Responding to the Changing Collection Development and Management Landscape in the UC Libraries: the Role of the Collections Librarian

Power of Three Group7, Lightning Team 2 Report
April 30, 2013
(amended 9-17-13 to include Appendices 17 & 18)

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Summary of Findings and Recommendations

Charge to LT2

The NGTS Power of Three Group 7 (POT7) charged Lightning Team 2 (LT2) to

> Identify roles and responsibilities for UC bibliographers in light of the changing landscape of collection management... Include recommendations for retooling and training ... Propose duties and qualifications for the next generation local campus and multi-campus subject selector/curator.

POT7 asked LT2 for the following deliverables: 1) a list of stakeholders and a plan to acquire input from them; 2) an environmental scan of how collection development librarians spend their time; 3) results of stakeholder input, including a characterization of the changing landscape; 4) roles and responsibilities for UC bibliographers in light of the changing landscape; 5) analysis of input and integration with LT 1 findings and proposed duties, associated qualifications and training of collections librarians.

To respond to this charge, LT2 solicited input from the following:
- UC Libraries'
    - Members of the Bibliographer Groups; one hundred and twenty subject specialists (45%) responded to the survey
    - Collection Development Committee
    - Heads of Public Services
    - Heads of Technical Services
    - Heads of Special Collections
    - UC Human Resources Group
- Select staff at the California Digital Library
- Bibliographers within and outside UC who have acted as multi-campus bibliographers

In all, over 190 respondents from stakeholder groups provided feedback.   LT2 currently is consulting with UC University Librarians and a random sampling of faculty; responses from these interviews will be submitted in an addendum to this report.

Highlights from input received

- 93% of bibliographer group respondents report spending 50% or less of their time doing collection management and development, with the rest of their time spent on (in descending order) other activities outside collections work; subject-specific reference, subject-specific instruction, liaison work with academic departments, and scholarly communication.
- 84% of respondents indicated that they select for 1-5 subjects (22% select for 3 subjects); 16% of respondents select for 6-13+ subjects.
- 48% of bibliographer group respondents reported that they are responsible for more subjects now than they were three years ago.
- 44% of bibliographer group respondents report that they consider one or more of the subjects they cover to be outside their area of expertise.
- Collections librarians report that they are being asked to expand their areas of knowledge and expertise while simultaneously continuing to provide traditional services in more subject areas and to a greater number of constituents.
- Respondents from all stakeholder groups concur that the rate of change is occurring at an increasingly rapid pace, that workloads are increasing, and that current strategies for collection development and management are not sustainable.
- Representatives from every stakeholder group acknowledge that the advent of digital communication and new business models have created a much more complicated environment than collections librarians have faced in the past.
- Collections librarians perceive that their duties fall as much on the public service-side of their portfolios as they do on the collection development and management side
- Respondents identified many critical areas where Collections Librarians need to build new expertise, including data selection and preservation, curating and preserving born digital content, content digitization, licensing and digital rights management, and scholarly communication.
- Library resources, practices, technologies, needs, cultures and visions of the future vary significantly across the ten campuses. No two campuses are the same.
- The lack of consistency and uniformity throughout the system, and even within each institution, poses challenges for the creation of new collection development and management models.

LT2 Conclusions

LT2 extracted the following "givens" from survey responses, interviews and examination of the literature:

- The role and traditional duties of collections librarians continue to be crucial.
- Current models cannot be sustained. The workload needed for collection development and management now exceeds the amount of time collections librarians can allot to these assignments.

- The collection development/management environment is complex; decisions that used to be possible for one person to make and then pass on, have now become projects requiring teamwork, project management and leadership, and specialized expertise.
- The rate of change in our environment has increased. This creates a new reality where required duties, skill sets, and qualifications are likely to change many times throughout an individual's career.
- New expertise is needed with every legal, technological and business-model change relating to scholarly communication. New expertise is currently needed in emerging areas such as selecting and preserving research data; digitizing content; copyright, licensing and digital rights management; digital humanities tools and approaches; metadata; archiving/preservation principles and partnerships for both print and digital; scholarly communication and open access opportunities and alternatives.
- No collections librarian can possibly be an expert in all areas that the Library needs now and will need in the future.
- The great majority of respondents to the bibliographer group survey recognize the need to prioritize individual work, but it's not obvious how to do this without UC libraries individually and cooperatively identifying and articulating priorities.
- The fact that no two campuses are the same has pervasive consequences on strategies for cooperation.

LT2 Recommendations

Continue to foster traditional expertise and skills
- Endorse a body of foundational expertise needed by collections librarians.
- Create a set of orientation materials to be available systemwide for new collections librarians, and for continuing librarians who take on new subjects areas.

Develop capacity to address collection gaps and emerging areas.
Identify/recruit/or contract for experts
- Identify gaps in local and systemwide expertise resulting from changes in the legal, business, fiscal and technological environments. Identify individuals to fill these gaps at the local level or determine which gaps could be covered by contracting with another/other UC campus.
- Charge issue-based working groups of existing experts to identify and articulate,
    - for job description purposes, the knowledge and skills required by a resource expert
    - for training purposes, the baseline knowledge and skills needed by collections librarians
- Create a network of experts to pool information, design training for collections librarians, and act as resources for each other, and for their local (or multi-campus) constituents.

Distribute baseline expertise, while developing experts in emerging areas
- Endorse a body of baseline expertise on emerging issues needed by collections librarians.
- Design and implement a training program to facilitate the development and regular refreshment of foundational expertise for all collections librarians.

Address perceived obstacles

o   Support an infrastructure at local campuses and between campuses to: 1) exchange subject-based information, 2) exchange interdisciplinary expertise formed through support of developing campus programs and centers, and 3) exchange skills-based information (e.g., new areas of expertise.)

o   Convene discussions between CDC and HOPS (or their successor groups) on how to relieve librarians' feelings of conflict between the demands of collection development/management and those of public services.

o   Consider whether efficiencies could be achieved by assigning collection development/management to some librarians and public service responsibilities to others, allowing each group to focus their energies and fully develop needed skills.

o   Assure that at each campus collections librarians have easy access to manipulable collections-related data, including data on expenditures, print circulation and e-usage, borrowing statistics, and title lists for Tier 1/2/3 resources.

o   Centralize responsibility on each campus to one or two staff (not necessarily librarians) for trouble-shooting problems with databases and other electronic resources to free up collections librarians to work with faculty, etc.

o   Continue efforts to streamline communications between collections librarians and CDC/CDL with regard to Tier 1 packages.

o   Foster systemwide flexibility and promote staff morale by first fully assessing proposals for multi-campus initiatives and partnerships to assure mutual benefit among all participants, then communicating these benefits clearly (and perhaps often) to librarians and staff doing the work.

Additional recommendations

o   Institute an audit on each campus of subject (including interdisciplinary specialties), language, format, legal and technological expertise to share with all the UC libraries. Use this data to realign responsibilities on each campus.

o   When determining how each campus will fill its gaps in language, subject, and/or emerging issues expertise, each campus should consider whether to fill the existing gaps at the local level or if the gaps could be or should be covered by contracting with another/other UC campus.

o   When recruitments are being drafted at any campus, consider opportunities for creating cross-campus jobs.

o   Investigate the possibility of assigning some existing collections librarian responsibilities and/or new-issues tasks to other qualified professional staff.

o   To facilitate partnerships between and among the campus libraries, design and launch pilot projects involving two or more campuses. Determine the efficacy and cost-benefit of the relationship before more permanent and formal agreements are established.

o   Continue to support a network of subject- and language-based experts (i.e., continue or revamp the bibliographer groups) charged to regularly exchange of information and discuss ways to collaborate on collection development.

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I. Charge, deliverables and terminology

The original charge from NGTS POT7 to LT2 states, in brief:

> Identify roles and responsibilities for UC bibliographers in light of the changing landscape of collection management (e.g. economically challenged UC budgets and dynamic expectations of UC faculty, staff, and students.) Include recommendations for retooling and training and for creating redefined position descriptions, such as Shared Print Collection Initiative Liaison and regional UC bibliographer... Propose duties and qualifications for the next generation local campus and multi-campus subject selector/curator.

A copy of LT2's original charge and a description of the genesis of this report are included as Appendix 1.

LT2 recognized that terminology regarding UC librarian titles and roles was both varied and at times ambiguous. The terms "subject specialist", "bibliographer" and "curator" can each refer to people performing functions that fall both within and outside "collection development / management." In addition, many librarians with subject expertise find it difficult to imagine separating selection of materials from other public services or "liaison services" they provide, such as high-level reference and instruction, since conversations about one often morph into conversations about the other.

To address this combination of functions, POT7 asked LT2 to expand its charge to determine how subject specialists split their time among the many duties they perform, resulting in this final list of deliverables:

- o A list of stakeholders (those individuals and groups at UC who are currently responsible, in some way, for collection development and management) and a plan to acquire input from them.
- o A survey of how collection development librarians spend their time.
- o Results of stakeholder input, including
    - A characterization of the changing landscape.
    - Roles and responsibilities for UC bibliographers in light of the changing landscape.
- o Analysis of input and integration with LT 1 findings and proposed duties, associated qualifications and training for the 21st Century Collections Librarian.

To clarify terminology used, a glossary of terms was developed, including working definitions of "curation", "collection development", "collection management", "scholarly communication", "collection areas", and "multi-

campus collections librarian." LT2 chose to use the term "Collections Librarian" to describe and define UC bibliographers as follows:

> **Collections Librarian**: a Subject Librarian, Selector, Subject Specialist or Bibliographer. Collections Librarians have designated responsibility to develop collections and/or manage collections. Often Collections Librarians have additional designated responsibilities that include providing reference service and in depth research assistance, teaching library instruction sessions or conducting outreach. A Collections Librarian can hold a primary assignment in either a Public Services department or in another area of the library such as Technical or Access Services. Collections Librarians might/might not hold advanced subject degrees, although librarians with the job titles of Bibliographer or Subject Specialist often have the educational background in one or more of their assigned subjects or disciplines.

For working definitions of the other terms, see Appendix 3 - Glossary.

II. Current status of UC collection development and management

No two campuses are the same

Stakeholder input both supported and reinforced LT2's understanding that although there has long been the concept of being "one library," the differences between campuses are significant. The spreadsheet and graphs included in Appendix 4 demonstrate that the number of ladder rank faculty, , enrollment counts, available library funding for materials, and available library staffing vary widely among campuses.

To this mix, comments received and LT2 members' own experiences provide considerable anecdotal evidence that, in addition and in response to the above quantifiable differences, each campus has its own strengths, needs and style. With varying library priorities, policies, practices and visions for the future ten different UC library cultures have evolved. When it comes to collection building and management practices, this framework makes consensus across all campuses challenging and perhaps impossible to achieve, though multi-campus approaches and partnerships are both possible and desirable when mutually beneficial agreements can be identified, ratified, and supported.

Shortages UC libraries face now

Over the past several years, many librarians with subject or language expertise have departed or retired from the UC Libraries, resulting in a loss of knowledge, skills and expertise. Some of these positions remain vacant. When asked informally, HOPS mentioned these subject or discipline areas as being currently difficult to cover at one or more of the campuses:

- Area studies, including Chinese, Japanese, and Korean studies
- Anthropology
- GIS/data
- Hard sciences
- Researcher-produced data

- o Cross-disciplinary collections (e.g. sustainability, globalism, digital humanities, etc.)

Campuses also report that a large number of "interim" collections librarian assignments have been made while campuses pause to work through discussions about new organizational structures on the one hand, and budgetary issues and priorities on the other.

What's been tried, what has worked and what has not worked

UC has and continues to conceive and test new ways of developing collections more effectively and/or cooperatively. Here are some examples:

- o Shared print program for Canadian Literature (discontinued; high management overhead, changing fiscal priorities, conflict of local and group priorities)
- o Shared print agreement for small feminist presses (continues)
- o Shared cataloging project for English and non-English materials (e.g. Chinese language cataloger funded cooperatively by UC libraries) (continues)
- o UCB/UCSB Slavic language bibliographer (discontinued; cost not sustainable)
- o Shared Monograph Planning Group (discontinued; function shifted to JSC)
- o Last copy agreements for serial title retention; promise to not cancel or withdraw. (Some agreements have been superseded due to systemwide access to electronic full-text; budgetary reductions have compelled some campuses to default on their last copy commitments)
- o Mexican states monograph approval plans shared among campuses (continues)
- o Assigning collection development and/or management tasks to highly qualified staff who are not in the librarian series (continues)
- o Tier 1 and 2 agreements (continue)

UC collections librarians' descriptions of work today

UC Bibliographer Group Members Survey

LT2 members developed a survey for distribution to all members of the UC Librarians Bibliographer groups. Respondents were asked a set of quantifiable questions, as well as given the opportunity to provide narrative comments. Of the approximately 260 UC staff currently subscribed to bibliographer group listservs, 120 responded, a 45% response rate. Respondents took the opportunity to comment in depth and in detail, yielding 100+ pages of narrative responses in addition to the statistical data compiled. The respondents were reassured that their responses would be confidential, and their input has been paraphrased in sections below. To view graphs on the demography of respondents, the number and array of subjects they cover, the number of ladder rank faculty they serve, and the dollar amount of the budget they control, see Appendix 5.

A word cloud illustrates topics on the minds of collections librarians.

Here are highlights from the bibliographer group survey responses:

- o A vast majority of public service librarian positions include collection development and management responsibilities, reaffirming LT1's findings that *"within* [and outside] *UC it is unusual to have an individual whose sole responsibility is collection development. It is more likely that collection development is one of several job duties performed by librarians."*
- o Only eight respondents systemwide (7%) spend more than 50% of their time on collection development and management. Of these eight, only one spends more than 90% on collection development.
- o When asked how their work, on an annual basis, was spent on the following tasks, the options respondents selected most often (i.e., the mode) were
    - ▪ 11%-20% time on collection development,
    - ▪ 11%-20% time on collection management,
    - ▪ 1%-10% time on subject specific instruction,
    - ▪ 1%-20% time on subject specific reference assistance,
    - ▪ 1%-10% time on subject-specific liaison work with academic departments,
    - ▪ 1%-10% time on scholarly communication in assigned collection areas, and
    - ▪ 11%-20% time on other activities outside collections and subject-specific work.
- o 6% of respondents indicated they do no subject-specific instruction, and 15% indicated they do no work on issues related to scholarly communication.
- o 48% of respondents reported that they are responsible for more subjects now than they were three years ago.
- o 84% of respondents indicated that they select for 1-5 subjects (with 22% selecting for 3 subjects). 16% of respondents select for 6-13+ subjects.
- o 44% of respondents report that they consider one or more of the subjects they cover to be outside their area of expertise.

As respondents observed, in the past selection was more closely aligned with and largely limited to understanding and selecting content. Now selection also includes selecting among multiple formats for the same content; working with technical support to be able to collect new formats; analyzing e-resource platforms and

user interfaces; weighing licensing terms against content; juggling an ever-increasing number of cooperative collection agreements; and working toward consensus with other UC's on what should be included in consortial packages or assessing when it's time to walk away from "the big deal." Collections librarians play key roles throughout the life of a library resource, some of which are shown in Appendix 7, Collection Librarian arenas/issues from content to collection management. This graphic only describes the collection development/management environment of interactive partnerships and constant dialogue needed between the "selector" and other departments/units within the library. Furthermore, responses attest that collections librarians perceive that their duties fall as much on the public service side of their portfolios as they do on the collection development and management side.

Collections librarians' working reality

From the 100+ pages of narrative responses, it is clear that the existing situation is not sustainable and that collections librarians' work life has to change. Respondents indicated that they are being asked to do more, in the increasingly complex electronic and digital environment -- a situation that requires more work, not less. The following themes consistently appeared throughout collections librarians' narrative responses:

- o Workload/time expectations are increasingly ambiguous: time does not allow for projects to be done to a very high standard, but performance reviews still demand the same.
- o Respondents are overloaded by stimuli coming from a multitude of directions.
- o Respondents report being busy and fragmented.
- o Many are trying to cover subject areas outside their field of expertise.
- o Many are trying to serve populations that are larger than they can effectively handle.
- o Most feel enormously pressed for time.
- o The great majority of respondents recognize the need to prioritize individual work, but it's not obvious how to do this without UC libraries individually and cooperatively identifying and articulating priorities.
- o It is apparent to LT2 members that there is little consensus on individual campuses, let alone across campuses, about what to stop doing in order to begin to address changes that have begun and will continue.

III. The changed and changing landscape
Below is a composite picture both of the changes in collection development and management that UC librarians face now, and those changes for which librarians need to prepare. Ideas were drawn from the literature, from the various management groups LT2 surveyed, and from the UC Bibliographer Group survey responses. See the appendices for actual questions put to CDC, CDL, HOSC, HOPS, and HOTS. In keeping with LT2's promise that bibliographer group responses would be kept confidential, their narrative comments have been summarized, paraphrased, and included in the text below. LT2 decided to include comments about all aspects of collections librarians' job responsibilities—those on public service work as well as those on collection development/management—since this level of thoughtful response should not be lost.

From the literature

UC Libraries must respond to and manage collections-related issues raised by:

- o A need for assessment: how to move from measures based on inputs and size (e.g., volumes held, number of serial titles) to measures of value (e.g., impact of collections on student learning, contribution of library collections to faculty productivity and research; impact on getting grants.)
- o New information providers (e.g., Google and other search engines with ever-growing APIs; Amazon, iTunes and other download and streaming services, etc.)
- o The emergence of online courses (e.g., campus-initiated, online courses to fill prerequisites, MOOCS) likely to require new licensing terms for online collections, and new demands for digitizing print.
- o Patron expectations for both new online resources and digitized legacy collections.
- o Preference by a significant number of users for continued access to print.
- o New campus leadership roles in data research curation, digital information services, and information literacy.
- o Increased need to store or withdraw print collections given campus demands for repurposing of library space.
- o The unsustainable nature of the "big deal," for both e-serials and e-books.
- o The evolving world of e-resources, format types and business models.
- o Patron demand for remote access to services and collections.
- o The possibilities of demand-driven acquisition of monographs and pay-per-view for articles.
- o The open access movement.
- o An increasing emphasis on digitizing local library collections and faculty research.
- o The need to preserve digital resources.

CDC, CDL, HOPS, HOSC, and HOTS thoughts on how collection work will change

When asked, "Which librarian duties—traditional as well as evolving—would you like to see local collections librarians performing more than at present? Less than at present? Are there current duties collections librarians perform that need to be improved?" UC advisory groups offered the following responses.

- o HOPS suggested that the collection selection process needs to be streamlined; and that "purchased collections will not be hand curated in the future." They also suggested that collections librarians should be devoting less time to the shelf review of monographs received from approval plans before processing, less time to evaluating titles for storage/withdrawal, and less time to creating similar subject LibGuides at each campus. HOPS recommended shifting responsibility for setting up, publicizing and gathering comments on database trials from local collections librarians to one systemwide person.
- o CDC suggested that collecting traditional materials could be scaled up to a larger UC collection model through collection profiles and automated ordering. Less time could be spent on title-by-title selection of mainstream content at each campus. More influence in negotiations could be brought to bear if multi-campus selectors negotiated for several campuses. New duties could include selecting

contemporary, elusive data sources (social media, items/areas beyond the traditional published record, etc.), data curation and management, helping faculty understand scholarly publishing and open access options.

o HOTS commented that several campuses would like to take advantage of language support and licensing expertise distributed among the UC campuses. A multi-campus support model for collection development and management could provide collection processing and acquisitions for areas that smaller campus need to pursue but do not currently have staff to support.

Consensus was formed around the need to move away from each campus conducting similar traditional collection development activities and to move toward leveraging services among the UCs to save time on collecting traditional materials through collection profiles and automated ordering. Less time could be spent on title-by-title selection of mainstream content.

When asked, "What changes and challenges do you see (and foresee) facing collections librarians?" the following responses were received.

o CDL responded: Contracting budgets with a greater diversity of services and types of collections to support as new resources emerge; collections and services merging as a result of digital developments; increasing collaboration beyond the institution in many areas (print collecting, HathiTrust, web archiving, data curation...); greater demands for familiarity with a broader range of issues and services, even as staffing levels are contracting; emerging interdisciplinary research areas that cross traditional subject lines and budgets.

o HOSC responses emphasized the importance of partnerships and the increasing focus of Special Collections departments on digital project creation and management. Respondents stated that in this environment of rights management, data curation and digitization initiatives, all librarians, not only Special Collections librarian/curators, will need updated skills. They also stressed the importance of local partnerships between subject specialists/collections librarians and special collections librarians/curators.

UC Bibliographer Group Survey responses to "what's changed and changing?"
By the numbers

When asked how they expect existing **collection development and management workloads** to evolve over the next three years in this shifting landscape, a significant percentage of bibliographer group respondents predicted that they will spend **more time** on:

o Identifying unique and difficult-to-acquire content, e.g., items for special collections. non-mainstream presses, data sets, selecting websites for preservation. (33% of respondents)
o Researching and learning about campus faculty and other users' research and teaching interests in support of building collections. (32%)
o Working with CDL, CDC or other UC-wide groups on collection development projects, e.g., Tier 1 and Tier 2 e-journal package discussions. (40%)
o Making on-campus/storage location decisions. (32%)

- o Examining and making preservation decisions for print materials. (44%)
- o Deselection and stack maintenance decision-making. (37%)
- o Working with CDL, CDC or other UC-wide groups on collection management projects, e.g., WEST, Hathi Trust, e-journal package management, committees. (46%)

It is notable that few respondents could identify tasks that will require less time.

