

TO: Terry Huwe, LAUC President
FROM: Committee on Library Plans and Policies
DATE: October 1, 2004
RE: 2003/2004 LAUC Committee on Library Plans and Policies, Final Report

Committee Charge:

General Charge

For 2003/2004, the Committee was charged with fulfilling its standing charge:

Advise the President and the Executive Board on issues related to University-wide library plans and policies, consider and develop recommendations on these matters, and address other subjects at the request of the President.

Additional Charges

In addition, the committee was asked to address the following:

In the coming year, University of California libraries will be focusing on important collection-related issues:

- The University of California is examining the economics of scholarly publishing, working to obtain new pricing models for journal subscriptions and developing and promoting alternative forms of access to scholarship. The new University of California web site, "Reshaping Scholarly Communication" at <http://libraries.universityofcalifornia.edu/scholarly/> provides an overview of these initiatives.
- Elimination of print journal subscriptions in lieu of electronic subscriptions: Libraries are receiving less in print, and making collections available remotely.
- Shared collections initiatives: LAUC responded extensively to the report of the SOPAG Task Force on Government Information http://libraries.universityofcalifornia.edu/sopag/govinfo/govinfo_finrept.pdf and the CMPG White papers (see the summary of response at http://libraries.universityofcalifornia.edu/sopag/cmpg_sopag_report.doc).

The committee was asked to suggest ways to ensure that all LAUC members, beyond those involved in collection development, are aware of and involved in the discussion of these important collection development issues central to the future of the UC libraries.

Also, the committee was to address the question: How is the role of the physical library building changing in UC libraries and how are the LAUC members affected by or influencing this change? How do UC librarians interact and communicate with UC faculty and staff who are increasingly accessing collections remotely?

Summary of Activity:

The Committee met by teleconference on April 12, 2004. Discussion began with the two issues mentioned under "Additional Charges". Listed with each of the issues below were possible discussion topics.

Awareness of collection development issues

1. Is this a topic of discussion by librarians on your campus?
2. Do librarians in your division feel they are up-to-date on this issue?
3. What opportunities do librarians in your division have to learn about collection development initiatives?
4. What would librarians in your division like to see to help them understand these issues more fully?
5. Are there any discipline specific issues that related to this topic?
6. What has your library administration done to foster a broader understanding of collection development issues on your campus?
7. What has your local LAUC division done to foster a broader understanding of collection development issues on your campus?
8. Has your library had any internal re-organizations that have an impact on this issue?
9. What methods or techniques can we use to ensure that all LAUC members are aware of and involved in the discussion of these collection development issues?

Interactions with faculty and staff in a remote access environment

1. Is this a topic of discussion by librarians on your campus?
2. How have your libraries been affected by your faculty's use of remote electronic resources?
3. Do you have any usage studies that provide insight into this issue?
4. How do you maintain contact with faculty?
5. What communications tools do you use with faculty?
6. How does your library address and respond to faculty concerns?
7. Have you developed any programs or services to bring faculty into the library?
8. What approaches have you taken to establish and maintain relationships with faculty on your campuses?
9. Do your approaches differ by discipline?
10. Has your library had any internal re-organizations designed to affect librarians' relationships with faculty?

Some of the committee members queried colleagues, either the local Library Plans and Policies Committee or Executive Board, before the teleconference. The ensuing teleconference discussion started with these issues but soon moved into a discussion of changes in reference service, reference staffing patterns, and other general public services issues.

Topics regarding collections included the following:

- Mergers of reference and collection development units on some campuses are resulting in more librarians being aware of collection issues.

- Local LAUC division programs have been effective in increasing awareness of collection issues.
- Internal distribution of reports related to collection issues as well as other topics continues to be an important way to improve awareness of issues affecting the libraries.
- Librarians should consider applying for LAUC research funding for projects in this area.

Topics regarding interaction with faculty and staff in a remote environment included the following:

- We need to highlight and publicize ways that librarians are getting out from behind the desk and into the classroom; we need to feature ways in which librarians are indispensable to the educational mission of the university.
- Librarians should consider applying for LAUC research funding for projects in this area.

Topics regarding general public services issues included the following:

- Libraries are combining information desks and reference desks. Some libraries have a single service point that combines circulation with reference.
- Reference and collection development issues are becoming more intertwined.
- A wide variety of electronic resources accessible from every service location is resulting in questions of any topic being addressed at any service station.
- Nonetheless, with so many electronic resources available, there is an increased need for specialist assistance for difficult or complex questions, and in fact there is increased need for subject specialist intervention.
- Complexity of reference questions has increased.
- On some campuses, the volume of reference transactions has increased due to services delivered on the web site.
- Users have higher expectations from the library with increased availability of electronic resources.
- Everyone who works at reference desks needs to have sound understanding of UC collection development and scholarly communications practices.
- In-service training is critical – to help people to do a better job as generalists and to retain their expertise as specialists.
- Selectors are increasingly being involved with reference functions.
- There is a myth that instruction reduces reference follow-up; in fact, it reduces the frequency of simple questions and increases the complexity of questions we receive.
- Some libraries are combining service points (UC Berkeley, UC Davis to name two).
- Electronic collections are changing user perceptions so that they do not always see the relationship between electronic resources and the library as an institution.
- Reference desks are being staffed by a mix of types of personnel (students, staff, and librarians). This has the advantage of offering support and consultation for students, who may have previously staffed desks by themselves.
- Some desks are only getting directional or basic holdings/access types of questions – for example, desks that are tucked away in more remote locations.
- We are sometimes serving non-target audiences during times such as weekends.
- There is a greater need for UC librarians to be generalists, and sometimes this dilutes one's subject expertise.

- Two different models of reference service were described. In one model, users are more likely to encounter a generalist (and in some cases a non-professional) at the service desk. In the other model, used at UC Berkeley, users were quickly directed toward making a connection with a subject specialist. Some felt this model was not economically feasible.
- There is growing tension on the part of subject specialists who are required to work in settings requiring generalists or in subjects outside of their areas of expertise.

Resources

The following resources were mentioned by committee members:

- UCSB Collection Development Training Manual (including the Collection Manager’s Orientation Program (<http://www.library.ucsb.edu/collman/index.html>))
- UCSB’s First Day Kit for New Collection Managers (<http://www.library.ucsb.edu/collman/firstday.html>)
- Forte, E. et al, Developing a training program for collection managers [at the University of California Santa Barbara]. Library Collections, Acquisitions, and Technical Services, v. 26, no. 3(2002) p. 299-306. (available through Science Direct)
- Reorganization at the Berkeley campus is described at <http://www.lib.berkeley.edu/AboutLibrary/archive.html> (scroll down to Doe/Moffitt to the Task Force on Information and Reference Services at Doe and Moffitt)

The committee chair reported at the Spring 2004 Statewide Assembly at UC Riverside.

Committee Members:

Julie Kwan, Chair (Los Angeles)
 Elizabeth Edinger (Berkeley)
 Juri T. Stratford (Davis)
 Julia M. Gelfand (Irvine)
 Kenneth Furuta (Riverside)

Karen Lindvall-Larson (San Diego)
 Lisa Mix (San Francisco)
 Sandy Lewis (Santa Barbara)
 Greg Careaga (Santa Cruz)