronic journals. Humanities scholars analyze electronic texts, create digital models, and generate new forms of digital performance. Historians and social scientists study new communities in cyberspace, track political changes through short-lived campaign Web sites, and bring together virtual encyclopedias and databases of digitized primary materials. Without attention, both the record of scholarly activity and the materials that support scholarship will disappear. The Library must **collaborate with the campus to** collect, preserve, and **provide access to digital scholarly content** created by faculty and students both now and in the future.

Accomplishment: Library Offers Digital Content Solutions

The Library has developed a suite of systems that house and maintain digital content and can be a powerful partner in solving the challenges of the future of digital content. The Digital Library Program can host digital assets in many forms, including text, photographs, audio files, and archived Web sites. The California Digital Library's (CDL) eScholarship Repository provides a platform for digital publishing such as posting working papers, starting a peer-reviewed e-journal, or sharing the data that supports a publication. The Digital Preservation Repository provides a safe location for important digital content, with technology and procedures to guarantee it a long life. The new eLearnStor system will allow faculty to share electronic teaching materials with colleagues.

2. Outcomes: The Collections in 2009

- To sustain UCLA's scholarship, teaching, and excellence on the highest competitive level, the Library **leverages its interdependence and collaborations with other research libraries** and the Center for Research Libraries (CRL).
- In collaboration with UC, the Library has a state-of-the-art preservation program and strategy that ensures the perpetual access to print collections and digital assets.
- Rigorous collection planning and assessment ensures that collections are aligned with

users' needs and support established and emerging academic areas and that the Library serves as a trustworthy steward of the scholarly record and of university resources committed to it.

- The Library publicizes its collections both broadly to donors and the community at large and strategically to users interested in specific holdings.
- The Library plays an important collaborative role in developing a campuswide strategy for the collection and preservation of digital content created by UCLA faculty and students.

3. Strategies: Collections Objectives 2006-09

- Fluid collection-development policies and collection-assessment tools will be created that align collection activities and efforts with diversifying and expanding research and instruction.
- A collection development strategy will be developed that balances and integrates print and digital resources, whether acquired, licensed, converted, or born digital.
- Cooperative initiatives and strategies with UC libraries, CRL, and other academic libraries will be expanded to build shared and shareable digital and print collections. For example, the Library will work with other UC libraries to develop the electronic resource management system into a useful tool for collaborative and consortial acquisitions and cooperative cataloging of resources.
- Funds will be raised to sustain and organize exceptionally strong and broad research collections of monographs, including those in foreign vernacular languages, that support UCLA's interdisciplinary strategic initiatives and core areas such as international studies.
- In conjunction with UC and other consortia, the Library will create and implement licensing strategies and business models for scholarly content that control price increases and allow acquisition of the maximum amount of content.
- The Library will partner with other UC libraries to build a state-of-the-art preservation plan and program.
- The Library will participate in the Open Content Alliance digitization project, focusing on digitizing unique materials held in UCLA collections.
- The Library will utilize opportunities provided by Google Scholar, Google Print, and similar local, regional, and national projects when they offer efficient and cost-effective access to materials needed by UCLA students, faculty, and staff.
- Collections, particularly those in new and interdisciplinary areas, will be featured in exhibits, extensive Web sites, printed and online publications, programs and conferences, and other events.

B. Collaborate on Scholarly Publishing

“The ballooning costs of academic publications are preventing faculty members and researchers from gaining access to the world’s scholarship and knowledge.”

– Richard C. Atkinson, former president of the

The UCLA Library will collaborate with UC-wide and national efforts to end the unsustainable paradigm of scholarly publishing and to create a viable model for the dissemination and distribution of knowledge.

1. Rationale

The transformation of scholarly communication and publishing is essential to ensure the free flow of scholarly information for scholars now and in the future. Several forces pose an imminent threat. First, the commercialization of publishing by both for-profit companies and nonprofit societies has led to escalating prices that far exceed the growth of library budgets. This has created a dysfunctional marketplace, particularly in the case of scientific journals, and these costs have forced libraries to limit book purchases, to cancel journal subscriptions, and to reduce expenditures on specialized research materials. Second, many journals require authors to assign copyright for published works to the publisher, which limits the ability of authors to share their work in other forms and through other outlets. Third, academic promotion and tenure review committees continue to reward publication in historically prestigious journals, regardless of their price, and undervalue alternative peer-reviewed modes of scholarly publishing.