- o 21% think they will spend less time on identifying mainstream content for acquisition.
- o 8% think they will spend less time making on-campus/storage location decisions.

When asked if they expect to be doing, in addition to the above responsibilities, new collection development / management activities,

- o 7% think they will NOT be taking on new collection development/management responsibilities.
- o 48% are unsure if new collection development duties will be added to their jobs.
- o 59% are unsure if new collection management duties will be added.
- o 44% anticipate new collection development duties will be added.
- o 34% expect new collection management duties will be added.

When asked how they expect existing **reference, instruction, scholarly communication and outreach workloads** to shift in the next three years, a significant percentage of UC bibliographers believe that they will spend **more time** on:

- o Providing instruction to teach effective access strategies to users of their collection areas. (38%)
- o Working with faculty and/or graduate students on issues related to scholarly communication. (50%)
- o Working with faculty on issues related to curation of research data. (52%)

In addition to the above, when asked if they expect to be doing, new user-related activities,

- o 7% think not.
- o 67% are not sure.
- o 27% thought yes.

When asked if there are collections or scholarly communication activities that they would like to be doing but don't have time to do,

- o 66% said yes.
- o 47% said there are scholarly communications activities they would like to do, but currently do not feel they have the skills to do.

All of the above trends will affect the day-to-day jobs of collections librarians, and some will require new skill sets.

Drivers of change and how collections librarians need to respond

Respondents to the UC Bibliographer Survey generously shared their ideas about what is changing and what they will need to do to respond. There are multiple drivers of change to which collections librarians need to address by attaining new expertise, developing new relationships, and changing how and what they collect. Their comments have been paraphrased and are grouped, below:

Changes in campus fields of study, research and new forms of scholarly products

What will librarians need to do to respond?

- o Learn about new and growing areas of research (e.g., read review literature, audit courses, attend faculty research seminars, etc.)
- o Acquire knowledge to cover gaps in selecting due to new interdisciplinary fields of study
- o Understand and provide support for data resulting from crowd-sourcing and other moves into social media and digital interactivity
- o Engage in program reviews; act as a research partner (see University of Minnesota work on subject specialists)
- o Collaborate in and provide support and guidance for digital projects (there is an increasing demand for librarians to facilitate digital projects in which students and faculty wish to appropriate collections in some way)
- o Deepen language skills, especially when language specialists have left
- o Develop an awareness of up-and-coming online avenues for scholarly discourse (e.g., blogs, forums, YouTube videos, etc.) for possible "selection"
- o Respond to increased invitations to help faculty organize and make discoverable pre-prints, post-prints, white papers, campus reports, multi-media scholarship, technical reports, etc.
- o Partner with faculty to establish open access publications

Changes in campus pedagogy and interest in library spaces for learning and teaching

What will librarians need to do to respond?

- o Meet increasing demand for collection resources for use in online courses
- o Facilitate different uses of library space by shifting, weeding and de-selecting print

New expectations about research data

What will librarians need to do to respond?

- o Keep informed about mandates to make data freely available, and about the growing/changing tools which assist authors to comply
- o Develop expertise to select and process data, make it available, make it discoverable and understand how to preserve it
- o Develop policies and practices to collect and archive gray literature

New expectations about quick access to resources, anywhere, anytime

What will librarians need to do to respond?

○ Increase support for real-time remote reference
○ Provide embedded assistance
○ Create more options to connect with patrons by acquiring experience with tools such as tablets, iPhones, Skype, etc.
○ Develop the technical skills for online, asynchronous, interactive instruction (e.g., web-based and interactive training modules and video production)
○ Acquire level of expertise sufficient to become comfortable with data reference interviews, and with using and manipulating data sets
○ Meet the demand for virtual and distance-based interactions (e.g. services to students who are off-campus, abroad, or in the field)

Onset and expansion of digital and born digital resources

What will librarians need to do to respond?

○ Increase awareness of new online resources as they become available, including open access/free resources
○ Stay abreast of what local systems support exists, both internal and external to the library, for various kinds of content and licensing agreements, as it pertains to selecting new content, digitizing existing content, and preserving content.
○ Understand and make informed decisions given different platforms, licensing agreements including digital rights management, and user interfaces
○ Understand and select what to digitize, and what digital resources to migrate (and how this might influence de-selection of print)
○ Understand digital preservation options and educate scholars about alternatives (e.g., eScholarship and/or other subject-based freely available repositories for e-publications)
○ Develop the skills and partnerships to create (perhaps collaboratively) targeted subject-based "collections" of online resources (e.g., environment in the West, history of Silicon Valley, etc.)
○ Spend more time deciding among options for ownership, perpetual licensing, or short-term licensing of new resources
○ Recognize and accommodate new reliance on and proliferation of audio-visual formats
○ Develop practices to review and make retention decisions about the growing number of "gifts" that include digital materials

Increase in data and information coupled with decreasing budgets and on-campus space

What will librarians need to do to respond?

- Increase the time spent on, and number of shared collection projects (both prospective and retrospective) within and outside UC
- Participate in shared decisions and responsibility for preservation of print, e.g., expansion of UC Shared Print (especially in non-English languages.)
- Spend time to de-duplicate, store and/or withdraw collections

New modes of scholarly communication

What will librarians need to do to respond?

- Provide information to authors about open access and other publishing options
- Engage in more outreach to authors on their rights
- Advise authors on the re-use of copyrighted material
- Train library staff, so that they can help faculty and students

New publisher initiatives and new business models

What will librarians need to do to respond?

- Develop strategies for, and actions aimed at shaping the e-book industry
- Provide data needed during package negotiations
- Work directly with vendors (e.g., to manage inflation, provide feedback on user interface, and to keep inflation in check)
- Respond effectively to likely proliferation of e-platforms and user interfaces

New demands for data-driven decision-making

What will librarians need to do to respond?

- Define meaningful metrics to demonstrate the value of collections and collection practices
- Explain collection decisions within the context of complex legal, financial, publisher and research matters

IV. New areas of expertise needed by UC collections librarians

Originally, POT7 asked LT2 to "propose duties and qualifications for the next generation local campus and multi-campus subject selector/curator." Based on input received, POT7 recast LT2's charge to identify new areas of expertise that collections librarians need, and how that expertise might be distributed and shared throughout UC.

LT2 extracted the following "givens" from the many responses we received:
- The role and traditional duties of collections librarians continue to be crucial.
- The rate of change in the environment has increased. No respondent said they thought that the rate of change will slow. This creates a new reality where required duties, skill sets, and qualifications are likely to change many times throughout an individual's career.

- The collection development/management environment is complex – decisions that used to be possible for one person to make and then pass on, have now become projects involving a team of experts (e.g., a collections librarian wants to add a digital item to the collection that comes on floppy disc from China – requiring subject expertise, language expertise, licensing/copyright expertise, systems office programming, and cataloging.)
- No collections librarian can possibly be an expert in all areas that the library needs now and will need in the future.
- Themes of "overworked" and "overwhelmed" ran through the 100+ pages of narrative responses received in the UC Bibliographer Group Survey.
- Library missions, available resources and current strategies vary widely across the campuses. No uniform, consistent answer to "what's needed?" or "what's available" is apparent or even exists.

Expertise needed and recommended strategies for distribution and training

It is critical that every collections librarian have 1) traditional subject- , selection-, management- and preservation- expertise, 2) a basic understanding of vocabulary, concepts and how new laws, initiatives and technologies apply to collection development and management, and 3) more highly developed interpersonal skills to respond to a more complex, project-based working environment. It is also critical that each campus have access to specialist-level expertise in emerging areas.

Traditional expertise needed by Collections Librarians

- Subject expertise, including ability to address the needs of developing interdisciplinary fields
- Linguistic and/or format fluency, depending on specific job assignment.
- Familiarity with local campus research and teaching foci
- Understanding of the organization of assigned subject disciplines and the patterns of scholarly communication within the discipline(s)
- Familiarity with local collection fund structures and facility in budget management
- Sufficient knowledge of commercial content in print or digital format, within assigned disciplines to participate in building collections to support teaching and research
- Adequate knowledge of content to participate in selecting resources for digitization projects
- Knowledge of local practices and systemwide best practice guidelines for making decisions about resource sharing, preservation and archiving of print and digital resources
- Ability to conduct collection analyses and assessments, including facility in manipulating software and systems in order to examine budget reports, circulation and online use reports, ILL data, and reports regarding patron-driven acquisition and pay-per-view use of articles
- Understanding of information-seeking behaviors of user populations and ability to apply to the development and management of collections
- Current awareness of evolving publishing trends and constraints and the changing business models that derive from ongoing shifts in the information industry

LT2 recommendations to foster traditional expertise and skills

o **Endorse a body of foundational expertise needed by collections librarians.**

o **Foster traditional expertise by creating a set of orientation materials to be available systemwide for new collections librarians, and for librarians who take on new subjects areas.** Orientation materials should include, at the minimum, collection policies, publisher business models, collection assignments at the local campus and across the UCs, tools and reports available systemwide and locally. LT2 recommends that development of this material be tasked to networks of collections librarians.

Interpersonal skills needed by Collections Librarians to be productive in a fast-changing, complex environment

In addition to baseline interpersonal, leadership and management skills, LT2 underlines the importance of today's collections librarians having:

o Flexibility and resiliency to recast/shift focus nimbly as priorities and projects change.
o Ability to re-create or refresh professional skill sets as needed, with the support and within the structure of the organization.
o Ability to constructively participate (as a leader or as a member) in a team-based approach to collections development and management.
o Ability to function and thrive in the midst of complexity and ambiguity.

Specialist expertise (legal and technological) needed by Collections Librarians in order to address emerging trends

 LT 2 notes that respondents identified the following areas where specialized skills and expertise are required to meet the challenges of emerging trends. UC will need both 1) experts throughout the system, and 2) agreement as to what baseline expertise will be needed by all collections librarians and mechanisms to provide and measure this baseline expertise.

Baseline expertise in emerging areas affecting collection development and management

o Knowledge of project management principles, especially as applied to collection development and management assignments
o Sufficient knowledge of emerging, free and newly created content, often in new formats, within assigned disciplines, to participate in building collections.
o Acceptance and application of emerging technologies to identify and archive electronically-disseminated content, including web archiving and UC3 projects
o Basic understanding of what types of content can be collected with current library systems support, and pathways to proposing new types of support as content requires

- o Understanding of data-creation behaviors of user populations and ability to apply to the development and management of collections
- o Familiarity with social media and variety of mobile devices; understanding of the limitations and opportunities for access to collections and the development of collections of social media content.
- o Basic knowledge of rights management issues, including licensing of e-resources, author rights and relevance to graphic images

Specialist level expertise in emerging areas

- o Research data selection (based on knowledge of patterns and methods of research and data production, by subject), management, and preservation
- o Digitization projects and digital curation (of existing analog materials and of born digital products)
- o Copyright, licensing and digital rights management, including licensing for online learning, and Tier 1 and Tier 2 consortial agreements
- o Digital Humanities tools and approaches, including emerging audio-visual technologies and applications; computer programming, statistics, and research skills may be necessary for some projects
- o Geographic Information Systems
- o Metadata: how to search it; how to create it; how to include it in local finding tools (OPACS, etc.)
- o Archiving principles (print and digital) and practices, including WEST, HathiTrust, Portico, LOCKSS/CLOCKSS
- o UC3 core competencies
- o Scholarly communication and open access opportunities and alternatives

LT2 recommendations to develop experts in emerging areas and to distribute baseline expertise

Identify/recruit/or contract for experts
- o Identify gaps in local and systemwide expertise resulting from changes in the legal, business, and technological environments. Identify individuals to fill these gaps at the local level or determine which gaps could be covered by contracting with another/other UC campus.
- o Charge issue-based working groups of existing experts to identify and articulate,
    - o for job description purposes, the knowledge and skills required by a resource expert
    - o for training purposes, the baseline knowledge and skills needed by collections librarians
- o Create a network of experts to pool information, design training for collections librarians, and act as resources for each other, and for their local (or multi-campus) constituents.

Distribute baseline expertise, while developing experts in emerging areas
- o **Endorse a body of baseline expertise** on emerging issues needed by collections librarians.
- o **Design and implement a training program** to facilitate the development and regular refreshment of foundational or baseline expertise for all collections librarians and to enable specialists (subject, issues, and functional experts) to act as trainers for generalists. Training for some issues will apply to collections librarians systemwide (e.g., UC3 tools, WAS, etc.), and that training could be conducted by collections librarians with advice from CDL. Training needs to be ongoing and refreshed as the environment changes.

Mix-and-match approach to supporting the development of specialized expertise and skills

LT2 suggests, based on input from respondents, the following mix-and-match approach to supporting the development of specialized expertise and skills

- o Many campuses already have or will choose to designate one or more librarians on their campus to serve as the local expert for a given area.
- o These campus experts could keep collections librarians on their campus apprised of the key concepts involved, and support consultation demand from both library and campus constituents.
- o Distributed experts could form systemwide special interest groups – to share information, and perhaps to develop instruction tools that could then be used at each campus for librarian updates and/or faculty/student information.
- o Some campuses might choose to enter into a multi-campus agreement for issue expertise:
  - A multi-campus agreement would involve two or more campuses and would specifically cover cost-shares, term of the agreement, method of assessment, options for discontinuance, performance expectations, work hours, workload, measurable products, salary, reporting lines, supervision, etc.
  - Two or more campuses could rely on a single individual to provide instruction materials and to consult remotely on local projects.
  - A single individual could be tasked both with having a physical presence, and acting as consultant and "instructor" at two campuses.

V. Models for collection development and management

Input received from respondents underlined the fact that goals, concerns, capacities and needs vary greatly among the UC libraries. Likewise, the presence of staff with specialized skill sets changes due to attrition, continued education and the hiring of new employees who bring different proficiencies. Therefore, LT2 suggests that campuses will need to select the best collection development and collection management models to meet their needs at the time.

Following are several modules or models that campuses could adopt.

Collection Management Models

From the responses LT2 received, consensus did seem to build around the fact that *collection management* (decisions about on-campus and off-campus shelving, repair, and withdrawal) needs to be undertaken at the local campus level rather than managed under a multi-campus partnership.

Three models came forward for collection management at the local level:
- Collections librarians continue to take a key role in deciding what is kept and where it is shelved.
- Each library establishes a set of guidelines and practices that can be applied to the management of collections across all subject areas; practices are regularized and decisions about retention or shelving do not involve a collections librarian on an item by item basis.

- Collection management duties are consolidated on a campus under one or two staff members (not necessarily librarians.)

Collection Development Models

A) For Serials

Very few respondents commented on better or different ways to build local and consortial serial collections. There was a mention that pay-per-view access to e-articles is worth pursuing to facilitate cancellation of some lower use serial subscriptions. Given the general absence of comment about developing serial collections, LT2 believes that most think the Tier 1/2/3 system is working as well as would any other system.

B) For Monographs, when collecting is local

There was no consensus among respondents on how best to organize the collection development of monographs. Ideas included reorganizing workload and workflow and reflect various attempts to manage very small collection budgets and/or serious reductions in both the number of librarians and the time available to do selecting. Some examples follow.

- Reliance on patron- or demand-driven acquisition for print and/or for e-books, either as a sole strategy for collection building or in conjunction with other approaches
- Configure collection development assignments to focus on related discipline(s) rather than individual subject assignments. This can happen by
  - developing broader or more comprehensive approval plans on each campus with fewer (perhaps as few as one or two) collections librarians dedicated to overseeing the full plan(s), and/or
  - dedicating a small number of librarians to do all firm ordering for these more comprehensive groups of academic disciplines or departments, (e.g., one social sciences librarian doing all ordering for the campus social sciences) thereby freeing up other collections librarians to cover emerging issues.

C) For content of all kinds, when a multi-campus partnership is pursued

POT7 specifically asked LT2 to consider "multi-campus subject selector/curators." Below is a general description of how multi-campus positions might be shaped and implemented, together with a sampling of the many responses we received about the opportunities and challenges that such positions might present.

A multi-campus position could be created in the event that two or more campuses deem it mutually beneficial to contract for shared services. The collection development duties and roles of a multi-campus appointment would not differ in kind from the same position held at a single campus, but would need to be re-scaled to define and create a manageable work load, and would need to be supported administratively to enable the multi-campus librarian to serve constituents at a distance.

A multi-campus agreement would specifically cover cost-shares, term of the agreement, method of assessment, options for discontinuance, performance expectations, work hours, workload, measurable products, salary, reporting lines, supervision, etc. Features of such an arrangement might include:

- Two or more campuses relying on a single individual to select and acquire materials separately for each participating campus, and to serve as consultant to local librarian-liaison or faculty as needed.
- A single individual with a physical presence and acting both as selector and liaison at multiple campuses.
- Two or more campuses relying on a joint approval plan for core monographs (print or electronic) in a subject (with one librarian responsible for developing the profile and managing the plan.)
- Shared collection development of smaller academic and/or non-English language programs, including Asian, Middle Eastern, Slavic and, for some campuses, European languages such as French and German (Many respondents thought such collections are more compatible with multi-campus partnerships.)
- Multi-campus cooperation on approval plans for core materials, especially in the quantitative social sciences and non-English language collections. With the majority, if not all, UC libraries working with YBP, coordination of English-language monographs is feasible and realistic. The existence of reliable approval plans to cover the publication output of most geographical areas (Africa continues to be an exception) enables a shared collections librarian to oversee collection development for some campus programs from a distance.
- One campus relying on an approval plan and faculty orders to acquire materials, while a second campus provides linguistic expertise and in-depth reference support/consultation.

Several individuals on multi-campus assignments (see Appendix 16) said that in addition to professional level collections librarian skills, multi-campus assignments require a rather extraordinary ability to communicate. They also recommended incumbents have flexibility, the ability to deal with uncertainty and to set their own agenda, strong communication skills, a willingness to travel and work hours as needed to meet needs, and ability to say "no" to non-essential work. UC Bibliographer Group Survey respondents concurred, and added that great organizational, analytic, and project management skills are essential to provide collection development/management support across campuses.

Campuses engaged in multi-campus contracts will need to:
- Have good reporting and budget infrastructures that can be used to accomplish work remotely, including collection analysis, acquisitions and cataloging.
- Have the ability to participate in virtual communication.
- Be clear on their needs and expectations.

UC respondents' positive comments on multi-campus models for collection development

Bibliographer groups: When asked, "what functions could a librarian with expertise in this collection area...provide to help you?" respondents mentioned: support with language skills; help with identifying baseline resources and important smaller publishers; consultation on specialized reference questions; analysis of gaps in local collections; information sharing about trends in scholarship; knowledge of major issues in their field, publication patterns, standards and conventions of research, and a desire for draft communications appropriate to send to their faculty

CDC: As staffing levels diminish, each campus individually will not be able to retain subject and language expertise as previous staffing levels. Having network-level resources from which to draw expertise would be a net positive for the UC. Clear advantages are present in the ability to maintain staffing subject and language expertise when campuses' local staffing levels diminish. Also, it was mentioned that acting as a larger unit in purchasing decisions could give the UCs more influence in the vendor market for a particular discipline.

CDL: Such positions would leverage expertise across the campuses and also contribute to systemwide thinking. This is similar to the way the bibliographer groups already function. Building shared systemwide collections best serves the goals of the UC Collection (see "The University of California Library Collection: Content for the 21st Century and Beyond") and is a better (and perhaps necessary) strategy to support the growing importance of developments such as multi-campus research collaboration and online instruction. In the case of online collections in particular (licensed or built), systemwide collecting strategies provide the greatest benefit to the UC community at the least cost. The RLFs and various shared print policies also provide a context for sharing of physical collections that can support shared collection development strategies.

HOPS: If FTE can't be supported, this allows for subject expertise (includes reference and instruction support). Smaller programs and those that require specialized expertise are the best option for sharing skills of one librarian across multiple campuses. Smaller and specialized academic disciplines seem likely candidates to share a collections librarian across campuses, although the need to maintain 'reasonable' workloads was noted. And a UC-wide ILS system was mentioned as enabling both cross-campus collections and public-service collaboration. As managers, it is particularly salient to note HOPS's concern about supervision and evaluation.

HOTS: Smaller campuses would be able to draw on larger campus expertise for language cataloging and collecting.

UC respondents' concerns about multi-campus models for collection development

Bibliographer groups: Almost all who thought about collection management expressed the opinion that a remote person would find it very difficult to positively influence decisions on what should be stored or withdrawn. Respondents were concerned that it would be too difficult for a remote collections librarian to understand the specific sub-disciplinary research or the local politics and patterns of use. One respondent asked if it wouldn't be better to do cross-campus collecting using shared approval plans. Another asked if demand driven acquisitions wouldn't be a better option than having a remote collections librarian. Respondents pointed out that to take on another campus(es), they would have to reduce the tasks they were responsible for locally. There seemed to be less skepticism if multi-campus collection development was tried for smaller niche programs.

CDC: Concern was expressed over whether such an approach would be feasible in all subject areas and over the need to be responsive to the direction of campus politics and local campus faculty

hiring. Campus's competing for faculty would need to make sure that local library collections adequately support new hires and that library resources help the institution compete in the broader academic community for faculty recruitment.

