

TO: LAUC President Michael Yonezawa  
FR: LAUC Committee on Professional Governance 2010/11 (Heidi Hutchinson, Chair)  
RE: 2010/11 Final Report

## **The NextGen LAUC Member: A Report from the LAUC Committee on Professional Governance**

### **Charge:**

“Analyze the information gathered during the 2009/2010 Academic Year and submit to LAUC a report on the future of UC librarianship. This report should provide recommendations on what and how we as librarians will need to do to reaffirm and redefine librarianship at the University of California.”

### **Introduction:**

Change, willingness to embrace change, and flexibility have long been the watchwords of the librarian’s life. Yet it seems change is coming faster these days. The University of California libraries are taking action to keep up with changes dictated by space and budgetary restrictions, changes in technology and how information is disseminated and used, changes in the needs of the communities our libraries and librarians serve. And with these come changes to the very nature of the UC librarian’s job. The past few years have seen the creation of Next Generation Technical Services and Next Generation Melvyl among the many transformational projects giving rise to the tremendous amounts of thinking, writing, discussing, reporting and decision-making being done by the many all-campus library groups. Thus the timeliness of the two-year charge to the LAUC Committee on Professional Governance to help “reaffirm and redefine librarianship at the University of California.” Fully cognizant of the fact that the expression “NextGen” will become quaint over the years, the committee nonetheless feels this is the perfect term for this time. The NextGen LAUC member is the UC librarian of the future.

In the past year, a substantial number of new policy documents have been created in systemwide committees, and these were a special focus of the Professional Governance Committee. For how better to define the University of California librarian than to analyze the documents that set out the future challenges and functions of those librarians?

Throughout the two-year information-gathering phase of this paper, the committees found it most convenient to adhere to a fairly traditional division of areas of librarian activity. The results of our information quest are therefore grouped into the four sections **Collections, Reference/Instruction, Technical Services, and Professional Governance/Organizational Culture**.

As we compiled our various lists, many common attributes of the NextGen LAUC member became evident. One of our group reports summed it up: The following qualities will be required of all UC librarians as we fulfill our roles as stewards of University and UC resources, including UC financial resources, physical assets, intellectual assets, reputation, and human assets. A set of systemwide shared values, best practices, and enterprise-level planning will enable the UC Librarian to bridge our traditional roles to the new and exciting challenges of the future.

## I. Collection Development:

The Collection Development section presents a list of skill sets for the next-generation UC librarian and examples of how they would be, or are being, applied in a collaborative systemwide environment. These will be skill sets for the "bibliographer of the future" developed with the understanding that one-at-a-time book selection will become progressively less important.

This list is developed in light of the various documents and reports that have come out in the last year or so, including the Council of University Librarians (CoUL) strategic priorities, the Collection Development Committee (CDC) collections paper, all of the Next Generation Technical Services (NGTS) reports, the Systemwide Library and Scholarly Information Advisory Committee (SLASIAC) Library Planning Task Force Interim Report, etc.:<sup>1</sup>

- Meet demand for library and/or subject expertise from outside the individual library
  - applies to systemwide subject specialists, as well as faculty and graduate students
  - This means specialized subject expertise will be in higher demand than ever before and the expert bibliographer may serve at the systemwide level
- Select materials for local repositories, hard copy storage or digital
  - requires close collaboration with faculty and other subject specialists
- Write grant proposals
  - requires special skill and training as well as knowledge of campus (or systemwide or national) grant offices and bodies
- Work with library and campus staff on digital projects
  - requires collaboration, organization and technical skill
- Find those elusive materials that meet deeper and broader research needs and distinguish your local collection from others
  - requires a deep knowledge of your local or special collection
- Provide reference service, both in-person and digital
  - requires subject, technical expertise and people skills
- Teach critical thinking and information literacy skills
  - requires both subject and teaching expertise
- Solve e-resource access and discovery issues
  - requires a high level of technical expertise
- Review consortial packages for usage and renewal

---

<sup>1</sup> The groups referenced here and their reports can be found at the California Digital Library, Committees and Groups website: (see <http://www.cdlib.org/groups/>)

Collection Development Committee (CDC)  
Joint Steering Committee on Shared Collections (JSC)  
Systemwide Library and Scholarly Information Advisory Committee (SLASIAC)  
Systemwide Operations and Planning Advisory Group (SOPAG)  
Council of University Librarians' (CoUL)

These activities can and must take place at both the local and systemwide level. As part of the NGTS implementation, SOPAG and CDC will soon begin work on defining the "bibliographer of the future" and developing ways for bibliographers to serve more than one campus.