Accomplishment: Steps Taken to Address Scholarly Publishing Crisis

To maintain the free flow of scholarship, fundamental changes must come from the faculty and the university. A number of steps have already been taken that acknowledge the seriousness of the problem and begin to explore and implement possible solutions. Beginning at the UC system level, the Academic Council has established a Special Committee on Scholarly Communication to steer systemwide Academic Senate responses, and the Office of the President established an Office of Scholarly Communication as a locus of operational and administrative support. UC has also created and actively promotes the CDL eScholarship Repository for pre- and postprint journal articles, symposium papers, and research results.

2. Outcomes: Scholarly Communication in 2009

- As a campus and systemwide leader in the development of strategies and mechanisms to establish viable models of scholarly communication and publishing, the Library plays a vital role in disseminating and preserving scholarly knowledge.
- The Library partnered with the Office of Research and the Office of Intellectual Property at UCLA to establish an infrastructure that encourages and supports faculty and graduate students in transforming the system of scholarly publishing. UCLA faculty and administrators have been engaged on this issue through an extensive and unprecedented level of consultation, communication, and collaboration involving the Library, the campus, and the UC system.
- The Library licenses scholarly journal content based on a new model in which the price of a publisher's offerings is based on the value of the article as determined by citations and impact rather than on costs determined by the publisher.
- The CDL eScholarship Repository has matured into a multifunctional repository of choice for UCLA and UC faculty scholarship and research including pre- and postprint articles, seminar and conference papers, monographs, journals, datasets, and faculty

electronic records. Services of UCLA University Archives have been redefined to capture, preserve, and deliver the electronic records and research of faculty.

- UCLA librarians are influential participants in the national arena in developing expertise, creating policy, and implementing innovative programs for transforming scholarly publishing.
- Faculty and administrators are aware of fundamental issues of sustainability and options for disseminating scholarship and collaborate on developing effective and economically viable models of scholarly and scientific publishing.
- The Library infrastructure supports the scholarly communication program, including assessment, communication, and faculty support. As a main component of this infrastructure, the Library sponsors regular symposia that engage faculty and graduate students in discussions about major issues including copyright management, open access, and self-archiving.

3. **Strategies: Scholarly Communication Objectives, 2006-09**

Accomplishment: UCLA Preserves Scholarship

UCLA has assumed leadership in the scholarly community by participating in the UC-wide JSTOR paper repository project to provide and guarantee perpetual access to materials represented in that database.

- The UCLA Library will collaborate with other UC campuses to develop a strategy for negotiating systemwide licenses that reduces the base price of packages and controls annual cost increases.
- Working with the UCLA Office of Research, the Library will develop an infrastructure that supports and encourages faculty to disseminate their research and scholarship through open-access journals and repositories.
- Partner with campus administrators and departments, the Library will establish a service that offers faculty a range of support for managing their digital assets and intellectual property; services will include assistance with copyright management, e-reserves and course management policies, self archiving and repository usage, and advice regarding open-access journals.
- The Library will create an electronic publishing outlet/service for graduate and undergraduate student papers that educates students about issues of intellectual property and dissemination of scholarship in open-access models.
- The Library will develop and implement a systematic plan and mechanism for identifying and tracking faculty who support alternative methods of scholarly communication, deposit materials in institutional repositories, and publish in open-access journals. These trailblazers will then be used as models to leverage wider faculty engagement and participation.
- The Library will develop a metadata set to apply to scholarly journal articles, which will be used to inform faculty and administrators of the costs, value, and impact of scholarly journal and open-access options.

C. Make Specialized Collections Accessible

The Library will guarantee that the totality of its specialized and unique research

resources are identifiable, accessible, and available for researchers and students.

“There’s a huge amount of material here. It’s an incredible gift for me and my students to look at and to use.”

– UCLA History Professor Joan Waugh, talking about circulating and special collections in the Charles E.