HOPS: Expressed concerns that the multi-campus librarian would not be on campus; couldn't spend enough time with any one campus/group (must manage expectations); would find it more difficult to develop relationships (with library, faculty, peers); would have the difficult job of learning different systems, policies, procedures; and that there would be more supervisory overhead. (Who is doing what, when, and for whom? How, and how often, is this professional work supported/evaluated?

HOTS: Concerns expressed included the need for local collection development librarians to support curricular priorities; missing the local presence and face-to-face interaction with CD librarians; as staffing levels diminish, how much work can be taken on with fewer and fewer staff?; would a multi-campus model work if it were an important area of campus research that included local outreach?; what would it sound like when trying to advertise to faculty?

UCHR: Consultation with the UC Human Resources Group stressed three principle areas to consider when exploring opportunities for multi-campus positions: 1) personnel issues; 2) financial issues; and 3) short term vs. long term commitment issues. Appendix 17 lists a detailed breakdown of points under each category. Risk management to individual campuses is underscored, along with concern for meeting the agreements and expectations articulated in the UC/AFT Memorandum of Agreement and other UC library peer review documents and guidelines. Several of the issues again speak to the challenges of library personnel working across two or more campus library systems. With varying library cultures, practices and expectations, different local needs and priorities, and dissimilar budgetary systems, potential library partners need to carefully work through each aspect.

VI. Addressing perceived obstacles

LT2 received a variety of comments about structural obstacles to efficient collection development and management. In addition, LT2 believes the following should be considered as UC Libraries re-think distribution of skills and expertise across the system.

- o **Consider how the following can be accomplished under the *University of California Libraries Proposed Advisory Structure to the Council of University Librarians***
    - o Exchange of subject-based information at local campuses, and between campuses
    - o Exchange of interdisciplinary expertise formed through support of developing programs and centers, often centralized at one campus, but perhaps of interest to other UC campuses
    - o Exchange of skills-based information (e.g., new areas of expertise) at local campuses and between campuses

- o **Convene discussions between CDC and HOPS, or their successors, on how to relieve librarians' feelings of conflict and provide a balance between the demands of collection development/management and those of public services.**

- o **Consider as an alternative, on a campus-by-campus basis, whether efficiencies could be achieved by assigning collection development/management to some librarians and delegating public service responsibilities to others,** allowing each group to focus their energies and fully develop needed skills.

- o **Assure that at each campus collections librarians have ready access to collections-related data, including data on expenditures, print circulation and e-usage, borrowing statistics, and title lists for Tier 1/2/3 resources**. Collections librarians indicated that such reports, especially if the data can be manipulated, would increase the efficiency and quality of their work. Better reporting infrastructure for budget and collection analysis statistics will be a prerequisite should any campuses want to share collection development expertise among two or more campuses.

- o **Centralize responsibility on each campus to one or two staff (not necessarily librarians) for trouble-shooting problems with databases** and other electronic resources to free up collections librarians to work with faculty, etc.

- o **Continue efforts to streamline communications between collections librarians and CDC/CDL with regard to Tier 1 packages,** with the goals of providing collections librarians with earlier and more accurate title lists during negotiations, improvements in usage data reports and reducing the time needed to assess and analyze package content.

- o **Foster systemwide flexibility and promote staff morale** by first fully assessing proposals for multi-campus initiatives and partnerships to assure mutual benefit among all participants, then communicating these benefits clearly (and perhaps often) to librarians and staff doing the work.

VII. Additional recommendations

Below are additional recommendations that LT2 believes, if implemented, would help UC to foster and deploy needed, traditional and new collection development and management skills throughout the system.

- o **Institute an audit on each campus of subject (including interdisciplinary specialties), language, format, legal and technological expertise to share with all the UC libraries. Use this data to realign responsibilities on each campus.**

- o **When determining how each campus will fill its gaps in language, subject, and/or emerging issues expertise, each campus should consider whether should fill the existing gaps at the local level or if the gaps could be or should be covered by contracting with another/other UC campus**.

- o **When recruitments are being drafted at any campus, consider opportunities for creating cross-campus jobs.** Funding for the position would come from two or more participating campuses. Duties would vary depending on existing campus needs for subject-, language- or issue-related expertise. These new positions might be modeled as a "circuit-rider" librarian travelling to participating regional campuses, or the position might serve participating campuses virtually. Dedicate staff to develop and maintain toolkits that support multi-campus and systemwide work.

- o **Investigate the possibility of assigning some existing collections librarian responsibilities and/or new-issues tasks to other qualified professional staff.** Some campuses already have successfully assigned responsibilities for digitization, digital curation, preservation, the development and management of visual resources, and some subject selection to staff members who have the needed knowledge, abilities and skills.

- o **To facilitate partnerships between and among the campus libraries, design and launch pilot projects involving two or more campuses. Determine the efficacy and cost-benefit of the relationship before more permanent and formal agreements are established**. Pilot projects can support flexibility for different campuses to mix and match how and when they cooperate. There is considerable interest by some campuses in multi-campus cooperation, and those who are interested should develop some two-or-more campus pilots with a commitment to rigorous assessment and analysis.

- o **Continue to support a network of subject- and language-based experts (i.e., continue or revamp the bibliographer groups) charged to regularly exchange of information and discuss ways to collaborate on collection development.**

Appendices

Appendix 1: Genesis of this report and charge to Lightning Team 2

In October 2012, UC's Council of University Librarians (CoUL) set as one of their systemwide priorities "Build and leverage expertise**:** As the size of the UC libraries' staff diminishes, the UC libraries must identify gaps in knowledge and expertise and implement efficient and effective mechanisms for sharing proficiencies across the system—all in the context of reevaluating and redefining the roles of librarians in the evolving information environment." An associated goal is, "Play a leadership role in generating discussion of the evolving library workforce in order to build and share expertise (e.g., subject, language, technical and/or legal) and develop centers of excellence." (For more on CoUL's vision, mission and priorities, see http://libraries.universityofcalifornia.edu/about/vision_mission_goals.html)

In service to the above, CoUL and the UC Libraries Systemwide Operations Planning and Advisory Group (SOPAG) charged the Power of Three Group 7 (POT7) to "transform collection development practices." One deliverable included in this charge is to "Identify roles and responsibilities for UC bibliographers in light of the changing landscape of collection management (e.g. economically challenged UC budgets and dynamic expectations of UC faculty, staff, and students.) Include recommendations for retooling and training and for creating redefined position descriptions, such as Shared Print Collection Initiative Liaison and regional UC bibliographer."

POT7 formed two lightning teams to provide input on this aspect of its charge. Lightning Team 1 (LT1) was charged "to gather a sample of 2011-12 job postings for librarians whose responsibilities include collection development and analyze those postings to determine what other responsibilities the library may have and what qualifications are listed as required and desirable." Lightning Team 2 (LT2) was charged to "propose duties and qualifications for the next generation local campus and multi-campus subject selector/curator" based on design and administration of surveys of stakeholders and the analysis of integration and integration with LT1's findings.

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The original charge to LT2 is shown below. POT7 later expanded this charge to include an environment scan of tasks performed by those who participate in UC bibliographer groups. The timeline for completion of the project was modified accordingly, with the revised due date for March/April 2013.

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POT 7
Lightning Team 2
Duties and Qualifications for the 21st century Campus and Multi-campus Subject Selector/Curator

AUTHOR(S) OF CHARGE:
    Jim Dooley (POT 7 liaison)

MEMBERS:
    -Bibliographers
        -humanities: Ken Lyons (UCSC)

-social sciences: Myra Appel (UCD)
-health/life sciences: Rikke Ogawa (UCLA)
-physical sciences & engineering" Dave Schmitt (UCSD)
-CDC representative: Janet Martorana (UCSB)
-HOPS representative: Catherine Friedman (UCSD)
-Analyst: Gail Ford (UCB)

SUMMARY AND BACKGROUND:
As you know, Next Generation Technical Services (NGTS) is an initiative developed by the University Librarians and SOPAG to redesign technical services workflows across the full range of library formats in order to take advantage of new systemwide capabilities and tools, minimize redundant activities, improve efficiency, and foster innovation in collection development and management to the benefit of UC library users.

The Power of Three groups have been empowered to form short-term groups charged with conducting pilot projects or other specific, well-defined tasks that will assist the POT in completing the deliverables outlined in its charge. Composition of the Lightning Teams will depend on the scope of the task. The POT can tap any appropriate experts from within the UC system with consideration of UC location/geography, campus size and decision-making authority.

As recognized experts in the field, you have been selected to serve on a POT 7 Lightning Team to propose duties and qualifications for the next generation local campus and multi-campus subject selector/curator. Within UC it is unusual to have an individual whose sole responsibility is collection development. It is more likely that collection development is one of several job duties performed by librarians.

Your convener will be Myra Appel. Jim Dooley will be your POT 7 liaison to facilitate communication and filter questions and concerns. The details of the tasks and the charges may change, and new tasks may arise that need to be addressed. The timeline for this Lightning Team will need to be fluid due to the variety of groups that need to be consulted.

CHARGE:
For this team, the project tasks identified so far are listed below with target completion dates.
1. Develop a consultation plan for POT 7 review to gather information from stakeholders (including, but not limited to, University Librarians, collection development officers, heads of public services, bibliographer groups, faculty, CDL staff in licensing, curation and publishing & access services) regarding the duties/roles and qualifications for the next generation local campus and multi-campus subject selector/curator. You should consult with the UC Human Resources Group via the chair (currently Helen Henry at UCD) for guidance on what questions should or should not be asked. You should also plan to gather information beyond UC as appropriate.
2. Gather input from stakeholders.
3. Analyze stakeholder input in conjunction with the findings of POT 7 Lightning Team 1.
4. Propose duties and qualifications for the next generation local campus and multi-campus subject selector/curator.

EXPECTED DELIVERABLES:

- Plan to acquire input from stakeholders
- Results from input gathering
- Analysis of input and integration with LT 1 findings
- Proposed duties and associated qualifications

REPORTING:

Submit monthly status reports by posting to the NGTS wiki. Format based on existing reports.

TIMEFRAME AND TARGET DATES

June—Kick-off call

July 2—Receive LT 1 report

July 30—Submit consultation plan for POT 7 approval

August 13—Implement consultation plan

December 14—Submit progress report with preliminary findings to POT 7

January 31—Submit report to POT 7 for review and approval (POT 7 presents to NGTS MT and CDC for next steps)

Appendix 2: Plan to acquire input from stakeholders

Stakeholders

LT2 identified the following sources for input and advice:

- o UC Council of University Librarians (CoUL)
- o UC Collection Development Committee (CDC)
- o UC Heads of Public Services (HOPS)
- o UC Heads of Technical Services (HOTS)
- o UC Heads of Special Collections (HOSC)
- o UC Joint Steering Committee on Shared Collections (JSC)
- o UC Bibliographer Groups
- o California Digital Library
- o select UC faculty
- o select research libraries, including Harvard, MIT, University of Illinois, Chicago, University of Washington
- o experienced multi-campus bibliographers both within and outside UC who have acted as multi-campus bibliographers
- o UC Human Resources

During the course of work, JSC and select research libraries chose not to participate.

Input from **select UC faculty** and **CoUL** will be sent to POT7 under separate cover, as a later addendum to this report.

Methodology

Survey instruments were devised for each stakeholder group, asking about current roles assigned, changes in time spent on various tasks and scope of work, gaps in the ability to meet existing demand, new issues that should be addressed, and whether and how the role of the bibliographer might be rethought to improve the quality of service to the UC community.

Responses from **CDC, CDL, HOPS, HOSC, HOTS**, and experienced multi-campus bibliographers are documented in the Appendices.

The survey devised for **UC bibliographer groups** was the most complex and seen by some as sensitive; LT2 consulted with the UC Human Resources Group about this survey. The survey was distributed through UC subject selector/bibliographer listservs, with the introductory text,

> "This survey is intended to provide the POT 7 LT 2 group with your input as we work to identify what duties and qualifications might be expected of the next generation of local campus and multi-campus collections librarians."

The bibliographer group listservs are composed of both selectors and other library staff supporting collections. When duplicate names are removed from listserv rosters, it is estimated that 275 individuals would have received an invitation to answer the survey. LT2 received 120 completed surveys.

Select readings were also mined (see Appendix 8—Select Readings,) especially LAUC's report on the future of UC librarianship (see Appendix 9—LAUC), and POT7 LT1's analysis of librarian job postings (see Appendix 10— Lightning Team 1.)

Appendix 3: Glossary

Curation: the life cycle management of print, digital and data archives and other content held by a library. Curation denotes defining the focus and scope of a collection for immediate and long term use and the intentional shaping of the collection through development and management decisions. Examples of curation include the formation of collection development policies and the oversight or coordination of digital preservation programs, along with the conservation treatment, disaster planning and response or education about these resources. Aspects of curation include collection development and collection management, defined below.

> **Collection development**: the building of library print, media and electronic library collections based on an assessment of the information needs of the local campus community. The process of collection development can include identifying and, in some cases, acquiring materials for purchase or subscription, selecting resources for digital or archival projects and collaborating with others to build cooperative collections. Collection development might also entail consulting with campus constituencies to determine needed resources. Examples of collection building include the review of gift collections for retention, the oversight or management of collection development budgets, and the building of electronic collections in the CDL Web Archiving Service.

> **Collection management**: the evaluation and decision making about existing print, media and electronic library collections. Collection management encompasses the withdrawal or de-selection, transfer, preservation and use assessment of resources held within the library or the UC system. Examples of collection management include work undertaken to transfer materials to the RLFs or to archival projects such as JSTOR or WEST, the evaluation of perpetual access versus ownership issues, and the refreshment of resources in all formats. Collaborative decision making about journals accessed through bundled full text journal packages licensed by CDL is another example of collection management.

> **Scholarly Communication**: the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. The system includes both formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as electronic listservs. (http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/principlesstrategies.cfm)

> Aspects of scholarly communication include author rights management, the economics of scholarly resources, new models of publishing including open access, institutional repositories, rights and access to federally funded research, and preservation of intellectual assets. (http://en.wikipedia.org/wiki/Scholarly_communication)

Collection Areas: the subject area, discipline, or academic department assigned to a Collections Librarian.

Collections Librarian: a Subject Librarian, Selector, Subject Specialist or Bibliographer. Collections Librarians have designated responsibility to develop collections and/or manage collections. Often Collections Librarians

have additional designated responsibilities that include providing reference service and in depth research assistance, teaching library instruction sessions or conducting outreach. A Collections Librarian can hold a primary assignment in either a Public Services department or in another area of the library such as Technical or Access Services. Collections Librarians might/might not hold advanced subject degrees, although librarians with the job titles of Bibliographer or Subject Specialist often have the educational background in one or more of their assigned subjects or disciplines.

Multi-campus Collections Librarian: a librarian who develops and/or manages the collections in the designated subject areas for two or more campuses.

Appendix 4: No two campuses are the same

LT2, when thinking about how training for new skills and multi-campus alliances might work, wondered how to characterize each campus and their capacity to meet current and future needs. The following tables compare commonly used metrics: enrollments, faculty, degrees conferred, expenditures for library materials, number of librarians. Each campus was assigned a rank from 1-10 (unless there were ties.) These rankings were then used to create a graph of all ten campuses showing ranks across the various metrics. Since UCSF and UCM are outliers, they were removed from the 10-campus graph to make the other 8 easier to read. UCSF and UCM are included in their own separate graph.

Enrollments and faculty

| | enrollments (including health sci) 2011-12 per UCOP at http://legacy-its.ucop.edu/uwnews/stat/statsum/fall2012/statsumm2012.pdf | | | | | | Faculty ladder & equiv rank headcount Fall 2011 | | | |
	undergrad	grad	resident	total	% of total	UC total enroll-ment rank	faculty headcount	UC rank	Students per faculty	UC rank (given reverse values)
ucb	25,774	10,119	6	35,899	15%	2	1,411	3	25	4
ucd	25,817	6,537	946	33,300	14%	3	1,510	2	22	2
uci	22,309	5,170	705	28,184	12%	5	1,097	5	26	6
ucla	27,941	12,004	1,396	41,341	17%	1	1,794	1	23	3
ucm	5,431	329	-	5,760	2%	9	132	10	44	10
ucr	18,583	2,422	-	21,005	9%	7	662	7	32	8
ucsb	18,989	2,938	-	21,927	9%	6	786	6	28	7
ucsc	15,978	1,426	-	17,404	7%	8	517	8	34	9
ucsd	22,676	5,618	765	29,059	12%	4	1,163	4	25	4
ucsf	-	3,137	1,670	4,807	2%	10	350	9	14	1
				238,686	100%		9,422			

Appendix 4, continues

Degrees Conferred

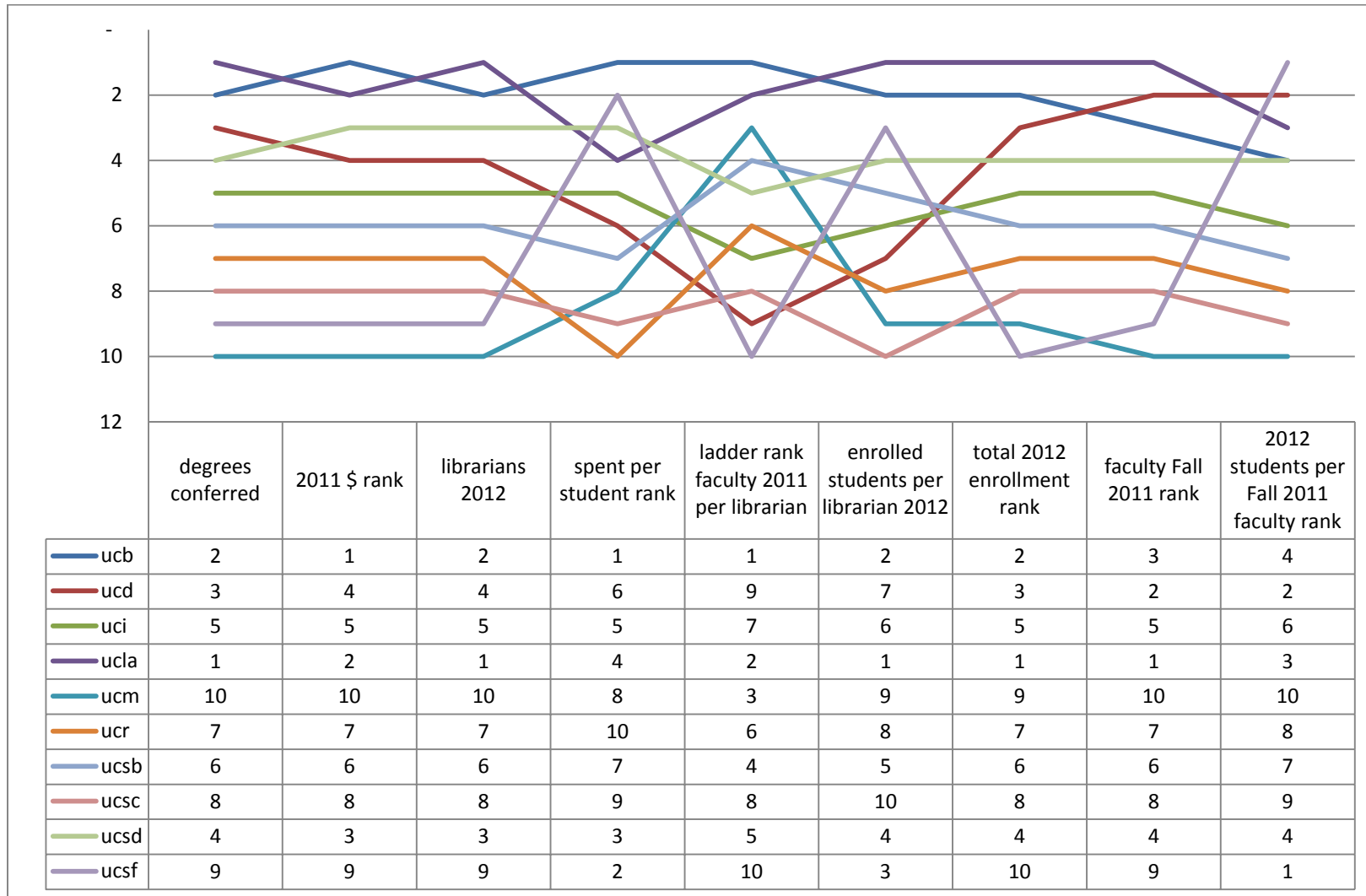|	degrees conferred 2012 (from The University of California Statistical Summary of Students and Staff Fall 2012) http://legacy-its.ucop.edu/uwnews/stat/statsum/fall2012/statsumm2012.pdf														
	bachelor	master	doctor	candidate in Phil.	juris doctor	engineer	doctor of audiology	doctor of dental surgery	doctor of med	doctor of pharm	doctor of phys therapy	doctor of vet med	doctor of opto	Total	rank
ucb	7,526	2,164	892	-	312	-	-	-	-	-	-	-	60	10,954	2
ucd	6,738	989	566	2	202	-	-	-	106	-	-	128	-	8,731	3
uci	6,378	1,105	413	-	57	-	-	-	102	-	-	-	-	8,055	5
ucla	7,391	2,921	725	76	333	1	-	95	173	-	-	-	-	11,715	1
ucm	641	23	19	-	-	-	-	-	-	-	-	-	-	683	10
ucr	4,040	467	263	-	-	-	-	-	-	-	-	-	-	4,770	7
ucsb	5,358	624	346	-	-	-	-	-	-	-	-	-	-	6,328	6
ucsc	4,301	290	172	-	-	-	-	-	-	-	-	-	-	4,763	8
ucsd	6,526	1,106	523	-	-	-	5	-	125	64	-	-	-	8,349	4
ucsf	-	322	134	-	-	-	-	106	170	116	42	-	-	890	9
	48,899	10,011	4,053	78	904	1	5	201	676	180	42	128	60	65,238	