## **II. Reference/Instruction:**

As we prepare for the future of reference, research assistance and instruction at the University of California Libraries, next-generation UC librarians must be prepared to undertake active roles in many areas of library work, while developing new skills in their primary tasks.

- The reference and instruction librarian is positioned where the library meets its users, and functions as the eyes and ears of the organization. Without the personal embodied response of the reference and instruction librarian, the library becomes impersonal and disconnected from its community.
- Reference and instruction librarianship requires enhanced conversation skills. Librarians must be able to
  - strike and maintain a rapport in whatever medium of communication the reference interaction occurs
  - demonstrate empathy, curiosity and enthusiasm for diverse research topics and populations.
  - help patrons become more efficient, confident and enthusiastic about the research experience.
- Librarians need to keep current with changes in the research process, including
  - topic formation, literature review, citation management, the search for in-depth analysis and need for a wide variety of types and formats of information.
  - the increasing interdisciplinarity of research
  - Currency is best maintained through practice: thus librarians should undertake their own research to be better equipped to serve the academic clientele.
- Instruction and research assistance are complementary skills.
  - Reference and instruction librarians must understand what instructors are using their assignments to teach. By understanding the intention of an assignment, the librarian can better help prepare the student to learn from the course experience.
  - The librarian should work with faculty to modify and develop research assignments that foster the desired learning.
  - Reference and instruction librarians must treat their patrons as life-long learners, communicating knowledge and skills that transcend a particular question, subject or major.
- Reference and instruction librarians need to understand how patrons engage the information world.
  - The reference and instruction librarian must see the world through the patron's eyes, so he or she can make contextual sense of the question, identify points of confusion, and then work with the patron to find solutions.
  - Librarians need to know the discourse of the clients they serve, developing and maintaining their own subject expertise to this end.

- The reference and instruction librarian should be a vital consult in a variety of institutional decisions and projects, including space planning, technical services and collection development.
  - Reference and collection development are complementary tasks: integration of these two areas of librarianship is increasingly important as library staffs will likely remain small in the future.
  - Librarians with reference and instruction skills must contribute to the development of easily navigable systems of discovery.
  - The reference and instruction librarian, embedded in the University community, is well positioned to manage library initiatives and ongoing projects.
- In turn, management experience benefits public service, by aligning problems solving techniques with systemic solutions and reinforcing the creative bond between a librarian’s day-to-day work and the institution’s identity. <sup>2</sup>

### III. Technical Services:

To implement strategic priorities outlined in NGTS Final Report<sup>3</sup> and Phase II Implementation Initiative Framework<sup>4</sup> and the May 2011 SLASIAC Interim Report<sup>5</sup>, the next-generation UC Librarian will need to go beyond traditional skill sets and inhabit new and evolving roles within the library and university, as we develop the “enterprise-level” model of technical services.

The following skill sets were specifically discussed in relation to Next Generation Technical Services, but clearly, many of these skills will be required of librarians across functional roles:

Increased management responsibilities:

- Project managers
  - cross-functional leadership
    - integrate efforts with collection and public services librarians to identify collection/digitization priorities
- Product managers
  - efficiency and sustainability
  - workflow management: More Product, Less Process
  - good-enough standard
    - balance between quality and efficiency
  - manage lifecycle between acquisition to digitization to usage
  - Digitization must become part of the workflow of collection services.
    - achieve economies of scale in digitization projects
- Managers of a multi-generational environment
  - Traditionalists

---

<sup>2</sup> For context and further detail, see David Michalski, “Preparing to Meet the Future of Reference Service”: [http://issuu.com/davidmichalski/docs/preparing\\_to\\_meet\\_the\\_future\\_of\\_reference\\_service](http://issuu.com/davidmichalski/docs/preparing_to_meet_the_future_of_reference_service)

<sup>3</sup> [http://libraries.universityofcalifornia.edu/about/uls/ngts/docs/ngts\\_phase2.html](http://libraries.universityofcalifornia.edu/about/uls/ngts/docs/ngts_phase2.html)

<sup>4</sup> <http://libraries.universityofcalifornia.edu/sopag/>

<sup>5</sup> <http://libraries.universityofcalifornia.edu/planning/taskforce/>

- Baby boomers
- Generation X
- Generation Y
- Millennials
- Creators of a peer-to-peer technical support/knowledge base
  - train the trainer

Technical services evolving into collection services:

- It is no longer enough to provide discovery tools; librarians must now provide access to collections, moving from technical services to collection services.
  - NGTS calls for librarians to “systematically digitize high-use, high-priority collections for access” (NGTS New Modes Final Report p. 2).<sup>6</sup>
  - Broader knowledge and understanding of information technology, Archivists’ Toolkit, licensing, digitization standards and processes, collection priorities, user information-seeking behavior and end-user needs, modes of access, and emerging technologies will be required.
    - meet user expectations that content is accessible online, not just merely discoverable online
    - Technical services/collection services librarian has larger role in providing actual content in addition to providing discovery tools
    - shift towards users directly engaging with online content with less mediation, so role of newly defined collection services librarian gains importance
  - curatorial role
    - more fully integrated in defining selection criteria for digitization priorities
  - grant writing: pursue funding to subsidize mass conversion of remaining legacy print finding aids, etc.
  - paradigm shift in approaches to processing collections (good-enough standard, focus on accessibility, reducing redundancy across campuses)
  - concerted efforts to give unique archival collections in backlogs collection-level records – providing access to hidden collections
  - knowledge of encoding standards (EAD, MARC XML)
  - knowledge of Digital Asset Management System (DAMS)
    - born-digital assets: librarians as partners engaged in the creation of digital content that requires ongoing management and long-term stewardship
  - data sets: acquire, provide access and manage them

Bridge builders:

- Bridge builders who can inspire buy-in from stakeholders and find meaningful ways to leverage and transition legacy skill-sets of current-generation librarians into needs and strategic priorities of next-generation librarians
  - build bridges across generations

---

<sup>6</sup> [http://libraries.universityofcalifornia.edu/about/uls/ngts/docs/NGTS2\\_New\\_Modes\\_FinalReport.pdf](http://libraries.universityofcalifornia.edu/about/uls/ngts/docs/NGTS2_New_Modes_FinalReport.pdf)

- Bridge building with campus stakeholders outside of library
- Bridge building across campuses
- Systemwide training
- Systemwide projects

Global thinkers:

- Task-focused linear thinkers will need to learn how to also be global thinkers.

#### **IV. Professional Governance/Organizational Culture:**

LAUC Position Paper No. 5 clearly states that LAUC provides a crucial advisory role to university officials and stakeholders on matters concerning “operations and policies of the libraries, professional standards, rights, privileges, and obligations of members of the Librarian series of the University, planning, evaluation, and implementation of programs, services, or technological changes in the libraries of the University.”<sup>7</sup>

Operating in an era of extraordinary budget pressure and comprehensive transformative change means that organizationally, NextGen LAUC members will benefit from possessing the following skills and abilities:

- Willingness to adapt to rapidly evolving job duties both at our home campuses and systemwide
- Broader thinking about shared governance and management objectives in regard to shared systemwide services, responsibilities, and resources
- Ability to develop and maintain collegial relationships with systemwide colleagues and research stakeholders, both in-person and through remote communication tools
- Awareness of the impact of systemwide activities and how they translate to the operational level at each campus
- Differentiating between campus-level and systemwide responsibility for services and responsibilities, and understanding that the differentiation will be fluid in the near term
- Ability to market services and resources to a diverse clientele
- Ability to communicate complicated information succinctly to stakeholders and university officials

It seems certain that the University of California, and its libraries, will continue to move toward more centralization and systemwide coordination. To maintain its role within the system, LAUC may need to evolve as well. Each division has developed its unique set of practices, procedures, and priorities, in fact its own culture. While this has its advantages, and has worked well in the past, the downside can be a membership that is not sufficiently focused systemwide. The divisions need to emphasize the value of statewide offices and activity, and work together more readily to identify and advocate for important issues of mutual concern.

---

<sup>7</sup> LAUC Position Paper No. 5: The Academic Librarian in the University of California  
<http://www.ucop.edu/lauc/about/paper05.html>

**LAUC Committee on Professional Governance, 2010/2011**

Berkeley	Lynn Jones (2012)
Davis	David Michalski (2012)
Irvine	Pauline Manaka (2011)
Los Angeles	Lynda Tolly (2012), Vice Chair/Chair-Elect
Merced	Jim Dooley (2011)
Riverside	Heidi Hutchinson (2011), Chair
San Diego	Duffy Tweedy (2012)
San Francisco	Peggy Tahir (2012)
Santa Barbara	Beverly Ryan (2011)
Santa Cruz	Lucia Orlando (2011)