1. Rationale

As a foundation of UCLA’s academic enterprise, the Library underpins the university’s reputation as one of the nation’s finest research institutions, public or private. Its specialized and unique research collections give UCLA a competitive advantage over comparable regional, national, and international institutions, and as the core of general collections becomes increasingly duplicative among libraries and more available online, these rare and specialized holdings assume an even greater importance in defining excellence. **The richness and range of specialized research resources and unique materials range across all disciplines and reflect materials in hundreds of languages from all over the world.** These materials support research in cutting-edge scientific fields such as stem-cell research, strategic interdisciplinary fields such as genetics and society, and vital international areas as Asian studies. Faculty and graduate student research and teaching encompass a broad, complex range of topics that rely on these resources, which are found in the Library’s special collections libraries, **its main circulating collections, and its virtual digital library.**

Accomplishment: Library Collects Unique East Asian Materials

The Richard C. Rudolph East Asian Library houses some two hundred unique Chinese, Japanese, and Korean vernacular-language manuscripts.

The Library’s rich holdings of rare books, manuscripts, and photographs are essential primary sources for research in the humanities and **must be findable by and accessible to faculty and graduate students.** **Many holdings remain hidden and inaccessible because the pace of acquiring materials has outstripped the ability to process them.**

Though the problem of hidden collections is one shared by many libraries, the situation at UCLA is particularly acute; many manuscript collections are unprocessed, and **rare-book and specialized-subject backlogs** are among the largest in the country. Making these holdings available digitally presents an additional challenge: the vast majority of the Library’s unique collections are not digitized, and their digitization would require copyright clearance, **creation of metadata, adherence to descriptive standards,** and preservation of digital files, all of which involve associated costs.

In addition, unique and specialized collections will come to the Library in the future in digital form. New policies, procedures, and infrastructure will be required to keep these collections from becoming tomorrow’s hidden treasures.

2. Outcomes: Specialized Collections in 2009

- **Easily discoverable** existing holdings reveal the Library’s hidden treasures and yield new

opportunities for scholarship, teaching, recruitment, retention, and collaboration.

- Processing and cataloging backlogs of materials in all formats have been eliminated.
- The metadata for all physical and digital collections are comparable enough to facilitate federated searching.
- The Center for Primary Research and Training has expanded to include graduate students and special collections materials outside of the humanities and social sciences. This has integrated the Library more firmly into teaching and research and aligned it with campuswide strategic initiatives focusing on faculty and student recruitment and retention.
- Digital projects built around rare and specialized research collections highlight the Library's commitment to traditional means and objects of learning while taking full advantage of technological innovation and change.
- The prestige of the Library's superlative holdings and the need of comparable spaces to house them form a key message point in the Library's capital campaigns.
- The UCLA Library plays a major role in defining best practices for collecting and managing and preserving archival collections in digital form, including the records of scientific research.

3. Strategies: Specialized Collections Objectives, 2006-09

- Processing capacity will be increased by leveraging new technologies and committing resources to describe and deliver specialized research materials.
- New standards and metadata for description and delivery of research materials will be implemented to maximize access to research collections.
- The Center for Primary Research and Training will remain a top fundraising priority.
- The creation of digital assets will be integrated into the processing flow of special collections materials, and a digital asset management strategy will be adopted that ensures the widest possible access to the Library's unique and specialized collections.
- The project to convert all special collections finding aids to electronic format through the Online Archive of California will be completed.
- The Library will identify and apply for appropriate grants for processing of manuscript collections.
- Recognizing its unique strengths in highly important and rare Near Eastern manuscripts, the Library will leverage grant funding to create one of the most important digital libraries of materials in Near Eastern languages.
- A comprehensive, Librarywide special collections management system will be created that incorporates all pertinent data and automates all applicable functions related to collection development and management.
- The Library will collaborate with the UCLA Office of Intellectual Property to develop an approach to managing the intellectual property rights of specialized research collections that allows resources to be shared broadly with the scholarly community and protects and enhances the Library's commercial rights to unique materials.

D. Enrich Services

The Library will significantly enrich its academic experiences by designing, delivering, and enhancing high-quality services that support research, teaching, learning, and the creation of knowledge

“ . . . The website is MUCH better after the last big change”

LibQUAL+2005 comment from graduate student

1. Rationale

One of the significant challenges facing the Library is to distinguish itself as a user-centered, future-oriented organization offering attractive learning environments and services that enable and support faculty and student success. Developing and sustaining excellence as a service provider in an increasingly complex information arena is essential if the Library is to continue to support UCLA’s wide-ranging academic endeavors.