Appendix 4, continues

Expenditures, Expenditures per Student, Librarians

	expenditures for library materials (per cdl cost shares data)			amount spent per enrollments (including health science residents)		Librarians 2012 (see tab)						
2011 $ rank	2011	2000	% chg	2011	spent per studnt rank	#	% of total	rank	students per librarian	rank (given reverse values)	faculty per librarian	rank (given in reverse values)
ucb	1	$ 13,770,747	$ 11,121,324	23.82%	$ 384	1	101	21%	2	355	2	14	1
ucd	4	$ 7,714,543	$ 6,440,651	19.78%	$ 232	6	51	11%	4	653	7	30	9
uci	5	$ 6,717,000	$ 4,789,351	40.25%	$ 238	5	45	10%	5	626	6	24	7
ucla	2	$ 11,216,938	$ 7,942,906	41.22%	$ 271	4	119	25%	1	347	1	15	2
ucm	10	$ 1,214,700	$ -	n/a	$ 211	8	7	1%	10	823	9	19	3
ucr	7	$ 3,672,434	$ 3,722,069	-1.33%	$ 175	10	29	6%	7	724	8	23	6
ucsb	6	$ 4,764,158	$ 4,137,706	15.14%	$ 217	7	37	8%	6	593	5	21	4
ucsc	8	$ 3,572,917	$ 3,066,393	16.52%	$ 205	9	21	4%	8	829	10	25	8
ucsd	3	$ 7,898,297	$ 5,630,951	40.27%	$ 272	3	53	11%	3	548	4	22	5
ucsf	9	$ 1,403,538	$ 1,234,485	13.69%	$ 292	2	10	2%	9	481	3	35	10

Appendix 4, continues

10-campus

	degrees conferred	2011 $ rank	librarians 2012	spent per student rank	ladder rank faculty 2011 per librarian	enrolled students per librarian 2012	total 2012 enrollment rank	faculty Fall 2011 rank	2012 students per Fall 2011 faculty rank
ucb	2	1	2	1	1	2	2	3	4
ucd	3	4	4	6	9	7	3	2	2
uci	5	5	5	5	7	6	5	5	6
ucla	1	2	1	4	2	1	1	1	3
ucm	10	10	10	8	3	9	9	10	10
ucr	7	7	7	10	6	8	7	7	8
ucsb	6	6	6	7	4	5	6	6	7
ucsc	8	8	8	9	8	10	8	8	9
ucsd	4	3	3	3	5	4	4	4	4
ucsf	9	9	9	2	10	3	10	9	1

Appendix 4, continues

8-campus

	degrees conferred	2011 $ rank	librarians 2012	spent per student rank	ladder rank faculty 2011 per librarian	enrolled students per librarian 2012	total 2012 enrollment rank	faculty Fall 2011 rank	2012 students per Fall 2011 faculty rank
ucb	2	1	2	1	1	2	2	3	4
ucd	3	4	4	6	9	7	3	2	2
uci	5	5	5	5	7	6	5	5	6
ucla	1	2	1	4	2	1	1	1	3
ucr	7	7	7	10	6	8	7	7	8
ucsb	6	6	6	7	4	5	6	6	7
ucsc	8	8	8	9	8	10	8	8	9
ucsd	4	3	3	3	5	4	4	4	4
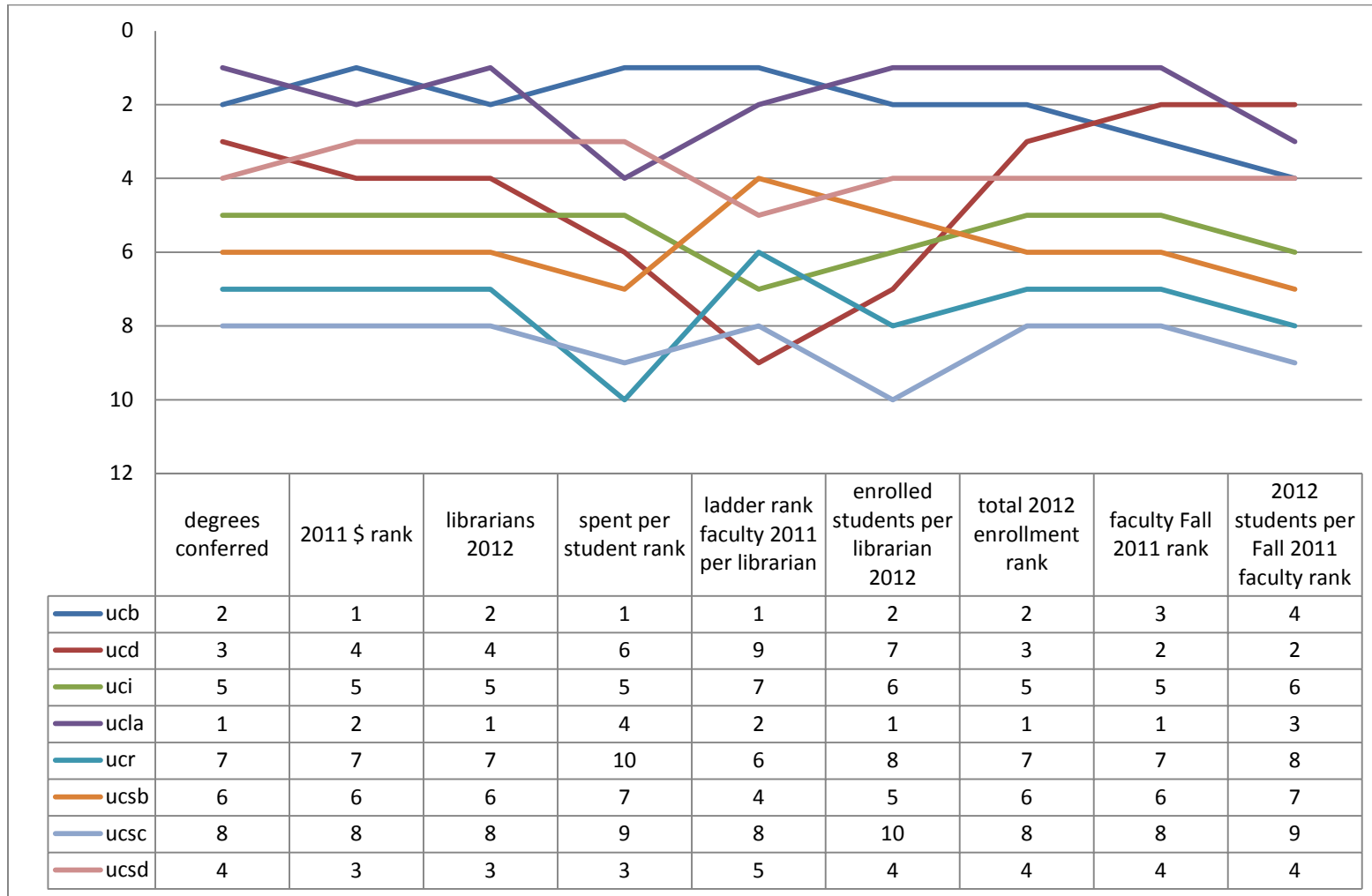
Appendix 4, continues

2-campus

	degrees conferred	2011 $ rank	librarians 2012	spent per student rank	ladder rank faculty 2011 per librarian	enrolled students per librarian 2012	total 2012 enrollment rank	faculty Fall 2011 rank	2012 students per Fall 2011 faculty rank
ucsf	9	9	9	2	10	3	10	9	1
ucm	10	10	10	8	3	9	9	10	10
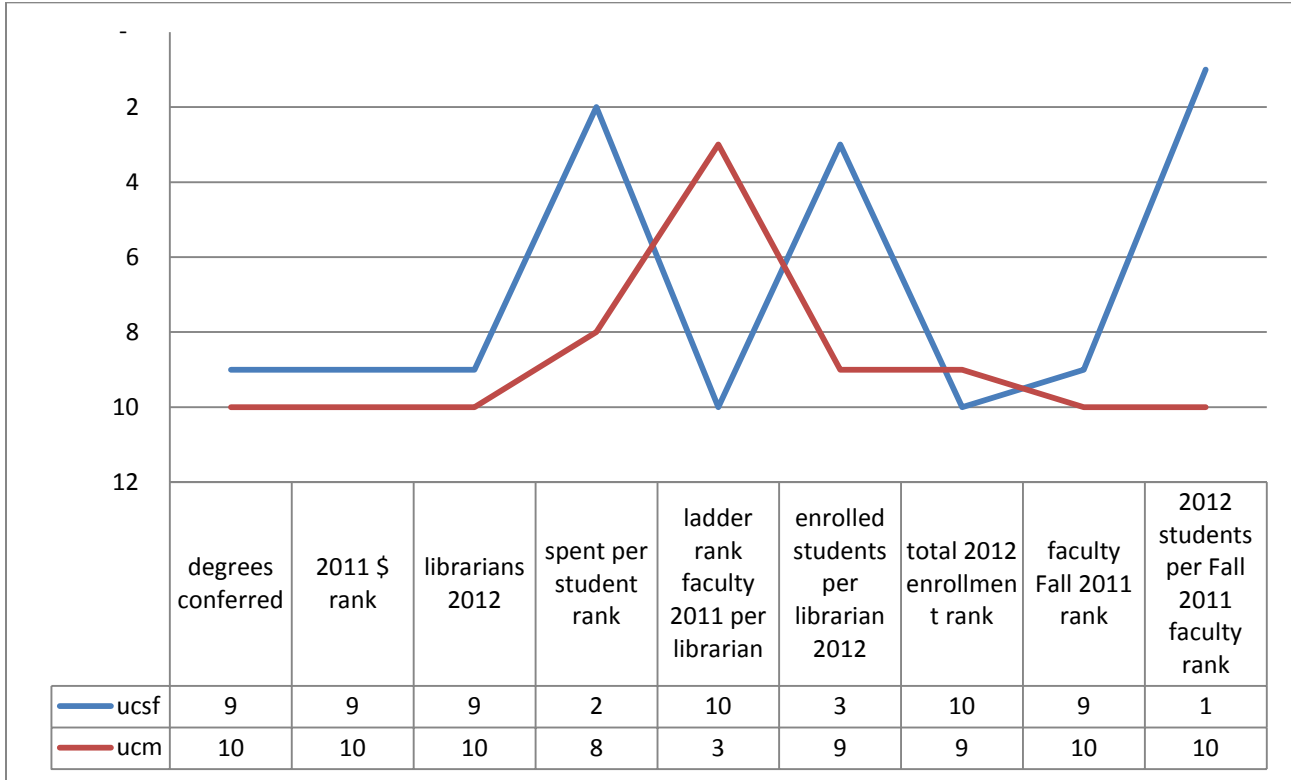
Appendix 5: UC Bibliographer Group Survey demographics and their faculty/subjects/allocations

Respondents by home campus

San Francisco CDL 0%
1%
Santa Barbara 16%
Berkeley 16%
Merced 2%
Santa Cruz 5%
San Diego 14%
Riverside 8%
Los Angeles 14%
Irvine 10%
Davis 14%
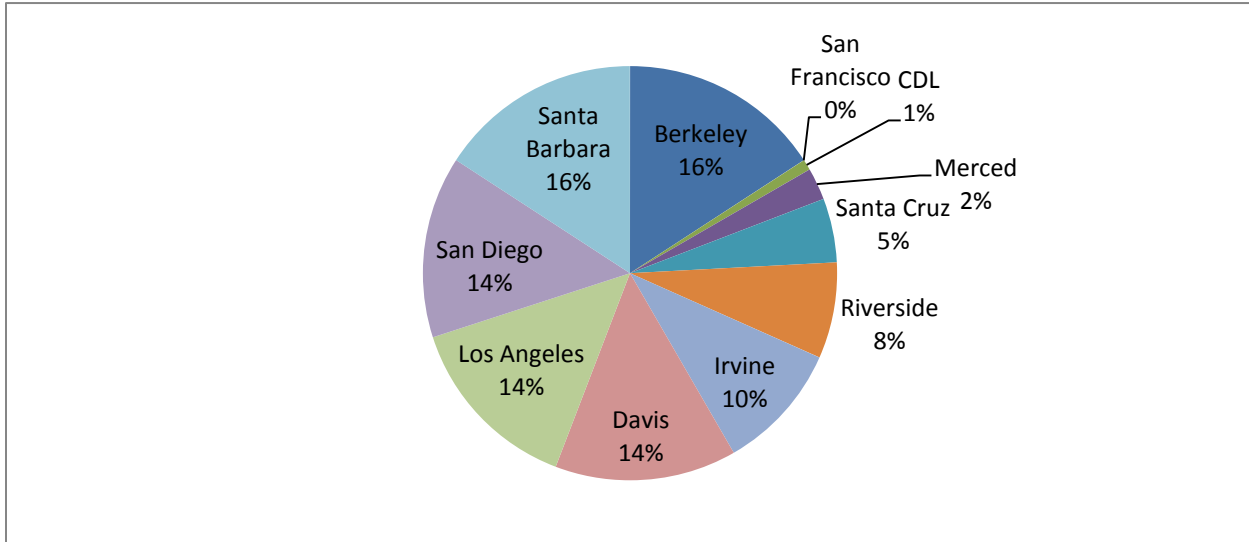
Respondents by years of service

21+ years 22%
less than 6 years 31%
16-20 years 6%
11-15 years 20%
6-10 years 21%
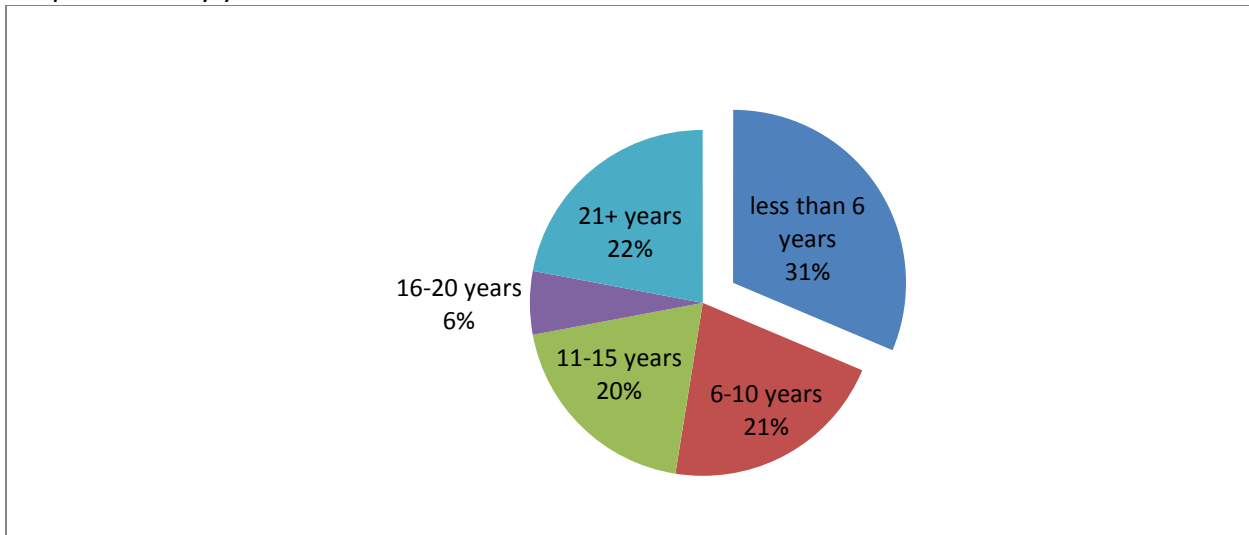
Appendix 5, continues

Subjects for which respondents are responsible
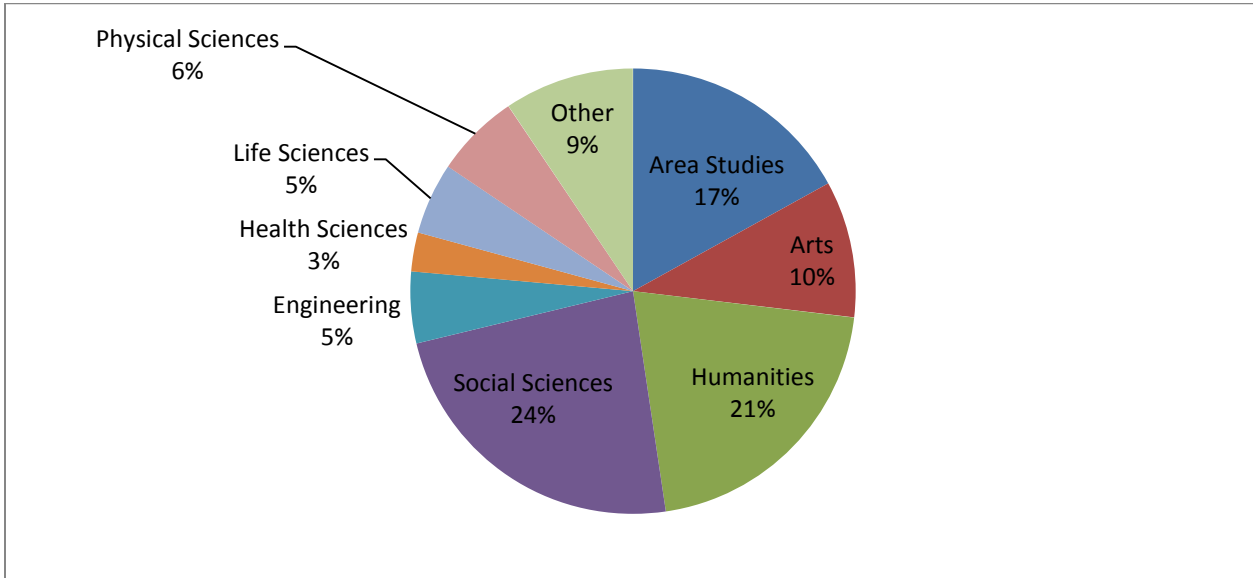
Respondents (percents) and the number of FTE ladder rank faculty they serve
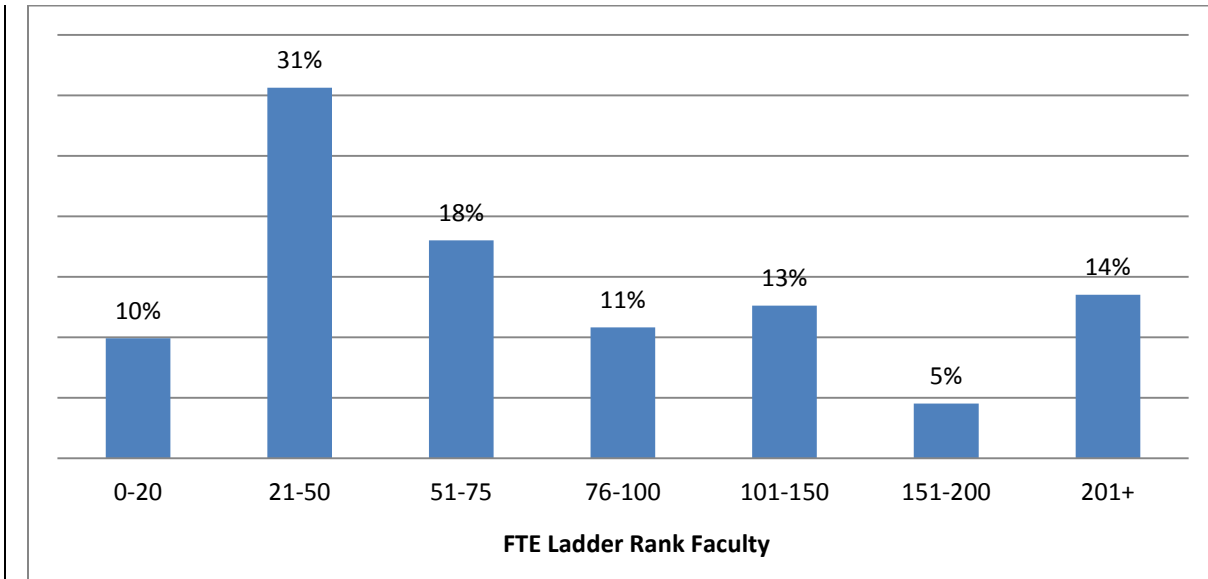
Appendix 5, continues

Size of allocations within respondents control to spend
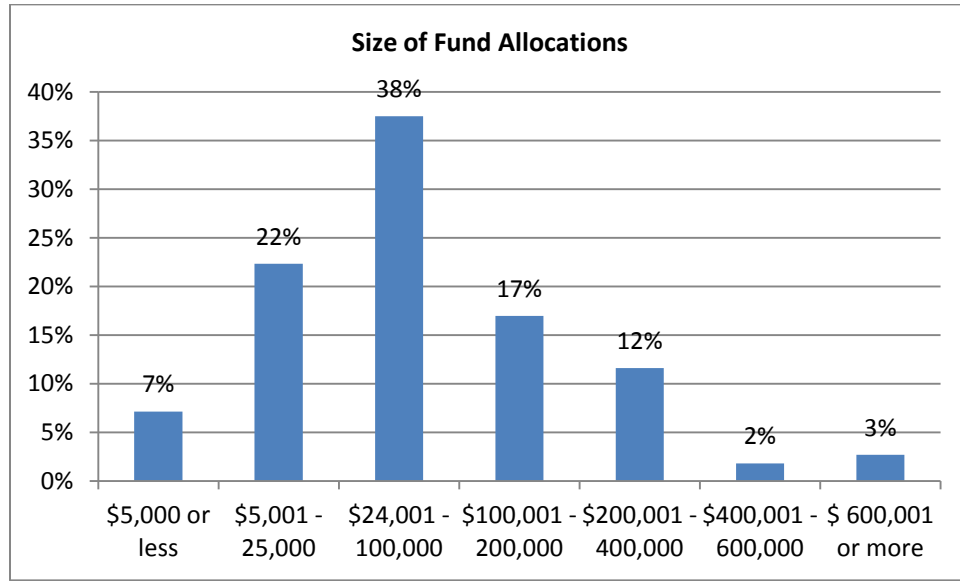
Appendix 6: Word-cloud of Bibliographer Group respondents' narrative responses

Appendix 7: Collections librarian arenas/issues, from content to collections management (by gford for LT2)

buy, license, link or rely?

are the licensing terms acceptable?

how usable is the interface?

is it the best format?

do we rely on collecting partners?

do we rely on borrowing?

do we link to OA?

do we buy?

can we afford to buy?

content questions

* does campus need this new content?