Data and information from user input and assessments reveal that the demand for more sophisticated informational and instructional services continues to grow, particularly those that are Web based. Virtual usage of the Library has grown exponentially, with the numbers of users accessing the Library’s homepage nearly equaling the number who walk through its doors, and users have embraced initiatives outside of academia such as Google Scholar. These developments challenge the Library to **find new, more seamless ways of making its holdings more easily discoverable and accessible**; at the same time, these changes highlight the **unparalleled value of the organizational and integrative role the Library performs** in collecting, preserving, and making available **multiple formats of material in all languages and subjects and across all time periods**.

In order to remain relevant and to continue to support research, teaching, and learning at the highest levels, the Library must do more than satisfy users’ needs and expectations. Refinements and new developments in educational technology have created new needs and expectations among faculty and students for services in support of teaching and learning. The Library must anticipate and exceed these new needs and expectations, and to rise to this challenge will require a shift in the Library’s service vision and organizational outlook.

Seeking user input and assessing usage patterns are fundamental to the development, design, and delivery of responsive user services. The Library currently gathers user feedback in a variety of ways, including formal assessment instruments such as the LibQUAL+ survey, focus groups on specific topics and programs, usability testing on Web interfaces, and individual comments in person, by telephone, and by email. Quantitative analyses of usage statistics for Web-based, in-person, and telephone services provide additional information about users and further contribute to informed decision-making about services.

In 2007, the UCLA Library will be a client-centered, future-oriented organization offering attractive learning environments and services enabling and supporting faculty and student success. A coherent and comprehensive suite of services will facilitate access and use of our rich and diverse collections. A knowledgeable, flexible, and responsive staff supported by an organization committed to learning will provide leadership and expertise for the University community as services are transformed. In 2007, the Library will have met its obligation to open its collections to independent exploration, **to provide easy access to their content**, and to empower the Library’s users to become independent learners. The Library will have successfully used the tools provided by today’s technologies to make **comprehensive, coherent, and well-organized access to scholarly information worldwide** a reality for our users. Innovative, service-enhancing solutions will be increasingly recognized

as models for other research institutions and as one of the top reasons to use the UCLA Library.

Accomplishment: Library Participates in National User Survey

In 2005 the Library participated for the second time in LibQUAL+, a national project to measure service quality. Overall, 2005 results showed some improvement over those from 2003. In particular, there was a marked increase in undergraduate students' satisfaction in all three of the survey's dimensions.

2. Outcomes: Services in 2009

- The Library's service portfolio is distinguished by an integrated suite of innovative, user-centered services.
- The Library has enhanced and expanded 24/7 access to multidisciplinary digital information and collections, services, and integrated campus systems to support faculty, students, and staff research, teaching, and learning.
- Users have extensive options for controlling and customizing how they access collections and services.
- **Rich, underlying metadata guides users to many services.**
- Collections and services are integrated into user environments, making them seamlessly available for use in learning systems, portals, scholars' workstations, and personal productivity tools.
- Staff identify, test, and deploy emerging service models to re-engineer and enhance Library operations.
- Faculty view the Library as an important partner in research projects, providing them with expertise and technologies for digital content creation, metadata, shared access, and long-term preservation.
- The Library continues to be a major part of the new Internet information landscape, with systems used by faculty and students as efficient, valuable, and trustworthy sources of scholarly information.

3. Strategies: Services Objectives, 2006-09

- The Library will develop a scenario-based vision for services that builds on its strengths, encompasses changes in pedagogy and in the academy, and embraces not only current but also emerging technologies.
- A master plan for services will be developed that reviews current services in light of new user needs, new modes of teaching and learning, and developments in campus and information technologies.
- Anytime/anywhere access will be provided to electronic, print discovery, audio, and video information.
- Services and technologies that promote user independence will be expanded and improved.
- Easier searching, requesting, and delivery of services via the Library Web site will be facilitated from different local, systemwide, and external systems, including research portals, catalogs, journal article databases, reference tools, and digital content.
- The state-of-the-art in Internet search services and content repositories will be

monitored and the best practices to improve user experience with Library systems – such as intelligent error correction, sophisticated tools to organize retrieval, and recommender systems to find related material – will be adopted.

- The Library will ensure that all systems support multilingual searching and display, including in non-Roman alphabets.
- The Library will create integration tools to embed collections and services in the Common Collaboration and Learning Environment, testing the process with the Sakai pilot.
- A collaboration with the Faculty Committee on Educational Technology begun in 2005 will support the launch of several pilot projects to explore the issues related to the afterlife of courses, information skills for the twenty-first-century learner, and services in a digital scholarly space.
- A Librarywide assessment program will be created that encompasses disparate methods of gathering user input currently in use across the system and that reflects best practices in North American research libraries.
- Effective alliances will be created with campus entities, the UC system and CDI, other universities, and outside vendors to discover, adapt, foster, and implement emerging service models, including expedited ordering and cataloging, improved reference services, and expanded self-service options.
- The Library will develop its organizational capability for experimentation in order to provide its staff with the knowledge, flexibility, potential, and authority to pilot, manage, and advance client-centered services and systems.
- Methods to formally recognize, support, further develop, and tap the talents, diversity, and aspirations of Library staff will be developed.

E. Improve Research Skills

Through a strategic, vigorous, and diverse mixture of instructional activities and beneficial partnerships, Library instructional programs and offerings will measurably raise the level of UCLA undergraduate students' information competence and will enhance the research skills of graduate students and faculty researchers.

“. . . our honors seminar truly gave me skills I will utilize throughout my college career and my entire life.”

– Undergraduate student Matthew Barragan

1. Rationale

Information overload is an increasingly common phenomenon experienced by today's researchers, whether undergraduates, graduate students, or faculty. Students and researchers must choose from a number of Internet search engines, many library catalogs, hundreds of abstracting and indexing sources, thousands of online journals, and numerous other resources before pinpointing the information they need to do their work accurately and effectively. On one end of the spectrum, faculty have the advantage of years of experience, in-depth knowledge of their disciplines, and, in many cases, personal advice and assistance from their library liaisons. On the other end of the spectrum, many students begin their UCLA careers without having written a single research paper in high school.

The Library has responded to these diverse information needs by offering research and instructional services that support gathering, evaluating, and synthesizing information; translating it into knowledge and new ideas; and communicating that knowledge both within the institution and to the world. Myriad Library initiatives in this area have been recognized nationally, but to remain relevant to users as well as competitive among UC and professional peers, the Library must further engage researchers and design more creative ways to develop undergraduate students' information research skills and strengthen those of graduate students and faculty.

Facility with information and communication technologies enables researchers and students to master conceptual and practical skills for gathering, evaluating, and ethically using information to enrich their academic, professional, and personal lives and become effective lifelong learners. In order to both enhance and expand its information literacy efforts in this area, the Library must address several challenges. These include deficits in information and research skills among different user groups, staying abreast of relevant developments in technology, and developing staff expertise to take advantage of these developments to better meet users' needs.

Faculty who participated in the Library's 2003 focus groups on undergraduate research skills specifically articulated the need to address deficits in information and research skills among their students. The Library's Information Literacy Program, which focuses on lower-division undergraduates, has clearly demonstrated the value of training students in how to locate information efficiently, evaluate it, and use it effectively and ethically. These efforts are well underway in lower-division courses, particularly in general-education cluster courses.

Other groups have differing needs. Experience has shown that transfer students benefit from a specialized program of instruction to establish and build on fundamentals. The Library has done pilot projects targeting upper-division undergraduates and graduate students, whose needs include advanced, sophisticated information research skills; mastery of specialized print and online resources and services in their disciplines; and thesis and dissertation support. Faculty and graduate students require broad, collaborative interactions with librarians in support of their specialized needs.

Meeting growing interest among faculty and students for these services requires both more staff and more staff with specialized training. Digital approaches to information literacy such as interactive online tutorials, podcasting, and blogging are increasingly popular, particularly among undergraduates.

Accomplishment: Library Instruction Hits the Airwaves

Podcasts and campus television segments that introduce services in the Powell Library Building offer alternative instructional methods that address users' diverse learning styles. Yet these and other digital creations require instructional design experts, knowledge of instructional technology, and ongoing tech support.

2. Outcomes: Research Skills in 2009

- Instructional excellence is both a programmatic and individual goal for librarians, who are increasingly recognized as outstanding teachers.
- The Library offers sequenced approaches for delivering and integrating information

literacy instruction into the curriculum for a discipline or major at all levels, and a multi-modal model to deliver instruction is the hallmark of these instructional efforts.