* should it be on campus? at NRLF? in a shared archive? e-only?

* should it be repaired or replaced?

* is it no longer worth keeping?

ongoing access issues

* how discoverable is it?

* if print, how should it circulate?

* has e-version beome available?

* is the interface still good?

* is it still the best format?

* has the price increased?

collection management issues

* allocation of shelving space (where/do we have room?)

* does use indicate need for more/fewer copies?

* is it damaged, lost or missing?

* circulation and re-shelving

*storage

*disposition

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Appendix 8: Select readings

Some excerpts and annotations are provided below

Blended Librarianship - (Re) Envisioning the Role of Librarian as Educator in the Digital Information Age. John D. Shank and Steven Bell. Research & User Services Quarterly. Volume 51, issue 2 Winter 2011. http://rusa.metapress.com/content/x825657xt2425256/

> This article focuses on the librarian as instructor, but sets out the following good descriptors of the challenges libraries now face:

> "John Seely Brown theorizes that for the first time in civilization, the traditional S-curve associated with societal infrastructural paradigm shifts— i.e., long periods of stability punctuated by short intervals of rapid change and disruption that is again followed by a long period of stability (decades)—no longer exists. Rather, in the 'Big Shift,' exponential change is now the norm."

> "In the future, the library as place and the containers its collections come in should not define the librarian as it has too often done in the past. Instead, the services (e.g., course related instruction) and products (i.e., information) provided by the librarians should."

> "...the digital computer revolution has changed the paradigm by which society produces and consumes information, moving from an information model of scarcity and limited access, to an overwhelming abundance of both the quantity and formats of information available. This, combined with an ever increasingly, dizzying profusion of tools to create and access information, creates an environment where librarians are well positioned to be facilitators, navigators, and teachers."

Competencies and Responsibilities of Social Science Data Librarians: An Analysis of Job Descriptions
http://crl.acrl.org/content/early/2013/02/06/crl13-435.full.pdf

Competencies for e-science librarians http://esciencelibrary.umassmed.edu/educ_librarians

Digital Curation in Academic Library Job Market
http://digital.library.unt.edu/ark:/67531/metadc122170/m1/1/

Keeping up with Digital Humanities
http://campaign.r20.constantcontact.com/render?llr=othxescab&v=001EjBomfbIyfinCCFDB2MLb6ARMvCOcK078ntq7ve7Ga7lX
JRtvK0AKJmT60sPk_ki0gdClzzH7wZtw2awijHvdzslN70iHF3IBZWjHZGG785yJt3LKiEnmeE1i11LGZFsC0j9zYrtNHle791VI2udZl2HalY
wSpYHKOjljTWP6_wbQtfDMZpZHdbUdtTNCPP-
jTrMo2YqHCDckTXqMEco4RLPc2i9n2rt0Id8OQm2vtuhoMA71q5EzPHY_VUSj1sYuIlhoImBubpwmla1E--jmQ%3D%3D

NMC Horizon Report: 2013 Higher Education Edition http://www.nmc.org/publications/2013-horizon-report-higher-ed

"...a collaboration between the New Media Consortium and the EDUCAUSE Learning Initiative...." to "understand new and emerging technologies, and their potential impact on teaching, learning, and research...over the next five years."

"... key drivers of educational technology adoptions for the period 2013—2018

1. Openness—concepts like open content, open data, and open resources, along with notions of transparency and easy access to data and information—is becoming a value...
2. Massively open online courses are being widely explored as alternatives and supplements to traditional university courses...
3. The workforce demands skills from college graduates that are more often acquired from informal learning experiences than in universities...
4. There is an increasing interest in using new sources of data for personalizing the learning experience and for performance measurement...
5. The role of educators continues to change due to the vast resources that are accessible to students via the Internet...
6. Education paradigms are shifting to incude online learning, hybrid learning, and collaborative models."

"Time to Adoption: One Year or Less: Massively Open Online Courses (MOOCS); Tablet Computing"

"Time to Adoption:Two to Three Years: Games and Gamification;Learning Analytics"

"Time to Adoption: Four to Five Years: 3D Printing; Wearable Technology"

Given the above, the following specifics were mentioned as being on the horizon

o "...giving students traditional assignments, such as textbook readings and paper writing, in addition to allowing for more open-ended, unstructured time where they are encouraged to experiment, pay and explore topics based on their own motivations."
o "Educating learners on how to decipher credible resources and aggregate content has become imperative, and there is a need for university educators to fulfill the position of content guide."
o "Educators are ... connecting students with the most effective forums and tools to navigate their areas of study."
o "...enable students to travel to campus for some activities, while using the network for others, taking advantage of the best of both environments."
o "...digital media literacy continues to rise in importance as a key skill in every discipline and profession."

- o "The emergence of new scholarly forms of authoring, publishing and researching, outpace sufficient and scalable modes of assessment."
- o "The demand for personalized learning is not adequately supported by current technology or practices."
- o "Most academics are not using new technologies for learning and teaching, nor for organizing their own research."
- o Re: MOOCS: "course materials are located in a hub or central repository and they all use automated software to assess student performance through quizzes and homework assignments...with students participating in online forums, study groups, and...organized student meet-ups."
- o "In higher education, it is now a bit of an anomaly for a university to be without its own branded tablet app...has become essential to the recruiting process...making it easy to download video lectures and other course materials on-the-go."
- o "...tablets are also ideal devices for fieldwork."

The NextGen LAUC Member: A Report from the LAUC Committee on Professional Governance
http://www.ucop.edu/lauc/committees/pg/cpg-report-2011.pdf . (Note: LT2 has excerpted sections from this report, as Appendix 5—The NextGen LAUC Member)

Pot7 LT1 Report. July 2011 (Note: LT2 has excerpted sections from this report, as Appendix 6—POT7 Lightning Team 1 Report**)**

Re-envisioning Library Services Initiative: Role of the Librarian Self-Study Report. April 17, 2012. UC Berkeley Library http://www.lib.berkeley.edu/AboutLibrary/re_envision_ROL_Report.pdf

Re-skilling for Research: An investigation into the role and skills of subject and liaisons librarians required to effectively support the evolving information needs of researchers. Mary Auckland. Research Libraries UK. January 2012 http://www.rluk.ac.uk/content/re-skiling-research

"It is essential that researchers understand and begin to address data and information description, management and curation issues at an early stage in their research to ensure maximum efficiency and effectiveness. For example details of provenance and effective indexing as information and research data are collected will make retrieval, curation and storage much easier in the long-term. There is a clear support role here for Subject Librarians."

"The research environment is changing, driven not least by the power of technology to transform the way researchers work. Libraries are largely in uncharted territory, and have the chance to draw a new map of support and services for researchers."

The report identifies the stages in the research process with an eye to identifying how librarians can help:

1. Conceptualizing new research, developing proposals, and identifying funding opportunities
2. Seeking new information
3. Information management: "Researchers have a need to manage, manipulate and present the information, for example bibliographic references, frequently visited websites etc., which they gather during the life of their research project. Kroll and Forsman found that 'researchers report that they struggle unsuccessfully with storage and management of a burgeoning volume of documents and data sets that they need and that result from their work, and that despite the services designed to help them manage their research data and information ... many researchers flounder in a disorganized and rising accumulation of useful findings that may be lost or unavailable when conducting future research.' "
4. Research data collection. "Underpinning much of the researchers' ability to discover and use information resources (in all formats) is the collection development work undertaken by some Subject Librarians. They play a key role in the purchase of new publications and information resources, are involved in collection policy development, and ensure that collections meet the needs of researchers as well as those of teaching and learning....[collection development] will become increasingly selective and evidence-based, closely allied to an understanding of researchers' workflows."
5. Research data discovery, management and curation: "Researchers are concerned with a number of important research data management issues such as access, organization, analysis, storage, combination and re--use, portability, sharing, and data security; in addition they frequently struggle to manage the data (often in huge quantities) that they collect... There are several examples...of Subject Librarians becoming involved with research data curation and management...determining the best home for data, and the manipulation required to make it reusable by others; consulting with researchers at the point of data creation and advising on standards applicable to their need, assisting with the compilation of a data management plan and creating 'organizing strategies for documentation, files, backups and more'; collecting and making available data sets for reuse.... [Gabridge] argues that services like these are a major component of libraries' future, and that ensuring the collection of the complex research and that it can be reused by others is central to their ongoing mission."
6. Sharing, discussion, online collaboration
7. Analyzing and reflecting on information and research data
8. Writing up and dissemination
9. Compliance, intellectual property, copyright and other statutory requirements
10. Preservation (..."actions taken to ensure the accessibility of digital information across time and new technologies.")
11. Quality assessment and measuring impact
12. Commercialization
13. Emerging technology new toys and how to use them

Redefining the Academic Library report from the Education Advisory Board.
http://www.theconferencecircuit.com/wp-content/uploads/Provosts-Report-on-Academic-Libraries2.pdf

Research Library Issues, no. 265 (Aug. 2009): Special Issue on Liaison Librarian Roles.
http://publications.arl.org/rli265/

SLASIAC Library Planning Task Force (Final Report)
http://libraries.universityofcalifornia.edu/planning/taskforce/final_LPTF_report_draft_v3_12-01-11.pdf

"The continuing primary mission of the libraries is to optimize the use of available resources to select, create, organize, preserve, and provide access to the world's output of scholarly information in support of the academic programs of the University. Whether print and digital collections and information resources are acquired and held locally, sourced through systemwide or multi-campus collaboration, or obtained from other libraries or commercial providers, the touchstone for each campus library and the Universitywide library system is to use its resources to maximize support for research, scholarship and teaching."

"The Task Force recommends that in Phase I the Council of University Librarians develop detailed plans to:

1. Acquire digital formats (e-journals, e-books) whenever possible. In this connection, it should be remembered that changes in the marketplace for digital information, including copyright laws and the licensing terms and practices of publishers, can greatly affect the availability, cost, and persistence of digital acquisitions.
2. Coordinate collection development and acquisition processes to avoid unnecessary duplication of new print materials (which also generate cost savings; see Section 6.1.2 below).
3. As possible, remove unnecessary duplicate copies in existing print collections.
    1. As it becomes necessary to reduce the size of print collections through removal of unnecessary duplicate copies, the first priority is duplicate print backfiles of journals for which the University has reliable long-term access in digital form. Studies by the UC libraries indicate that this strategy could ultimately remove 6.4 million volumes from the shelves without materially affecting teaching, research or the preservation of the scholarly record, adding 13 years to the effective capacity of existing library stacks. It is expected that there will be significant operating costs associated with this strategy, but these are one-time costs; in addition, the libraries have substantial experience in implementing "last-copy" journal strategies through their JSTOR print archive program, so workflows, costs and risks are well understood. This kind of weeding is costly, but much less so than weeding individual book titles.\
    2. . If additional space savings are required in the future, additional options to reduce duplication may be considered.
4. Manage print collections on a systemwide basis to make maximum use of all available UC library facilities.

Spec Kit 301 Liaison Services. October 2007. Association of Research Libraries.
http://publications.arl.org/1a515l.pdf

In the survey about liaisons, one question asked: "What services do liaisons offer to their assigned departments(s)?" With 61 respondents, 60 included "Collection development." So there is a very strong correlation to the other traditional liaison duties (61 said departmental outreach, 61 said communicating departmental needs, 60 said reference, 59 said instruction, etc.) So creating a cross-campus bibliographer without the tie-in to other liaison duties may be a bit of a departure from some established practices, but it doesn't mean it can't be done.

In the sample job descriptions section, there are 11 job announcements included. Of these, 10 have collection development/management as a listed duty. For the other sections of the Kit, which are mostly sample descriptions of various libraries' liaison departments and services, the same basic pattern holds. Almost all liaison positions have a collection development component.

UC Libraries Systemwide Plan & Priorities, FY 2013-2016
http://libraries.universityofcalifornia.edu/about/vision_mission_goals.html

"Enrich the systemwide library collection**:** Print, digital, data, and archival collections of the University of California are fundamental building blocks for the University's teaching, research, patient care, and public service programs. Building and managing collections that provide access to a broad array of scholarly information resources to support these programs remains one of the highest priorities for the UC libraries.

Priorities for 2013-2016**:**

- o Expand the UC library collection to embrace new content types and formats produced at all stages of the information and scholarly record life cycle.
- o Identify and preserve cultural and scholarly heritage materials that will contribute to both the UC and national research agendas.

On-going Priorities:

- o Continue development of the UC Curation Center (UC3), in the context of other regional, national, and international curation services.
- o Expand the scope of the Web Archiving Service and increase accessibility of archived materials."

The University of California Library Collection: Content for the 21st Century and Beyond. UC Libraries' Collection Development Committee. Spring 2009 and endorsed by the ULs in June 2009.
http://libraries.universityofcalifornia.edu/cdc/uc_collection_concept_paper_endorsed_ULs_2009.08.13.pdf

" **Goals:**
1. Develop a well selected and high quality collection of the world's knowledge.
2. Expand the UC Library Collection to embrace new content types and formats produced at all stages of the information and scholarly record life cycle.

3. Maximize seamless access to the entire UC Library Collection for library users across the ten campuses and, to the extent possible, for California citizens and the broader public.
4. Develop sustainable collection development and management strategies to ensure the richest possible collections within existing resource constraints, rebalancing budgetary expenditures as necessary to embrace new format and service requirements.
5. Engage in regional, national, and international partnerships to facilitate broad access to and effective stewardship of research resources across the globe.
6. Curate and preserve the scholarly output of the University of California.
7. Support transformative, sustainable publishing models that help UC address the economic challenges associated with the commercial control of the scholarly record.
8. Develop viable strategies for realizing the benefits to UC students, faculty, and staff of having access to the most thoughtfully curated academic library collection in the world, in the context of the multifaceted research, instruction, knowledge creation, and patient care missions of UC."

Appendix 9: "The NextGen LAUC Member..."

The following is an excerpt from *The NextGen LAUC Member: A Report from the LAUC Committee on Professional Development.* June 2011. http://www.ucop.edu/lauc/committees/pg/cpg-report-2011.pdf

LT2 thinks it is notable that Reference and Teaching are part of Collection Development in this report in addition to appearing under a separate section dedicated to Reference/Instruction.

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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.:

- 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

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.

Appendix 10: POT7 Lightning Team 1

Below are excerpts from POT7 Lightning Team 1's final report. The full report is available (for those with Convergence access) at
https://wiki.library.ucsf.edu/download/attachments/56002960/LT1FinalReportJuly2012.pdf?version=1&modificationDate=1348187141000&api=v2_

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What ... (LT1)... found

The job descriptions we analyzed were remarkably similar, with most confirming the POT7's expectation that *"within* [and outside] *UC it is unusual to have an individual whose sole responsibility is collection development. It is more likely that collection development is one of several job duties performed by librarians."*

The majority of postings we examined included reference and instruction, liaison and outreach duties as well as collection development. Although the phrases "collection development", "collection building" and "selection" were often used in the narrative sections of the job descriptions, there were few actual collection development requirements listed in the skills and qualification sections (43% of job descriptions analyzed) -- the most common being "knowledge of research and publishing trends" (29%). Likewise, the most common aspect of collection development noted was "selection" (61%), and over half mentioned some aspect of post-acquisition management of collections, such as preservation or digitization (55%), yet skills or qualifications in digitization were neither required nor preferred in any job description we analyzed. A number of positions (14%) required the incumbent to work closely with other departments (e.g., technical services, archives), and (73%) most required liaison efforts to other university or campus departments.

What was unusual?

There were a number of unusual phrases that have been documented in the appendix information. While there has been discussion at UCs and elsewhere about interdisciplinarity, scholarly communication, and data curation, only interdisciplinarity was mentioned with any frequency. Most frequently, interdisciplinarity was characterized as collaboration among different departments or units. There were fewer than 10 entries in each of the following areas: licensing or contracts, copyright or scholarly communication, digital humanities or emerging technologies. Web design and maintenance had the most mention of all the nouveau, technical duties, but it was only cited in just under25% of the job descriptions.

Two positions (Music and Government Documents Librarian and Digital Collections Strategist and Architecture Librarian) showed unusual combinations of responsibilities that perhaps reflect changing

needs and staffing in academic libraries. Looking ahead through the downsizing UC libraries filter, it would not be surprising to see similar in UC libraries.

... Language re: Collection Development

"Participate in collection development activities"

"Select & manage materials in all formats"

"...performs … subject collection & information specialist responsibilities."

"...forging innovative methods of sustaining & enhancing specialized collecting & research support"

"The incumbent will review & redefine collection policy...& attempt to anticipate subject areas/types of research materials that should be collected"

"Develops & maintains...approval plans and...recommends adjustments..."

"Utilize a creative & agile approach to collection development that is married with aggressive outreach and collaboration with scholars."

"...establishing policies and procedures for the selection of born-digital and digitized materials; developing an engaged and collaborative community of subject librarians to build digital collections; & leading the ongoing assessment of digital resources."

Language re: librarians in the 21st century:

"Participates in digital humanities projects"

"Demonstrated skill in using digital information resources in historical studies"

"... create innovative tools for managing the ...research process"

"...identifying/supporting ...research needs such as data management & personal information management"

"Promote new modes of scholarly communication & recruit institutional scholarly output for inclusion in the <digital repository>"

"Experience in the design & integration of new technologies into the delivery of information services"

"Serves as Library's primary resource on copyright compliance, fair use, & other copyright issues that pertain to library collections & services"

"...expected to take an entrepreneurial and experimental approach to meeting community needs through collection & resource selection, developing value-added services & interfaces, providing assistance with managing research information through its life cycle, orienting scholars to an increasingly complex information environment."

Fuzzy Language:

"Facility with technological applications in a library environment" (does this mean OPACs, GIS, OCLC Connection, Facebook, Dreamweaver,MS Office, databases, or...?)

Minimum Quals: "Experience directing the work of others" -vs.- Preferred Quals: "Supervisory experience"

"...a shared value of deliberatively [sp!] pursuing transformative possibilities."

Appendix 11: Q&A UC Heads of Public Services (HOPS)

Stakeholder Background

Heads of Public Services (HOPS) is a representative, all-campus group that advises the Systemwide Operations and Planning Advisory Group (SOPAG) and UC's university librarians on matters pertinent to public services in the UC libraries by identifying and analyzing public service trends, strategies, and innovations; identifying and implementing public-service best practices and programs; and identifying and addressing the educational needs of public-services staff across the UC system. As collections work is informed by the public service (e.g. reference, instruction, consultation) in which virtually all collections librarians are involved, HOPS provides a unique perspective on the integration of these major facets of librarianship.

Summary of HOPS Discussion

In response to LT2's questions, HOPS spoke pointedly to the inseparability of collections- and non-collections librarian functions, mentioning how few UC librarians are limited to collections work exclusively, and how any new collections model needs to take into account librarians' duties in instruction, reference, scholarly communication, liaison work, preservation, weeding, digitization, creation of metadata, and of course selection. A heavy emphasis was also placed on liaison activities and greater integration of librarians into academic departments and their work**.**

When discussing the possibility of multi-campus positions, and/or increased sharing across campuses, HOPS mentioned

  o An overall need for better understanding collections librarians' current strengths and which skills are lacking.
  o The variable adequacy with which shared technology enables cross-campus sharing of materials and applications.
  o The investment (at least initially) in in-person time to create useful, supportive relationships with academic departments, faculty, and students, and the sense that only thereafter could this be maintained remotely.
  o The need for guidelines on multiple-copy purchasing of materials.
  o The need to determine activities that demand priority action.
  o The difficulty (assuming any multi-campus responsibilities) of learning each campus's collection development/management processes and systems, as well as the background, research interests, and needs of faculty at multiple campuses.
  o Concerns about more supervisory overhead. Who is doing what, when, and for whom? How is this professional work supported/evaluated annually and for academic reviews (every two/three years)?

Suggestions were also offered that could help facilitate the establishment of multi-campus collections librarians. Smaller and specialized academic disciplines were mentioned as likely candidates to share a collections librarian across campuses, although the need to maintain 'reasonable' workloads was noted.