- The Library's efforts target the research and information needs of graduate and upper-division undergraduate students in order to strengthen their basic skills while continuing to build on existing services offered to lower-division undergraduates.
- The Library's liaison program with faculty and graduate students in the disciplines and in interdisciplinary studies embeds and extends research support.
- The Library uses a baseline measurement and sustainable data-collection model to gauge the effectiveness of its research and instructional programs.

3. Strategies: Research Skills Objectives, 2006-09

- The Library will develop and strengthen alliances that identify the needs for and facilitate the expansion of instructional services, including collaborations between faculty and librarians, consultations with campus information technology units, and partnerships with funding groups.
- Collaborations to teach and foster information literacy between the Library and groups and individuals on campus will be expanded. Examples include the GE Cluster Program, Office of the Dean of Students, Office of Residential Life, Office of Instructional Development, academic departments, academic administrators, and computer specialists.
- The Library's Information Literacy Program will be expanded by developing campus library-specific action plans that are targeted to each library's particular constituencies and that incorporate specific goals, actions, and measurable outcomes to advance information literacy among their primary clientele.
- The Library will offer various learning options in order to reach as many students and learning styles as possible, including online and digital formats such as tutorials and research guides on the Web, digital learning objects, blended instruction courses or approaches, email consultation services, integration into course management systems, fully online courses and workshops, discussion board participation, blogs, and podcasts.
- Pilot projects with representative groups will be used to test scaleable and sustainable instruction models in different disciplines. Building on the sociology department project, two departments will be identified and a plan developed for sequencing and embedding information literacy into their curricula.
- Data will be gathered from faculty and graduate students about their needs for research support and information literacy collaborations. The liaison program will then be enhanced in ways that meet those needs.
- Techniques for continued data collection will be developed, which will be used to refine information literacy offerings.
- Various assessment techniques, including assessment of student learning outcomes and classroom effectiveness, will be used to determine instructional excellence; faculty focus groups may also be used to assess their level of knowledge of the Information Literacy Program and whether working with librarians on information literacy yields positive outcomes for students.
- In order to assess the need among students for strengthening technical, research, and information skills, the Library will consider further participation in the national Educational Testing Service Information Communication and Technology assessment initiative and will identify other tools to measure baseline data.

F. Enhance Learning Spaces

To remain worthy of its mission, the Library must plan, develop, provide, and support the highest quality, pioneering, multifunctional learning spaces in order to facilitate, nurture, and strengthen learning, teaching, and research on campus.

“The YRL should be destroyed and a 21st century library built in its place. It is probably the most unattractive, uncomfortable, and uninviting major research library of a R1 institution”

1. Rationale

The rapidly changing digital environment and the parallel revolution of electronic access have changed how students and faculty use collections and services, and how they use academic and research library spaces as well. Nationwide, academic and research libraries have become multifunctional learning and research environments that in the broadest terms support users’ academic fulfillment, collaboration, scholarly communication, cultural understanding, and social engagement. These changing usage patterns have been reflected in the demand for new library spaces on campuses across the country, which have experienced one of the largest building booms in academic library history since the 1960s and 1970s. New and renovated academic libraries increasingly feature innovative spaces for learning and group study along with space for collections, research, individual study, and socializing. Today, the UCLA Library has more in-person visits than ever before. One of our most significant challenges in the coming years is to develop library spaces that build upon the libraries’ histories and heritages, and at the same time meet the diverse academic and social needs of today’s users.

The UCLA Library provides the principal learning environment outside the classroom. The Library’ facilities can help or hobble learners, enable or thwart their academic success. Regularly updating learning spaces keeps the Library at the forefront of client-centered education. Today, the UCLA Library has more in-person visits than ever before. One of our most significant challenges in the coming years is to develop library spaces that build upon the Library’s history and heritage, and at the same time meet the diverse academic and social needs of today’s faculty and learners.

Two UCLA library projects from the 1990s show how important library spaces are. The renovation and restoration of the Powell Library Building created a showplace on campus that is virtually packed with students from the first day of each quarter through the last day of finals. Students from disciplines across campus – including the health sciences on South Campus – choose to study in the soaring, light-filled spaces of the Eugene and Maxine Rosenfeld Management Library. Yet other libraries buildings, including the Charles E. Young Research Library, the Arts and Music libraries, and the three branches of the Science and Engineering Library, have been left virtually untouched for some thirty years.