And a UC-wide ILS system was mentioned as enabling both cross-campus collections and public-service collaboration. As managers, it is particularly salient to note HOPS's concern about supervision and evaluation.

HOPS suggested that UC should be surveying initiatives and trends on the various campuses.

Full Questions and HOPS Answers:

1. What changes and challenges do you see (and foresee) facing collections librarians?

   - We don't have a strong understanding of what skills we are lacking and where our individual and/or collective strengths are.
   - Shared technology doesn't necessarily enable adequate sharing across campuses (materials, programs, etc.)
   - Many reasons to be tied to the "space specific-ness" of campus academic programs
   - Relationships matter and have to be grown, both to understand how the library can best support the goals of the academic departments and the individual scholars (faculty and students). Some of this can be done at a distance but presumably only after an initial investment of time to create the relationships.
   - Need to understand what indicators to use to guide us about when to purchase multiple copies of monographs, how many to purchase, etc.
   - Need to determine which activities demand priority action and are wisest to focus our time on
   - Smaller programs and those that require specialized expertise are the best option for sharing skills of one librarian across multiple campuses
   - The term "collections librarian" is problematic. Librarians do MANY jobs. There are very few librarians who are limited to selection work. This charge is only focused on the collection development/collection management responsibilities, though few librarians have responsibilities exclusively focused on these areas and any new models need to take into account related issues for instruction, reference/consultations, scholarly communications, liaison functions, etc.
   - "Collections" includes preservation, weeding, digitization projects, selection
   - On some campuses there is a split between area studies and non-area studies collection responsibilities.
   - Is metadata and scholarly communication inherent in collection responsibilities? How well do our collections staff understand this conversation? It is necessary that collections librarians understand these issues.
   - Important to realize that some "standard subjects", for example Anthropology, do not have the librarian expertise needed on all campuses. How to leverage UC-wide expertise while also maintaining a reasonable workload for individual librarians?
   - A shared ILS platform for all UC campuses would enable cross-campus collaborations especially for collections and public services.
   - Problems with learning the different processes/systems for each campus
   - Need to learn the background/scholarship/needs of faculty members across numerous campuses
   - Succession planning, how do we replace learned/experienced staff? What is the down time while skills are being acquired?

- Some movement away from MLS and more focus on PhDs at some UCs in regards to a number of special skills and education needs

2. Are there collection areas you foresee as difficult to cover on your campus?

- Area studies, including CJK
- Anthropology
- GIS/data
- Hard sciences
- Researcher-produced data
- Cross-disciplinary collections (e.g. sustainability, globalism, digital humanities)

3. If some collection development is undertaken across campuses and at the systemwide level, how do you see the role of the local collections librarian changing: In regard to provision of research instruction? In regard to provision of reference/research service (both in-person and on-line) and public service in general? In regard to the balance of effort between selection and deselection of local resources at the home campus versus those held at the off-site campus(es)?

- Must remain visible and proactive with faculty and departments lest the library risk becoming more marginalized
- Stronger need for the ability to scale services
- More technological skills needed
- Stronger need for big-picture approach (e-research, e-scholarship, ability to sell the library more holistically)
- Comfort with being an embedded librarian

4. Which librarian duties—traditional as well as evolving—would you like to see local collections librarians performing more than at present? Less than at present?

- Less of:
  - The setting up of database trials
  - Shelf review of monographs received from approval plans before processing
  - Time commitment required for evaluating titles for storage/withdrawal
  - Building LibGuides for a subject 10x over
- [More of:]
  - Have one person, UC-wide, tasked with setting up databases, publicizing, gathering comments

5. Are there current duties collections librarians perform that need to be improved?

- Collection selection process needs to be streamlined.
  - Purchased collections will not be hand curated in the future.
- Types of data/reports available for selection (especially cooperative collecting, storage, withdrawal)
- User interface for online teaching objects and web interfaces (when built by subject specialists)

6. As libraries consider an emerging set of librarian responsibilities (e.g. data curation, digital preservation, rights management), do you see such duties being taken on by single librarians specializing in these areas, by all librarians with collection duties, or by teams (either local or cross-campus) of librarian interest groups?

- Scholarly communication
- Data curation
- Rights management
- Technological expertise (emerging technologies, streaming, instructional technologies)
- User interface expertise
- UC3 core competencies
- Metadata
- Online instruction pedagogy
- Digital reference
- Learning object development

7. As staffing levels contract and institutional knowledge and expertise decline through attrition, do you see individual collections librarians becoming more involved in resource licensing, or is this a function that could be addressed at the systemwide level?

- Support for licensing being processed at the CDL level

8. What sorts of duties, projects, and functions would you like to see collections librarians undertake as liaisons to academic departments?

- We still value the subject expertise. It is important and matters when working with researchers and scholars.
- Being engaged in program reviews; acting as a research partner (Look at University of Minnesota work on subject specialists)
- Help with learning outcomes within the discipline (research methods/goals)
- Public service
- Need to work with disciplines to find out what they want from the library subject specialists

9. As campus libraries move away from the concept of building broad, standalone, representative collections, should local collections librarians become more involved in selecting the rare materials in their subject areas that make campus special collections unique? Or would such selection be better left to those with expertise in rare books and archiving?

- The expectation is that the selector will work with special collections in collecting primary source materials. The subject expertise does not always exist in special collections.

10. Do you foresee advantages to establishing multi-campus (or systemwide) collections librarian positions? Disadvantages? In such a position, what roles do you see multi-campus collections librarians filling at each campus they represent? Which roles would be better left to local collections librarians?

- Advantages:
    - If you can't support FTE, this allows for subject specialist (includes reference and instruction support)
- Disadvantages:
    - Not on campus
    - Can't spend enough time with any one campus/group (must manage expectations)
    - More difficult to develop relationships (with library, faculty, peers)
    - Trickier to learn different systems, policies, procedures
    - More supervisory overhead. Who is doing what, when, and for whom? How is this professional work supported/evaluated annually and for academic reviews (every two/three years)?

11. What communication and accountability structures would help make a multi-campus collections librarian position successful? Should local and systemwide managers actively co-ordinate supervision, or should prioritizing of duties be left to the discretion of the individual librarian?

- At Columbia/Cornell Memoranda of Understanding (MOUs) were drawn up between campuses and in partnership with the faculty. Meeting with ULs and department representatives to assure these MOUs work for the faculty to be supported
- We'd need to build the technical infrastructure that would allow for video conferences, virtual e-mails, instruction, etc.

12. Are there any issues, related to these topics, you'd like to discuss that haven't been asked?

   [None submitted.]

Appendix 12: Q&A UC Collection Development Committee (CDC)

Stakeholder Background:

UC Collection Development Committee (CDC) advises Systemwide Operations and Planning Group on collection development issues and coordinates systemwide collection development and collection management decisions (e.g., approving Tier 1 licensing agreements, systemwide preservation projects, etc.). As the UC investigates different models of collection development, CDC members may become supervisors or stakeholder campuses for multi-campus selector. A UC-scaled model of collection development would certainly mean open disclosure between collaborating UCs regarding collections funding and activities. CDC members would play a critical role in ensuring the survival and evaluation of a multi-campus model.

Summary of Discussion:

Due to the abbreviated time frame for response to questions, CDC opted to respond to POT7 LT2 call for discussion via the agenda of their January 2013 meeting. The same questions that were distributed to HOPS and HOTS were also distributed to CDC. With the time allotted in the January agenda, discussion centered around four questions for larger group discussion and CDC members were welcomed to respond by email for any further comments.

Several themes (both opportunities and challenges) of a multi-campus model were quickly identified from the CDC members' responses:

- *Leveraging Common Collections/Services*: Collecting traditional materials could be scaled up to a larger UC collection model through collection profiles and automated ordering. Less time could be spent on title-by-title selection of mainstream content at each campus. More influence in negotiations could be brought to bear if multi-campus selectors were negotiating for several campuses at once.
- *Maintaining Unique Subject and Language Expertise*: As staffing levels diminish, each campus individually will not be able to retain subject and language expertise as previous staffing levels. Having network leveled resources from which to draw expertise would be a net positive for the UC.
- *Unique Campus Needs/Agendas*: Campuses need to be competitive in supporting faculty research and unique areas may not be conducive to a multi-campus model in all subject areas. There would need to be the ability for campuses to be responsive to the direction of campus research, recruitment and politics.
- *Communication and Accountability*: Existing patterns/groups among subject librarians may contribute to varied communication structures depending on disciplines. However, clear, uniform Service Level Agreements between campuses could help set expectations and provide accountability to multi-campus selector models.

Full Questions and Synthesized Answers:

1. What changes and challenges do you see (and foresee) facing collections librarians?

2. Are there collection areas you foresee as difficult to cover on your campus?
3. If some collection development is undertaken across campuses and at the systemwide level, how do you see the role of the local collections librarian changing

   – in regard to provision of research instruction?

   – in regard to provision of reference/research service (both in-person and on-line) and public service in general?

   – in regard to the balance of effort between selection and deselection of local resources at the home campus versus those held at the off-site campus(es)?

4. Which librarian duties—traditional as well as evolving—would you like to see local collections librarians performing more than at present? Less than at present?
5. Are there current duties collections librarians perform that need to be improved?

   Summarized Response for Q4 & Q5:

   Consensus was formed around the need to move away from each campus conducting similar traditional collection development activities and to move toward a leveraging services among the UCs to save time on collecting traditional materials through collection profiles and automated ordering. Less time could be spent on title-by-title selection of mainstream content. New duties could include selecting contemporary, elusive data sources (social media, items/areas beyond the traditional published record, etc.), data curation and management, helping faculty understand scholarly publishing and open access options.

6. As libraries consider an emerging set of librarian responsibilities (e.g. data curation, digital preservation, rights management), do you see such duties being taken on by single librarians specializing in these areas, by all librarians with collection duties, or by teams (either local or cross-campus) of librarian interest groups?
7. As staffing levels contract and institutional knowledge and expertise decline through attrition, do you see individual collections librarians becoming more involved in resource licensing, or is this a function that could be addressed at the systemwide level?
8. What sorts of duties, projects, and functions would you like to see collections librarians undertake as liaisons to academic departments?
9. As campus libraries move away from the concept of building broad, standalone, representative collections, should local collections librarians become more involved in selecting the rare materials in their subject areas that make campus special collections unique? Or would such selection be better left to those with expertise in rare books and archiving?
10. Do you foresee advantages to establishing multi-campus (or systemwide) collections librarian positions? Disadvantages? In such a position, what roles do you see multi-campus collections librarians filling at each campus they represent? Which roles would be better left to local collections librarians?

   Summarized Response:

Clear advantages are present in the ability to maintain staffing subject and language expertise when campuses' local staffing levels diminish. Also, it was mentioned that acting as a larger unit in purchasing decisions could give the UCs more influence in the vendor market for a particular discipline. Concern was express over whether such an approach would be feasible in all subject areas and over the need to be responsive to the direction of campus politics and local campus faculty hiring. Campuses competing for faculty would need to make sure that local libraries can adequately support new hires and make sure library resources help UC compete in the broader academic community for faculty recruitment.

11. What communication and accountability structures would help make a multi-campus collections librarian position successful? Should local and systemwide managers actively co-ordinate supervision, or should prioritizing of duties be left to the discretion of the individual librarian?

    Summarized Response:
    Communication may be dependent on how the subject librarians and the specific discipline organize themselves. Communication would need to be clear to the populations served by a multi-campus selector and also to the community within the library that supports those populations. Uniform Service Level Agreements between campuses would be a good start to an accountability structure.

12. Are there any issues, related to these topics, you'd like to discuss that haven't been asked?

Appendix 13: Q&A UC Heads of Technical Services (HOTS)

Stakeholder Background:

UC Heads of Technical Services (HOTS) provides guidance and expertise in technical services concerns to the University of California libraries.   As the UC investigates different models of collection development, questions arose as to what supporting information and tasks would be needed from technical services to make such a model work. Multiple integrated library systems, cataloging and technical services departments could possibly be involved in the process of collection development and management. HOTS members play critical roles in providing data and processing materials in support of collection development and management.

Summary of Discussion:

The same questions that were distributed to HOPS and CDC were also distributed to HOTS. Several themes emerged from the discussions of what would be necessary to support multi-campus collections.

- *Economies of Scale***:** Several campuses would like to take advantage of a variety of language support and licensing expertise distributed among the UC campuses. A multi-campus support model for collection development and management could provide collection processing and acquisitions for areas that smaller campus need to pursue but do not currently have staff to support.
- *Clear and Open Data Sharing***:** Technical services departments support collectors in a variety of ways. Specifically mentioned with regard to data sharing were the facts that each campus budgets differently and that there are several different integrated library systems (ILS) with a plethora of different reports generated for each campus's collection development community. Budget data would need to be transparently and clearly communicated to multi-campus selectors. Also ILS, VDX and other systems' reports and data would need to be normalized across campuses so that comparisons of circulations, item browse counts, and general information related to collection management could be easily understood and communicated to selectors.
- *Tools for Collaborative Work:* Tools for easy analysis of collections would need to be in place to assist bibliographers. Technical services staff would need access to other campus library systems to support collection development and would also need the ability to provide remote access to remote campus staff.
- *Consistent Practices, Clear Procedures, Documented Policies***:** HOTS mentioned that expectations need to be set for minimal level of knowledge and consistent practices followed across the campuses for collections librarians. Clear procedures and documented policies could help with expectations of collection workflows between selectors and technical services.

HOTS also mentioned a few potential challenges to a multi-campus selector model including:

- ***Collection Management Decisions***: Many collection management decisions (especially, preservation, conservation, deselection) require the physical review of materials to compare condition and viability of the item. While guidelines can be established to help guide the

identification of groups of materials, the physical review may still need to be done by local librarians.

- **Diminishing Staffing Level and Redistribution of Tasks**: While noting the advantages of leveraging expertise from multiple campuses, concern was expressed that with staffing levels continuing to decline across many UC libraries there may not be enough manpower to distribute all necessary tasks even in a multi-campus model.
- **Campus Priorities & Local Curricular Support**: Niche subject areas of research/educational import as well as general curricular support were identified as areas that would require local expertise.
- **Consistency in Practice and Communications**: Accountability across campuses and clear communications would require a well understood and established cross-campus structure.

Full Questions and Synthesized Answers:

1. What changes and challenges do you see (and foresee) facing collections librarians?

   Some of the larger challenges articulated by the group were 1) no coordinated data collection methods for evaluating collections (circ data, funds data, record of ownership aside from WorldCat Local, VDX and other CDL reports are done by campus, etc.); 2) coordinating RLF deposits across campuses; 3) access to and tracking funds information across campuses; 4) coordination between selectors and technical services staff and; 5) developing criteria for weeding projects.

2. Are there collection areas you foresee as difficult to cover on your campus?

   Specific areas mentioned were 1) language collections expertise; 2) e-resources licensing and format issues and; 3) unique formats (e.g., video game collections).

   It was mentioned that e-resource licensing could really benefit from collaborative work because of licensing staff and expertise on particular campuses. It was also discussed that local practices would need to have minimum standards so all campuses could understand what materials are being processed.

3. If some collection development is undertaken across campuses and at the systemwide level, how do you see the role of the local collections librarian changing
   – in regard to provision of research instruction?
   – in regard to provision of reference/research service (both in-person and on-line) and public service in general?
   – in regard to the balance of effort between selection and deselection of local resources at the home campus versus those held at the off-site campus(es)?

   There was concern expressed that deselection should be handled at the local level as local librarians knew the campuses' needs to support local researchers and that it needs to be done in collaboration with faculty, though examples of the WEST deselection project could be a good example of a global deselection process. It was also note that deselection is at times a very physical process. The group discussed that having mutually agreed upon criteria for deselection with campus subject specialists being able to make item by item exceptions and assessing the

physical condition of the items could work.

4. Which librarian duties—traditional as well as evolving—would you like to see local collections librarians performing more than at present? Less than at present?

   Librarians could be doing more vetting of free resources for inclusion into the catalog, dealing more selectively with gifts, and could maximize decision making with data driven criteria to help librarians focus on areas that need closer review.

5. Are there current duties collections librarians perform that need to be improved?

   Current duties that could be improved are review of approval plans and firm orders so that items received can get to the shelf more quickly, review of circulation and utilization trends of the existing collections, and one campus mentioned the processing and selection of state documents cold be improved.

6. As libraries consider an emerging set of librarian responsibilities (e.g. data curation, digital preservation, rights management), do you see such duties being taken on by single librarians specializing in these areas, by all librarians with collection duties, or by teams (either local or cross-campus) of librarian interest groups?

   The general consensus expressed was that team approach would be a better approach to managing new responsibilities and could be built on the strengths across functional areas. It was also suggested that even in a team environment, there should be a minimal level of knowledge expected of librarians so that basic questions could be answered and services promoted. Local teams may be good for the individuality of each campus, but larger groups across campuses could be helpful in coordinating among the UCs.

7. As staffing levels contract and institutional knowledge and expertise decline through attrition, do you see individual collections librarians becoming more involved in resource licensing, or is this a function that could be addressed at the systemwide level?

   Consistency in practice is important as expertise declines. A distributed team could take care of expertise at local campuses, but there would need to be strong oversight and model licensing procedures and better coordination of Tier 3s. A local team without expertise could leave campuses vulnerable for many things (e.g., hostile breeches).

8. What sorts of duties, projects, and functions would you like to see collections librarians undertake as liaisons to academic departments?

   One duty discussed was that collection librarians could be better at explaining costs and resources involved in processing collections and gifts from departments.

9. As campus libraries move away from the concept of building broad, standalone, representative collections, should local collections librarians become more involved in selecting the rare materials in their subject areas that make campus special collections unique? Or would such selection be better left to those with expertise in rare books and archiving?

   At this point, the group could not imagine asking selectors to take on rare book and archiving responsibilities, but mentioned other unique formats (electronic, etc.) or campus niche areas. As they are more involved in specific subjects, they could see selectors working with special collections people to help acquire rare and special materials. It was also pointed out that budgets locally may not be able to bear collecting that type of materials but that there could be more coordination between staff in this area.

10. Do you foresee advantages to establishing multi-campus (or systemwide) collections librarian positions? Disadvantages? In such a position, what roles do you see multi-campus collections librarians filling at each campus they represent? Which roles would be better left to local collections librarians?

    One advantage discussed was smaller campuses being able to draw on larger campus expertise for language cataloging and collecting. Concerns expressed included: 1) the need to be local collection development librarians to support curricular needs; 2) missing the local presence and face-to-face interaction with CD librarians; 3) as staffing levels diminish, how much work can be taken on with fewer and fewer staff; 4) would a multi-campus model work if it were an important area of campus research that included local outreach; 5) what would it sound like when trying to advertise to faculty.

11. What communication and accountability structures would help make a multi-campus collections librarian position successful? Should local and systemwide managers actively co-ordinate supervision, or should prioritizing of duties be left to the discretion of the individual librarian?

    Clear distinctions of job responsibilities would be necessary. Remote supervision can be difficult to both a systemwide and a local manager. Coordination would be good.

12. Are there any issues, related to these topics, you'd like to discuss that haven't been asked?

    Tool to support this kind of collaborative virtual work would be necessary – data sharing, collection vendor tools, ILS tools. There are many expectations from ILS reports and each campus's ILS reports are different so data would need to be normalized across campuses. Would technical service have to do more to support remote librarians? Questions of role accountability and cost sharing information would need to be thought through more thoroughly.

Appendix 14: Q&A Heads of Special Collections

Summary of Discussion:
Responses were received from two members of HOSC.

Two themes that reappeared throughout both HOSC responses included the importance of partnerships and the increasing focus of Special Collections departments on digital project creation and management. Respondents stated that in this environment of rights management, data curation and digitization initiatives, all librarians, not only Special Collections librarian/curators, will need updated skills. They also stressed the importance of local partnerships between subject specialists/collection librarians and special collections librarians/curators by suggesting that the two areas consult more often about the selection and purchase of materials and that cross-training opportunity be developed to share information about local collection strengths. Each respondent contributed ideas about developing collaborative partnerships across the campuses. Recommendations included: a "multi-campus training center;" "special language and format conversion centers;" "clear collection development policies established for each campus so that the ten campuses could work collaboratively to build an impressive special collections' holdings;" and a "setting of overall goals agreed upon by local and systemwide managers." One respondent did add that if a multi-campus position were created, "systemwide communication and supervision approach" is essential. While citing the potential for the aforementioned multi-campus cooperation, each respondent reiterated the importance of local selection, processing and prioritization.

Questions and HOSC's answers

1. What changes and challenges do you see (and foresee) facing Special Collections librarians/curators and collections librarians overall?

   a) Updating skills to meet the needs of an increasingly digital environment, and attracting young talent to these positions.

   b) How to deal with mass digitization projects; born-digital projects, and the ever changing technologies evident in our collection. More and more patrons expect to find documents available on the web not just finding aids.

2. Which duties—traditional as well as evolving—would you like to see local collections librarians, both Special Collections librarians/curators and subject specialists assigned to other public services, performing more than at present? Less than at present?

   a) I would like to see more cross-training; more knowledge of the collections found in Special Collections by bibliographers;

   b) the same as present.