Changes in pedagogy and the increased emphasis on collaborative and group learning have created an increased demand for up to date information technology situated in learning spaces that are optimized for sets of functions, flexible for changing requirements, “zoned” for sound and activity, accessible, and wired.

UCLA’s status as a campus with many commuters also has also resulted in a need for library spaces that offer extended hours of service with welcoming, inviting, and comfortable

places to work and study. The demand for such spaces raises the opportunity for the UCLA Library to transform its spaces into collegial learning environments and inspirational havens for contemplation and the creation of knowledge.

The libraries must also balance space for users with space for physical collections. Although online collections are growing, the Library's extensive circulating collections of books and other items are heavily used and must be kept in locations convenient to users. UCLA has the benefit of housing the Southern Regional Library Facility on campus, which allows for quick retrieval of the lower-use materials stored there, but browsing the stacks is still an essential part of research for many users.

The process of improving the Library's physical facilities has two essential elements. Gathering user input is essential; faculty, students, and staff must be involved in identifying how they use the libraries and which improvements are most important. And in this era of decreased state funding, private fundraising is essential to support the Library's capital needs, which makes positioning the Library as one of the campus's fundraising priorities crucial to the success of vital reprogramming and renovations in the Young Research Library or the creation of a combined Sciences & Engineering Library, a Performing Arts Library, and significant additions to the Young Research Library.

2. Outcomes: Learning Spaces in 2009

- To shape the library environment on campus for future generations, a vision and framework for redefining and reconfiguring the Library as a multifunctional learning space has been developed.
- The campus library facilities are locations of academic information; hubs of scholarly communication and engagement; inspirational environments; retreats for solitary contemplation; homes for active learners and researchers; centers for cultural exchange; and inviting showcases for exhibitions, events, and activities.
- The campus libraries have been transformed into interdisciplinary and multifunctional learning spaces that support collaboration and individual study and are furnished with advanced information technology.
- A clean and comfortable environment is maintained in all campus libraries.
- The Library's fundraising efforts focus on raising external funds for collections and capital needs in support of UCLA's research, teaching, and public service mission.

3. Strategies: Learning Spaces Objectives, 2006-09

- Existing library spaces will be studied, current collection and service layouts will be reviewed in light of new user service needs, and needs for reconfiguration, renovation, and upkeep will be prioritized.
- Findings will be used to develop a vision for redefining and reconfiguring libraries as multifunctional learning spaces that support intellectual, cultural, and social interaction.
- Activity spaces will be augmented and expanded in response to user need; group-study and collaborative gathering places will be expanded and enhanced; activity areas to support multifaceted learning technologies will be developed; and facilities that enable users to incorporate media segments into assignments, e-portfolios, and research projects will be established.
- Existing funding will be used to assess user needs in the Research Library and to reconfigure the space utilization accordingly, incorporating such elements as collaborative workspaces, a state-of-the-art classroom, international news center,

- contextually appropriate social and cultural events, and contemporary exhibition space.
- The Library will collaborate with Facilities to create a new service model to improve upkeep of the public spaces in the libraries, which are in use twelve to eighteen hours daily.
 - Identify, cultivate, and solicit donors and prospects for collections and capital projects. Work with members of the Board of Visitors to identify their own areas of support as well as other major donor prospects. Expand the Library Associates into a full-fledged annual giving program that will provide discretionary funding for capital and other library projects. Focus grant writing to obtain funds for processing and providing access to unique resources.
 - Work with campus leadership to identify Library capital needs as a campaign priority.
 - Develop an aggressive program of communications and marketing about the Library's strengths, services, and treasures in order to publicize and demonstrate the value the Library brings to faculty, staff, students, and the community.

Budget Considerations

Inflation

Budget projections show that by 2008-2009 the Library will require an additional \$838,000 to keep purchasing power for books and other resources current with anticipated inflation levels of 8% for monographs and as much as 10% for serials.

New Plans, New Programs

The Governor's compact offers funding for libraries in its final year, 2008-2009. When considering the goals contained in this strategic plan it is natural to imagine how additional fiscal support can help the UCLA Library position itself better to accomplish these goals and to address the ongoing challenge of maintaining its competitiveness and fully assuming its leadership among the top research libraries.