3. As libraries consider an emerging set of librarian responsibilities (e.g. data curation, digital preservation, rights management), do you see such duties being taken on by single librarians specializing in these areas, by all librarians with collection duties, or by teams (either local or

cross-campus) of librarian interest groups?

a) We need more expertise, so specialists would be very helpful, but I think we also need to build knowledge for all librarians; b) At the outset, I think that single librarians will be hired to oversee these responsibilities, with this librarian leading teams of local and cross=campus interest groups.

3a. What role do you see for Special Collections librarians' in taking on one or more of these responsibilities or in partnering with other librarians?

a)Special Collections will need to be involved in these areas as they relate to the various special collections; b) Both taking on some of these responsibilities—especially digital preservation and rights management—and partnering with other librarians.

4. Would you like to see Special Collections librarians/curators serve independently, or work in partnership with collections librarians, as liaisons to academic departments?

a) The more partnerships the better both for the public and the collections;

b) There are advantages in either option.

4a.What duties or functions would you like to see curators/collections librarians undertake as liaisons?

a) I think there is sometimes thinking that curators/special collections don't work directly with departments and faculty, it is far from the case, we often serve as liaisons especially in regards to collection development and University Archives;

b) Not sure at this point.

5. As campus libraries move away from the concept of building broad, standalone, representative collections, should local collections librarians become more involved in selecting the rare materials in their subject areas that make campus special collections unique? Or would such selection be better left to those with expertise in rare books and archiving?

a) I would welcome more recommendations from the bibliographers and collections librarians who may work directly with more classes and specialize in their subject fields, however, the resources would still likely come from Special Collections budgets and have to be weighed in the development of the collection as a whole. So, I would see it as a partnership with a recommendation and then approval by Special Collections;

b) I think that the final selection is better left to those with expertise in rare books and archives, but suggestions from collections librarians would be welcome.

6. From your perspective, are there current duties which curators/collections librarians perform that need to be improved?

a)Not sure what you are looking for here—we can always improve, gain more expertise—time, staff, and resources are often what we need to improve;

b) Curators and collection librarians need to preserve and produce more digital assets.

7. If some collection development is undertaken across campuses and at the systemwide level, how do you see the role of the local curator/collections librarian changing:

   --in regard to provision of research instruction?

   > a) Special Collections will still work closely with individual researchers and classes;

   > b) Not substantially since we would continue to collect in the areas for which we are known.

   --in regard to provision of reference/research service (both in-person and on-line) and public service in general?

   > a) We have been looking at the Aeon system to provide on-line orders;

   > b) Not significantly, since our reference/research service is tied to our unique holdings.

   --in regard to the balance of effort between selection and deselection of local resources at the home campus versus those held at the off-site campus(es)?

   > a) Special Collections already has a history of building specific subject specialities on each campus and have referred collections to each other;

   > b) As always, appropriate materials could be moved to Special Collections & Archives rather than deselected or stored off-site.

8. As staffing levels contract and institutional knowledge and expertise decline through attrition, do you see Special Collections librarians/curators becoming more involved in resource licensing:

   --- for resources, commercial or free, created outside of the library?

   > a) Not sure on this;

   > b) Possibly.

   --- for digital projects created by or within the library?

   > a) Special Collections are already involved in these types of projects especially for grants and outsourcing;

   > b) Yes, definitely.

9. Do you foresee advantages to establishing multi-campus (or systemwide) curator/ collections librarian positions? Disadvantages? In such a position, what roles do you see multi-campus curators/collections librarians filling at each campus they represent? Which roles would be better left to local librarians?

   > a) In some respects CDL for OAC operates as a systemwide group to help us establish our collections on line. I could see a multi-campus training center, special language and format conversion centers are needed. Still most of the on-site processing would need to be done in the local arena, not only to understand the collection level of cataloguing, but to gain the expertise to serve the collection up to the public;

b) I would see great advantages in separate campuses collecting more aggressively in the areas of their strengths rather than in a desultory manner, as sometimes happens. I would like to see clear collection development policies established for each campus so that the ten campuses could work collaboratively to build an impressive special collections' holdings, with each campus able to focus on two-three specialties. The work of building the unique holdings on each campus would be left to the special collections local librarians.

10. What communication and accountability structures would help make a multi-campus curators/collections librarian position successful? Should local and systemwide managers actively co-ordinate supervision, or should prioritising of duties be left to the discretion of the individual librarian?

a) If it is a multi-campus position, I think a systemwide communication and supervision approach would be needed;

b) This is a very difficult question. There is much to be said for leaving the prioritizing of duties to the discretion of the individual librarian, with the setting of overall goals agreed upon by local and systemwide managers.

11. Are there any issues, related to these topics, you'd like to discuss that haven't been asked?

Technology centers for mass digitization projects, conversion of audio-visual materials, and born electronic cataloguing needs would lend themselves more to a multi-campus approach.

Appendix 15: Q&A California Digital Library (CDL)

Stakeholder Background

The California Digital Library is UC's 'eleventh library', overseeing one of the world's largest digital libraries. CDL is responsible for developing and maintaining the UC systemwide library catalogue; facilitating co-investment in, and licensing and sharing of, both print and electronic materials across the system, as well as supporting research throughout the information lifecycle through digital curation, scholarly publishing, archiving, and preservation. It is almost assured that collections librarians at campuses across the system will become more integrally involved in promoting and proffering these services, as many of the responses here indicate.

Questions and CDL's answers

1-What changes and challenges do you see (and foresee) facing collections librarians?

Contracting budgets with a greater diversity of services and types of collections to support as new resources emerge; collections and services merging as a result of digital developments; increasing collaboration beyond the institution in many areas (print collecting, HathiTrust, web archiving, data curation...); greater demands for familiarity with a broader range of issues and services, even as staffing levels are contracting; emerging interdisciplinary research areas that cross traditional subject lines and budgets.

2-From the vantage-point of your area of expertise, are there new skills librarians will need to acquire in order to successfully fulfill their roles as collections librarians? If so, what are these skills and how might they receive necessary training?

See responses to 3. below. All librarians increasingly need to be 'tech-savvy' and to be familiar with a broad range of digital library developments and related skills. CDL can help with training in areas in which we have expertise and can help to identify external training resources and opportunities.

3-As libraries consider an emerging set of librarian responsibilities (e.g. data curation, digital preservation, Web archiving, rights management,) do you see such duties being taken on by single librarians specializing in these areas, by all librarians with collection responsibilities, or by teams (either local or cross-campus) of librarian interest groups?

There should not be silo'd expertise within a single librarian. All librarians should have a broad working knowledge across these areas; i.e., they should be familiar with what is meant by the terms and [issues] included in these areas. That being said however, when helping faculty or other librarians or staff get started, it would be very helpful to have a knowledgeable person on the campus to refer to. The local person(s) could be part of a team—either local campus or campus and systemwide. CDL can certainly provide expertise in areas as needed.

4-As staffing levels contract and institutional knowledge and expertise decline through attrition, do you see individual collections librarians becoming more involved in resource licensing, or is this a function that increasingly will be addressed at the systemwide level?

Licensing benefits from expert knowledge in areas such as copyright and contract law, contract writing, negotiation skills, and a strong knowledge of emerging standards and best practices. It's important for all collection librarians to have some familiarity with these areas, as in our answer to 3. above; however, the best outcomes usually involve dedicated expertise and consistent application. There are already a number of UC campus librarians with good skills in this area who work on tier 2 licenses. A small network of key experts can be effective. If licensing becomes more distributed, consistent procedures and standards are vitally important for effective integration with CDL services.

5-Should collections librarians be routinely considering, as part of their collection curation work, the eligibility of materials for digital preservation and archiving locally, systemwide, and beyond? If so, by what criteria should such materials be selected?

Yes, it probably makes most sense for collection librarians to routinely be considering the eligibility of materials for digital preservation and archiving at a systemwide level. The criteria for selection would be the same as for any collection building: applicability to campus programs; support of faculty research; importance to overall culture; collection strengths, cost, uniqueness, adherence to standards, etc.

In addition, there should be consideration for how to build collection areas, systemwide, e.g., environment in the West, history of Silicon Valley, etc.

6-To what extent do you see campus libraries moving away from the concept of building broad, standalone, representative collections and towards shared, systemwide collections? Should local collections librarians become more involved in selecting the rare materials in their subject areas that make campus special collections unique? Or would such selection be better left to those with expertise in rare books and archiving?

Building shared systemwide collections best serves the goals of the UC Collection (University of California Library Collection: Content for the 21st Century and Beyond) and is a better (and perhaps necessary) strategy to support the growing importance of developments such as multi-campus research collaboration and online instruction. In the case of online collections in particular (licensed or built), systemwide collecting strategies provide the greatest benefit to the UC community at the least cost. The RLFs and various shared print policies also provide a context for sharing of physical collections that can support shared collection development strategies.

7-Do you foresee advantages to establishing multi-campus (or systemwide) collections librarian positions? Disadvantages? In such a position, what roles do you see multi-campus collections librarians filling at each campus they represent? Which roles would be better left to local collections librarians?

Such positions would leverage expertise across the campuses and also contribute to systemwide thinking. This is similar to the way the bibliographer groups already function. I'm not sure there is a need for a division of roles, although local librarians will obviously be more accessible to students and faculty – but I believe shared bibliographers at some institutions are working well even at a great geographic distance.

8-What communication and accountability structures would help make a multi-campus collections librarian position successful? Should local and systemwide managers actively co-ordinate supervision, or should prioritizing of duties be left to the discretion of the individual librarian?

Establishing close relationships with faculty is an important part of collection development. If the collection librarian is not physically on the campus it will certainly be a challenge, however not an insurmountable one.

Also, keep in mind that collection librarians do instruction and reference in their area of expertise.

To facilitate these roles remotely, it will be important to adopt new (effective) tools that support remote collaboration; for example, taking the best practices in a field such as online teaching in order to engage in synchronous communication.

With regards to reference, there is of course a current 24/7 reference service that can support this new role, but it needs to be clear to staffers who they can refer expert level questions to. This referral structure needs to be made explicitly to all parties.

Regarding reporting and accountability – this person would have a home campus with a supervisor. Implementing a service level agreement of sorts could help to ensure that there is a shared understanding of what is expected. Possibly a regional model is the best one, e.g., northern campuses so person could easily drive among the campuses.

9-Assuming the creation of some multi-campus collections librarian positions, should such positions be funded by the librarian's home campus? By all campuses for whom the librarian provides services? Or by CDL?

Shared funding by the campuses for which services are provided would seem to be the most equitable model and the one best designed to ensure accountability. CDL is best positioned to fund work that is truly systemwide (as opposed to multi-campus) and, in any event, would need new funding in order to sponsor such positions. In considering the funding model, some attention should be paid to whether the option to rotate positions among campuses when there are vacancies would be desirable.

10-What can local collections departments do to further advance the work of CDL in the areas of licensing, access, and digital preservation? What services can CDL provide local collections departments and their librarians as expertise in these areas is lost to attrition and reorganization?

In the area of licensing, what is most important to CDL is that campus processes integrate well with CDL-supported processes and services, e.g., conform to tier 2 guidelines and follow consistent policies and procedures. The Resource Liaison program already provides tremendous support to systemwide licensing by bringing bibliographer (and also public service) expertise to bear, including deep subject knowledge, expert familiarity with individual resources, and direct contact with students and faculty.   This complements well the business and licensing expertise at CDL. Similar liaison roles exist for eScholarship.

CDL has increased some of its own licensing support to campuses in recent years (e.g. administering campus amendments to systemwide contracts, tier 2 billing), and would be willing to provide more license negotiation support if funding were available.   CDL also can contribute by developing standards and guidelines.

11-Are there any issues, related to these topics, you'd like to discuss that haven't been asked?

[None submitted]

Appendix 16: Q&A Experienced multi-campus bibliographers

As a part of the POT7 LT2's charge to investigate the next generation bibliographer, we decided we would like to tap into the experience of librarians who have worked in a multi-campus collections role. To do this, we asked a series of questions over email to four librarians. These librarians all are in (or have recently have been in) positions in which they were responsible for a subject area in multiple campuses at the same time. The librarians surveyed were:

Rob Davis, Slavic Studies, Columbia and Cornell Universities

Sean Knowlton, Latin American Studies, Columbia and Cornell Universities

Setsuko Noguchi, Japanese Studies, CIC (U. of Illinois, U. of Minnesota, U. of Wisconsin), in position until November 2012

Allan Urbanic, Slavic Studies, UC Berkeley and UC Santa Barbara, retired 2012

Highlights of the survey findings are listed below. It should be noted that generalizations made from the responses should be limited, in that the sample size is so small. The results presented may not be translatable from position to position. However, actual experience can be valuable, so LT2 felt it was important to talk to librarians doing the kind of work being contemplated.

It should also be noted that these four are probably not the only multi-campus collections librarians in the country, but this type of position is extremely rare. Also, two of the four cooperative positions are no longer in existence. The UC and CIC agreements have ended, with the institutions preferring for various reasons to have local subject librarians.

- The multi-campus collections librarians surveyed all had some non-collection subject specialist duties, but the large majority of their time is spent on collections.
  - SK – "collection development (80%) with reference and instruction at 20%"
  - RD – "75% selecting/managing, 25% subject specialist"
  - AU – "My experience with UCSB has mostly been in the selecting area."
- The librarians felt that the agreement works best with smaller collections rather than large ones, which would compete for their time.
  - SN – "My service was divided 50 % and 25% x 2, each campus wanted me to serve equally anyway. I ended up over working."
  - AU – "I do not think shared responsibility would work between two large collections with large campus constituencies… The reason for this, in my opinion, is as you add faculty and graduate students, increase the research scope that needs to be covered, and increase the budget that has to be managed, the workload increases exponentially, not linearly, so you come to a point where one person could not manage the program."
- The librarians noted that distance can be an issue, and having the campuses be close together is important.
  - SN – "If all campuses were in the same states, I could have served more, but adding another state is not realistic."

- o RD – "I think scaling to a larger community would work IF the universities were physically closer. Skype is great, but sometimes in-person best."
- In all cases, the librarians bought for and kept separate collections. The campuses did not share ownership of physical resources (though they did lend to each other), and purchased the collections based on the local needs.
    - o SK – "Each library acquires materials (print, e-books, e-journals, databases) with their own funds and those materials belong to and reside at each institution."
    - o AU – "What I selected for Berkeley belonged to Berkeley and what I selected for UCSB belonged to their collection."
    - o RD – "Whoever pays for the material holds the material."
- With regard to communication with users, there were varying ideas. Most physically travelled to the different campuses, with the UC situation being different, where they had a local liaison at UCSB. All made heavy use of electronic methods of communication.
    - o SN – "I communicated with the head of collection development frequently as well as monthly meeting."
    - o AU – "I think this is an important point. Even if the responsibility for developing a collection is handled by someone off site, there needs to be a local person who can handle basic requests and questions… In general, once a faculty member describes his/her personal research needs to you and you grasp the literature in their field, it is easy to satisfy his/her needs without much further communication."
    - o RD – "I keep faculty and students informed of what I am doing via email and regular newsletters that go to both campus communities, addressing them as *one* community… I also CONSTANTLY solicit input on prospective big ticket purchases, and go out of my way to meet with faculty face-to-face in their offices or over coffee on a regular basis."
- There were no special collections-related skills that were mentioned as being required, but the ability to communicate was seen as most essential to this type of role. Other recommended skills were mentioned as well, mostly interpersonal ones.
    - o SN – "I would say it is important to communicate as much as possible to as many librarians and staff in each campus"
    - o SK - "A background working at different institutions (public, private), flexibility, ability to deal with uncertainty and set own agenda, strong communication skills, willingness to travel and work hours as needed to meet needs, ability to say no to non-essential work."
    - o RD – "I think you can't be afraid of going out and meeting your public."
- As a group, the librarians felt that the job is very time consuming, and in some cases more so than they expected.
    - o SN – "I ended up over working. Plus traveling between campuses is not easy."
    - o SK – "So far the workload is very high and will remain so…"
    - o AU – "As time went by with the loss of librarians throughout the system and locally, duties and the amount of time they require can shift"
    - o RD – "By being involved in the life of both institutions—committees, decision-making, etc. etc.—one needs to be hands-on the tiller of BOTH collections and constituencies pretty much every day."
- Finally, there were a few general lessons learned that the librarians thought to pass on.
    - o AU – "It is very important to do the upfront work, for example doing a collection assessment in the subject and interviewing the faculty and graduate students. This will save time in the long run."
    - o AU – "I am warning against … the attempt to pursue collaborative collecting as a way of coping with or pursuing a reduction in staffing. Collaborative collecting should be used

to cope with a <u>shift in expertise</u> as it is distributed throughout the system <u>because of retirements and other attrition</u>. People called upon to do collaborative collecting should be relieved of other responsibilities and those responsibilities should be backed filled with new hires."

o RD – "You have to truly accept the premise that the collections, though physically separate, and paid for out of different funds, are "one." I am never "out" of systemwide mode, and they are integral."

o RD – "In the area of emulation, it comes down to coordination of vendors, clarity in cd profiles, and active communication with faculty and students."

Appendix 17: Q&A UC Human Resources Group

Background: The Human Resources Group, composed primarily of Associate University Librarians and reporting to the University Librarians, oversees all aspects of financial management, accounting and human resources within the 10 UC libraries. LT2 consulted with the Human Resources Group to verify that the survey questions planned for distribution to the UC Bibliographer Groups met with university guidelines and expectations. The Task Force also consulted with Tammy Dearie (UCSD), Chair, Human Resources Group (2012-2014), and Helen Henry (UCD), co-Chair, Next Generation Technical Services, Phase 2, Financial Infrastructure Task Force (2010) charged to examine new cross-campus cost sharing issues and models, to ascertain areas of concern when establishing agreements between two or more campuses. Both AULS made the following points:

Risk management to individual campuses needs to be considered at outset.

Personnel Issues:
Library practices, expectations and cultures vary. When creating a multi-campus position, partnering libraries will need to consider and come to consensus about the following points:
- o Position descriptions: who will create the Statement of Responsibilities or job description?
- o Supervision: who will supervise the librarian and how will the librarian be supervised?
- o Time allocation: what percentage of time will the librarian report to each campus? Policies exist that librarians be assigned a minimum of 51% to one supervisor and 49% to a second.
- o Workload expectations: what are the workload expectations from each participating library? How will differing expectations be resolved?
- o Academic reviews: which library will review the librarian? Will the secondary campus(es) provide a supplementary or contributory letter to the review packet? Will criteria differ between or across libraries? How will potential disagreements on the final action be resolved?
- o Performance issues: how will performance issues be addressed?
- o Leave: how will time off for vacation and sick leave be managed? Who has the authority to approve? how will coordination across libraries be achieved?

Financial Issues:
Library and campus budgetary systems and practices vary throughout the UC. The establishment of Shared Service Centers adds other issues to the creation and support of multi-campus positions:
- o Calculation of benefits: will both/all partnering libraries contribute? Payment of benefits varies across campuses with some libraries contributing to the cost, while funding is supported by the central campus at other institutions
- o Salary: recharges were used in past, e.g., libraries have shared salary cost via recharge for Chinese SCP cataloger. Can a Shared Service Center accommodate multiple campus contributions?
- o UC Path: who will manage the appointment in UC Path? Typically, one campus will take the lead, but a split appointment in the system MIGHT be possible; is this alternative desirable?

- Advancement: how will salary increases, e.g., merits or accelerations, be funded and shared by participating campuses?
- Overhead: who will pay for the overhead costs, e.g., computer, software, office equipment, etc.?
- Benefits: how will campuses share in the cost of benefits?
- Professional development: how will training and professional development be funded? Funding for professional development varies across the 10 UC libraries
- Temporary appointments: temporary appointments must follow the MOU. Article 19 states that Temporary Appointments

> 1. shall have a specified date of termination;
>
> 2. shall ordinarily be for a period of one year or less, but shall not be for a period of more than two years unless the appointment is supported by extramural funds. If the funding permits, the appointment may be continued for the duration of the grant. When the length of the appointment permits, the librarian shall be reviewed following the same procedures and review cycles set forth for review of Potential Career or Career Appointees;
>
> 3. is automatically self-terminating, and notice of intention not to reappoint is not required; and
>
> 4. is subject to the conditions relating to notice of termination in Article 9, Layoff

Short Term vs. Long Term Commitment Issues:

Library and campuses environments function in a landscape of constant change as research and curricula transform, technology evolves and budgets fluctuate. Commitments to short term vs. long term agreements pose issues for consideration:

- Layoffs: layoff possibilities exist, particularly in changing economic climates
- Varying local priorities: priorities on each campus vary; the needs of two, or more, institutions must be considered and balanced
- Changing local needs: individual campus needs change, evolve and vary over time
- Skill sets: libraries require different skills among staff at different points in time
- Local campuses often have only a short turnaround time to make decisions
- Evaluation: a mechanism to evaluate or assess the effectiveness of the partnership needs to be defined and articulated prior to the inception of the agreement
- Reporting structure: a reporting structure, along with their reporting period (e.g., ongoing vs. end of year) need to be determined and agreed upon prior to the inception of the partnership.

Appendix 18: Survey of UC Faculty

Stakeholder Background

17 UC Faculty from five different campuses were asked by members of POT7 LT 2 to respond to a brief survey on future directions in collection development. The preface to the survey stated that "LT2 seeks input from UC faculty to learn how our libraries can better meet the needs of you and your students. As we explore new models of developing and managing library collections we invite you to share your impressions about the effectiveness of our current practices and to hear your suggestions about what we can do to address your changing instructional and research practices. To a lesser extent we are also asking for your input on library services that support access to and use of library collections." A diverse group of faculty were sought to best represent the variety of information needs related to research and teaching at the University of California. This faculty would have a unique perspective on emerging needs of the faculty as well as challenges in collection development which are currently or potentially developing given current library practice and proposed changes.