Collections and intellectual property

As an example of how increased funding could be used to make the Library's collections competitive, three areas of new academic focus are considered: international studies, performing arts, and bio-engineering. Allocations for these areas would begin to keep pace with inflation at the amount of \$625,000 in 2006-2007, \$675,000 in 2007-2008, and \$729,000 in 2008-2009.

If funding for monographic purchases is increased, additional acquisitions support staff would be needed, at a cost of about \$76,000. A preservation officer to protect the quality of print collections would be an additional \$70,000.

At the senior curatorial level, funding is needed to attract and retain the most qualified librarians to keep the social sciences, humanities, and sciences collections competitive and to build collections in support of new interdisciplinary programs. These curators will function

by virtue of their credentials, knowledge, and experience as true colleagues and collaborators with UCLA faculty in these fields. Cost: \$85,000 each for 2-3 curators.

An additional 2.5 bibliographer positions are needed to sustain and develop competitive collections that support world-class research and teaching in non-vernacular East Asian studies, South Asia, Southeast Asia, Central Asia, and the Pacific Rim, including Australasia. Total: \$175,000.

To take the lead in intellectual property issues envisioned in this document, the addition of a copyright librarian would be appropriate, at a cost of about \$70,000.

Technology and digital initiatives

The Library already utilizes some of its technology staff to ensure its active participation in campus developmental projects like Sakai and the course management initiative, the ITPB collaboration for the UCLA Institutional Repository, and the Common Collaboration and Learning Environment (CCLE) initiative. As these initiatives take shape along with new ones, like UCLA's proposed Open Course Work initiative, the Library will require additional funding for librarians, programmers, software, and equipment in order to increase its contribution. These costs should be determined at an appropriate time.

Staffing

The Library is holding position lines open in order to subsidize student employee salaries from the GA portion of the budget. The student employee budget needs to be fully funded in order to release this amount to fill regular staff positions that are needed for many of the projects described in this plan. The cost for fully funding Library student assistant positions and using the GA for permanent positions: \$2,345,000.

Facilities

Funds needed for planning, retrofitting, upgrading and renovating library building spaces:

Young Research Library: \$3.5 million

Biomedical Library: \$10 million (or to replace facility in Factor Building \$85 million)

Fundraising for new buildings for Science and Engineering Library and Performing Arts Library, for Young Research Library additions:

Science and Engineering Library \$72,237,481 for building
 \$300,000 for furnishings

Performing Arts Library \$32,264,618 for building
 \$175,000 for furnishings

Young Research Library additions: \$110,000,000 for building, 2 phases
 \$500,000 for furnishings

Conclusion

“The library staff and management are the best I have known.”

The UCLA Library is unique among university institutions for having interdisciplinary and cross-campus engagement built into its mission and a long tradition of combining resources and experiences that are vital to faculty research and student learning. The goal of the Library’s 2006-09 strategic plan is to activate the inspired use of its resources to stimulate the creation of new knowledge, support teaching, and promote learning.

The plan relies on the fact that the Library is well positioned to take creative advantage of new technologies to offer virtual experiences that parallel visiting the library in person while providing flexibility and adding dimensionality to those experiences. This will enable Library users, wherever they are located, to activate personal learning and discovery in a multilayered technological environment. The Library will integrate its use of technology into campus instruction through collaborative learning systems, course management systems, digitized versions of unique archival and special collections will afford researchers views of rare books and manuscripts hitherto hidden from their ready access, and digitized shared collections offered through partnerships will provide open access and repositories larger than UCLA’s collections alone.

The plan also recognizes that the Library has an obligation to improve and redesign its physical spaces to be relevant to the teaching, research, and public service mission of the university as well as welcoming to faculty and students. The creation of flexible learning spaces will offer students and faculty opportunities to continue their learning and teaching outside of the classroom through engagement with each other and with library materials. Attractive, updated, and inspirational spaces will also provide the appropriate environment for scholarly contemplation.

The Library is an essential element of UCLA’s excellence, and the size and scope of its collections are the source of its strength and its uniqueness. This strategic plan envisions ways to bolster its foundations in order to sustain the Library’s depth, breadth, and importance. It also envisions a leadership role for Library employees in the creation and deployment of models of collaboration, invention, and discovery that will influence its peers among the top research libraries. In keeping with UCLA’s importance among academic institutions, the Library seeks to secure, maintain, and advance its competitive standing among the great research libraries of the world.