Summary of Faculty Discussion

Few areas of major consensus were observed by in the respondents' data. However, four thematic areas of support or concern were evident:

- Non-traditional Collection Interest is Discipline Dependent

   Answers to several questions on the survey were extremely dependent on respondents' subject discipline. Respondents' reactions were mixed to questions on whether or not libraries should be collecting 'non-traditional' information sources, with most being unsure whether or not libraries should collect blog, website, multimedia artifacts, or data sets.

- GIS & Data – Interest Still Rising

   Of the five respondents agreeing the library should collect data sets and/or websites, four were from the social sciences and humanities. Respondents interested in using GIS (6), data management software(6) and data repositories(5), were distributed evenly between Life/Health Sciences and Social Sciences/Humanities disciplines. Many respondents expressed that students and other researchers might answer the question of interest more affirmatively when asked if they thought others would answer the question differently. Furthermore, there was a propensity of interest expressed in the library supporting such services and commenting that it fit well with the library's mission and design.

- Library as Copyright and Rights Management Support
   A majority of respondents expect the library to provide support with issues of copyright and

rights management, specifically open access, author rights and educational/fair use. One faculty commented that expanded support open-access courseware would be a helpful service for the library to provide.

- Immediate Access to Librarians v. Losing Face-time
  When asked about the challenges of a librarian for their discipline being located on another campus, a majority of respondents indicated they preferred face-to-face interactions with the librarians and were concerned about the loss of personalization of service to them and/or their students. One respondent indicated that phone and email would be enough, while two more indicated that responsiveness of the librarians would be key to making such an arrangement successful.

Questions and Faculty Answers:

Which campus are you affiliated with?

Davis	2
Irvine	1
Los Angeles	3
San Diego	7
Santa Cruz	4

How long have you been with UC as a faculty member?

1-3 years	0
4-6 years	3
7-10 years	1
11-15 years	3
16-20 years	3
21+ years	6

What is your general field of research and teaching?

Other	3
Arts	3
Engineering	3
Health Sciences	1
Humanities	6
Life Sciences	4
Physical Sciences	1
Social Sciences	3

*4 respondents marked more than one category; "other" category responses included, psychoanalysis, film studies, history

Are there any non-traditional information venues you rely on or contribute to in support of your teaching and/or research?

Blogs:

…a variety of science blogs
…by patients
…news,FDA,etc
…geripals
…blogs on media commons--in
media res; #alt-ac

…sb Science blogs; UC Research
…historiaglobalonline and other
lat am history blogs

1) Websites:

…CAIN web service: Conflict and Politics in Northern Ireland
…Yes, UCD library, FAMSI, WAYEB,
…a variety of news and science website
…Chronicle of Higher Ed, NIH, CDC, National Guideline Clearinghouse
…news,FDA,etc

…center of excellence on elder abuse and neglect prevention
…wikipedia, youtube
…yes
…Mastering Biology
…http://nisee.berkeley.edu/elibrary
…Youtube contains many performances I use in my teaching

2) Multimedia Artifacts:

…YES!!! These are extremely helpful. I'm working to have icons to them on the Lab computer.The best of YouTube would be great also because there is a lot of junk on YouTube.

…not sure what this means

…film and video from various

…yes

…YouTube videos;

3) Datasets:

…publicly available government datasets like FDA

…ICTS bioinformatics data

…http://www.nodc.noaa.gov/General/biology.html

4) Other:

[no responses]

Should the library be capturing and preserving these information resources?

	Blogs	Websites	Multi-media artifacts	Datasets	Other
Yes	3	5	4	5	1
No	4	3	1	2	1
Not sure	8	7	8	6	5

Why or why not?

> …Though I am not a huge user of such resources, I am positive that they will become more and more important over the years.
> …I'm not sure because some are already archived...data sets particularly
> …The websites are kept up to date. I've used blogs written by patients for first hand perspectives about living with a disease.
> …I have no idea what a "multi-media artifact" is.
> …unnecessary if they are available via google (free/not restricted)
> …I see blogs as more for short term info so no need to preserve. datasets should be preserved
> …other-books!! interesting question though, whether libraries should capture material that are theoretically stored in some ip. To change emphasis to web based materials changes the research library more to a digital archive.
> …Intermediality and intertexts are part of the growing concatenation of knowledge(s)
> …at this point i cannot imagine how the library could even attempt to do this type of preservation. putting that comment aside, i could find arguments pro and con. It would be an interesting discussion to have with our librarians.
> …Frankly, not sure. They seem ephemeral to me, but I'm old school (me like books).
> …I really don't know who is best placed to do this.

What other kinds of resources should the library be capturing and preserving?

> …e-books
> …Have you seen the Inflammatory Bowel Disease (IBD) blogs linked to the UCLA IBD Center website and facebook page? It would be great to collect the best of the patient blogs about injury/disease. The blogs are about REAL patients with photos and there's no HIPPA to worry about.
> …resources that aren't free or are restricted somehow, but you already do that with journals, etc
> …Media news reports, so I suppose blogs and the like. Maybe my answer to the previous question should be yes. But it seem many important resources are archived by e.g. their own websites.

With the advent of digital information, many new tools are arising to mine and manipulate this data. Are you using or interested in using any of the following:

Geographic Information Systems	6
Linguistic Analysis Software	2
Data management software	6
Data repositories	5

Do you think graduate students, undergraduates, and other researchers in your department would answer any of the above differently? Why or why not?

> …Certainly. I am sure that graduate students and junior faculty would be interested in a number of these tools
> …Yes, most not engaged in my area of research.
> …some may be using data repositories more than I am, but these are discipline-specific answers
> …The researchers would want ALL of the above and maybe Qualtrics for surveys too.
> …no
> …They would probably be interested in all of the above being more comfortable with learning new software programs.

…yes. The focus and level of interest in technology is different at these levels, but all can use good support to get better. Right now, adaptation/use is adhoc

…Yes, perhaps often only after presentation and use of these tools of new research

…yes, I believe that the answers could be very different. I strongly encourage you to seek student feedback. you should consider the in-between-group too, i.e.,. post docs

…Yes, many more YES. New generation.

…Some may be much more interested in e.g. material properties and datasets like that.

…I am not very tech savvy so many people would probably answer differently than I would.

Do you expect the library to support or help you with using these new tools? Why or why not?

…I would like the library to support those interested in using such tools.

…No, but it does a good job of that.

…I would love it but there are so many different types/kinds

…If I know there is support, I'll use it! (Sometimes I need reminders. Twice a year might be nice, during the summer and just after the campus closes for winter.

…no, I don't need help currently

…Yes, since this is the new way of accessing information.

…That would be nice. It shouldn't be left just to the library, but if the library is to become an information hub, as the above two pages suggest (and I believe is happening), then the library is a great place to facilitate this work, in collaboration with other units on campus. The part of this hub that is left out is publishing. The delineation between author/printer/storage-dissemination is becoming blurred. The infrastructure to support this remains; new infrastructure does not yet exist.

…Yes, b/c our Library leaders are themselves at the forefront of these endeavors

…it would be great if the library could become a partner. Librarians provide scholarly access to information resources. Librarians are information specialists. we are living in an information centered world, we need experts! Libraries need to purchase information sources, licenses for remote access. access to copyrighted material (in an ethical and judicious manner). Library needs to help to have access to information from wherever...

…Yes. Part of mission.

…It will be nice if the library can keep us informed and teach us how to use these new tools.

…I don't really use such tools. For others, it will probably depend on whether people are moving into completely new fields with no contacts to help near about the tools.

…I think I could get support if I needed it.

Are there issues related to copyright and rights management in publishing that you would like help with?

…No.

…Yes

…you do a great job already sharing information/rules/advice

…I currently am being "schooled" by using MOODLE which has reminders about copyright of the items posted there. I know MOODLE also has a person dedicated to education faculty about copyright so I'd probably check there first.

…no

…This is becoming more of an issue in behavioral science, especially with regard to using validated instruments and measures.

…I am an advocate of open access

…Publishing research which interfaces w them must be facilitated. Obstacles should only address commercial uses, not teaching and research

…not at this point, although I view this as one of the key areas of support

…Publishing rights is challenging--everyone provides different issues. But this probably is not library's job.

…Open access, but you know that.

Would you expect assistance for this to come from the library? Why or why not?

…Not really. This seems a stretch for the library, with so many other pressures.

…Yes, so much to learn about all this.
…yes
…Yes, see question 10.
…Yes.
…Our library has been ahead of the faculty on open access
…yes, for reasons mentioned above
…yes, the library is the logical place for that. who else?
…probably not.
…I have not encountered this problem so far.
…Yes, but also from Faculty as a whole.
…I would not expect assistance obtaining copyright clearance for things I need in my own publications.

Are there new or different types of support you would like to receive from the subject or format experts in the library?

…don't know
…The grant help for open access course ware (low cost and no cost instructional/learning materials has been very helpful. It would be great to have more help in the future with open access course ware materials.
…no
…we need to move these from the background of the research process to a more collaborative level. This of course is easier stated than accomplished. Requires willingness/acceptance of collaboration.
…we need to involve our librarian colleagues much more (in an intentional way) in preparing our students to be information literate!
…the circulation webpage frustrates me. I seem to take a different route every time.
…No.

If the subject librarian (or format expert) supporting your information needs was located on another UC campus, what would be the challenges for you?

…This would be difficult. I think it is a great advantage to have knowledgeable subject librarians close enough to have easy and direct contact with them.
…ever contacting them. Face to face is irreplaceable!
…teaching our students how to use digital resources; providing access and personalized help to our students
…Help is better face to face however, any access to help is better than none as long as I know it exists.
…none if available by phone/email
…I still go to the library and talk to people, face-to-face. More is accomplished. Online suffices for general issues
…it would not be if, and only if, access were to be instantaneous
…I still like the physical library space. it's an emotional reaction... but I would feel less connected, feel like having less access to library. As the survey has shown, we need to actually seek out dialogue with our librarians, we need to partner in new and different ways with them Physical presence would support that better.
…YES.
…It is not desirable, but may be acceptable if I can be informed of a simple way (e.g., through telephone or email) to communicate with. The challenge will arise if such librarian or expert is not responsive.
…Not much. I would call or e-mail.

Appendix 19: Survey of University Librarians

Four of the ten UC University Librarians responded to the POT 7 LT 2 survey. Three respondents replied directly to the survey questions; the fourth University Librarian sent LT2 a copy of his library's report, "Library Services and Staffing Outlook: Commission on the Future of the UC Berkeley Library."
Although there is not consensus among the three University Librarian respondents, the following themes appear:

- o Subject and language expertise will continue to be needed within the library
- o New skill sets and areas of expertise are needed: project management skills, expertise with rights management and technological skills to curate data and to publish and/or preserve born digital content
- o Different models for sharing subject, language, and, perhaps, technological expertise on individual campuses or across campus lines might be applicable in different settings

University Librarian survey questions, followed by responses:

1) What changes and challenges do you see (and foresee) facing UC Collection Librarians?

- Lots of interesting changes in terms of addressing 21st Century Research Collections, including curation of campus research assets. Continue expanding interaction w/ researchers on open access issues and new modes of publication. The ACRL intersection of scholarly communications & information literacy concept originated @ UCI, and possibly this might lend itself to more system-wide discussion and action. Further exploration of DDA and pay-per-drink options and intersection w/ Access Services (Next Gen Coll Dev/Next Gen ILL). Online instruction will also impact collection librarians.

- Acquiring the type of scholarly information that has been, for the last hundred or so years, the services of a rebooted version contained within books and journals will increasingly become more a matter of writing a check than an activity that requires specialized bibliographic or subject knowledge. At the same time, collecting, preserving, and providing access to the intellectual output of the academy—including data—will require of the traditional collection librarian.

- Born digital. Open Access. Dynamic/interactive scholarly materials. New types of "published" scholarship like data and software and websites. Licensing vs. owning. Interdisciplinarity and expanding quantity of material available. Shrinking staff causing expanded subject portfolios.

2)   As libraries consider an emerging set of librarian responsibilities (e.g. data access, use and curation; content digitization and preservation; support of online instruction; rights management, and other new initiatives), what are your priorities for Collection Librarians?

- Continue to enhance their subject expertise and gain project management skills and familiarity with rights management, so they will likely be working collaboratively in "swat teams" with people who have the tech skills. Addressing e-research will be a priority and will probably be addressed through a combination of training existing librarians/staff and recruitment for people with specialized expertise.

- The number-one priority will revolve around the managing the intellectual output of the university and allied interests. Data will certainly be part of this equation. Short-form publications that are born open-access because the authors chose side-step the traditional avenues of publication will be of importance.

The self-published long-form publication (e-book) will become increasingly important. Some of these e-books will be the scholarly output of faculty; some will be local-interest publications ranging (local history, geography, culture, etc.); and some will be niche publications (fiction, poetry, hobbies, etc.) that big publishers (assuming any are left standing) won't touch. Libraries will need librarians who can help to manage this flood of digital publication.

- The priorities are defined and documented, so the question is what Collections Librarians will do and how that aligns with the priorities. It's clear that access to high-quality scholarship remains the #1 priority for faculty and researchers, so the need to build and manage collections remains a high priority, but as library-like content evolves, the ways these functions are accomplished will change significantly.

3) **Although UC libraries share many of the same challenges, skill sets vary among librarians and each campus has unique needs. Are there subject or functional areas you see (or foresee) as difficult to cover on your campus?**

- We are currently undergoing some recruitments that will address the immediate subject/language/functional areas of need at UCI. We will continue to address skills sets through a combination of training for existing staff and recruitments for new expertise as needed.

- In terms of sharing expertise across the system – in the future, there may be a desire to share expertise in terms of language collection development or cataloging expertise or technological expertise (e.g. METS), or e-research expertise.

- Currently UCM Library has no capacity to provide any services in CJK or other non-Roman languages; we are unable to even order materials in Chinese to respond to faculty requests. We have a significant number of faculty in Spanish literature, yet we do not have the capacity to provide in-depth reference or collection development services in Spanish literature.

- The overall academic plan at UC Merced is for the campus to develop excellence in a limited number of academic fields rather than trying to build up every area all at once. The UCM faculty and administration are currently undertaking a process to identify fields of study will become our centers of excellence; once identified, the subject areas encompassed by the designated centers of excellence will become priorities for UCM Library collection building, services, and data curation. Until those decisions are made, we are somewhat in a state of limbo.

- It is likely that we will need, at some time in the future, some number of FTE with terminal degrees (post-docs) in fields that are producing large amounts of data on campus. For example, the UC Merced Library might someday need a cognitive sciences Ph.D. to work closely with faculty in the curation of their data throughout the data lifecycle. If things work out as I suspect they will in the next five to ten years, UCM Library is more likely to hire someone with an appropriate Ph.D. and no library degree than someone with a B.A. in English and an M.L.I.S.

- Certainly, although I would need to consult my colleagues about which are the current priority given the research profile of my campus and the staff we currently have. I suspect that 'area studies' and less common languages will be priorities for shared collection services. Newer collection types like research data are also candidates for shared expertise.

4) How do you envision your library successfully meeting your institutional goals to develop collections, manage resources and preserve unique content? When would you choose one strategy over another?

a.)   Dedicate individual local campus librarians solely to one or a few functional responsibilities, e.g., licensing; scholarly communication and open access; data curation; reference and instruction; digitization projects; collection development/management, etc.?

- This approach is inevitable given increasingly interdisciplinary research and diversification of research resources combined with increasing complexity of knowledge and skills required for each functional area.

b.)   Commit every local campus collection librarian to hold the same responsibilities for both the more traditional and the emerging duties?

- This is not practical, given the answer to a.

c.)   Create local teams of librarian interest groups to share responsibilities for traditional and emerging collection developing and management duties? (e.g., one campus might designate a humanities and a social sciences librarian to oversee all collection development/management in the related disciplines; or one campus might appoint a librarian from the sciences and a librarian from the humanities/social sciences to serve as the local expert team in data and data curation.)

- I foresee decreased subject expertise necessary for traditional collection development/management and it is unclear how much subject expertise is helpful for new forms of library collections (e.g. research data). More important are the knowledge and skills required for modern collection building that rely on technological tools and shared services. Certainly these activities will be performed by teams or affinity groups as they are now, in effect.

d.)   Multi-campus librarian interest groups share responsibilities for traditional and emerging collection development and management responsibilities? (e.g., library experts in data curation and management from several or all campuses share expertise, to include creating training tools for Collection Librarians who are not experts.)

- This is just an extension/variation of c. In the UC system it would make sense to develop team-based collection development/management across campuses, if ways are found to determine local collection needs to inform shared selection priorities. This will obviously work best for digital collections (e-books, e-journals, databases, digitized special collections, etc.) but could be done carefully for print material too.

e.)   Create new positions that share responsibilities across two or more campuses?

- This seems sensible for area studies that depend heavily on rare language or cultural expertise, but requires careful development of shared governance models to insure that benefits accrue to campuses in proportion to their investment, if not for each position then across a set of them.

Overall responses:

- All of these strategies have merit, but we would probably choose one over the other based on high priority need, staff resources, and the expertise at hand. Since we are a medium-size campus library, most of our librarians have a range of functional responsibilities, which helps us to maintain the services and back-ups necessary. For UCI - flexibility and sustainability would be the keys in determining the approach we would use.

- Option e, sharing responsibilities across two or more campuses, is the option that has the most promise. To be clear, sharing in this way does not necessarily mean creating new positions, a circumstance that is unlikely given both the short- and long-term budget realities in which the UC Libraries operate.

- Going back to the cognitive-sciences example, and being entirely speculative, I could see a somewhat distant future in which UCM Library might have several FTE who thoroughly understand the library needs (including data curation) of that subject area and have enough bandwidth that part of their time could be dedicated to other campuses. More likely, I see UCM selectively "buying" the services of specialists from other campuses.

5) **What advantages and disadvantages do you foresee to establishing multi-campus (or system-wide) Collections Librarian positions?**

• There is an economic advantage if the position requires a degree of expertise where we would not want to duplicate this at multiple campuses. Useful also to have someone take a more holistic view of UC collections for specific areas to minimize duplication of resources. However, it might be more challenging to develop the personal relationships with faculty and students in terms of in-person meetings or face-to-face instruction. But there are ways to address this. I would assume that the person hired would have the ability to fulfill the customized needs of each campus.

- The difficulties, and they are surmountable, is that our methods for evaluating and rewarding librarians would need to be adjusted away from the traditional focus in which the librarian answers only to local peers. At the same time, campuses that are paying part of the freight for a librarian who is based on another campus must have confidence that their local needs are not ignored.

- The advantage, or maybe necessity, is that it costs too much for every campus to do it all on their own. At the same time, having clusters of library FTE with similar areas of expertise all working in proximity produces useful synergy.

- Worthy of note is that a proof of concept for sharing librarians already exists: Columbia and Cornell (2CUL) and three CIC libraries in different states have already figured out how to share and evaluate librarians among different libraries.

- We already see the advantages in programs like the CDL licensing team. Obvious advantages are leveraging rare and/or expensive expertise, increased collective bargaining power, and improved systemwide collection development strategy (i.e. decreased likelihood of unnecessary duplication across campuses and, conversely, increased likelihood of awareness of availability of critical resources). The downside involves loss of local control over an individual's priorities and time management, fine-tuning of local collections (mainly print) and loss of diversity in selection approaches leading to more homogeneous collections systemwide.

6) **What communication and accountability structures would help make successful:**

a. **a multi-campus collections librarian position?**
   •clarification about how UC libraries will manage shared position (review, benefits, metrics for success, etc.)

b. **sharing information and/or collaborating among local campus experts, both subject and topic specialists**
   •listserv, shared documents online space (wiki, website, etc.), conf calls,etc.

Overall comments:

- I don't have specific suggestions for either of the above other than to say that there should be communication and accountability. It is important to make any structures we impose as lightweight as possible; otherwise, a significant amount of librarian effort that could go into productive work will end up going to metalwork—and there is more than enough of that as it is. There will need to be a high level of trust for multi-campus assignments to work, yet, given what I know of the UC librarians, it will be the rare case when that trust will be misplaced. If UC librarians are given clear charters regarding where their efforts should go, they will do their best to do what is expected.

- We already have mechanisms in place to allow UC librarians to share information. What we need are mechanisms to allow UC librarians to provide services to more than one campus.

- The answer to this question requires far more thought and discussion than is possible to provide here and now. Clearly detailed service agreements tied to funding are needed, along with accountability measures, remedies for failures, and reward mechanisms. Shared governance is not something UC does well and would need careful testing and experimentation. Communication is better but often overly-time consuming, so again, careful planning and assessment would be needed.

7) **Other comments**

These questions are difficult to answer in this format, as they are each very important and difficult questions which have not been widely discussed in the UC system. Answers to each question could easily fill an entire report, so my answers seem too trivial. Underlying these questions seem to be two major ones: should collection work be done in a more functional mode than today? And should UC campuses share collection development and management expertise more than today? The answer to both is yes, no question. The specific questions here get at particular approaches or strategies, and all I can say to them is that we need to think more and learn more about ways of achieving these two goals and to start that process soon.