

Libraries and Librarians: A Scenario Planning Workshop for 2020*

A Plan for the Library at _____
(name of your school)

and

A Personal Career Plan for _____
(your name)

Prepared at the UCB Workshop

Jason Frand, Facilitator
June 25, 2002

Workshop materials developed by Jason Frand and Aura
Lippincott, The Anderson School at UCLA

* Please think of “2020” as a metaphor for “the future”



Goals

-2-

- ♦ To take the time to look at the big picture
- ♦ To gain a better understanding of some emerging trends which will impact libraries and librarians
- ♦ For each participant to analyze current and future roles and responsibilities of librarians in light of the trends
- ♦ For each participant to anticipate changes over the next several years in their libraries in light of the trends

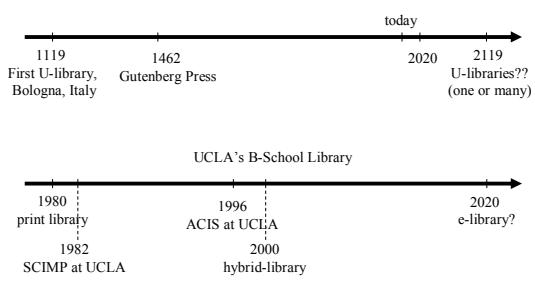
-3-

university library working definition

The library is an institution consisting of a facility and a set of services associated with a organized collection on behalf of a community of users.

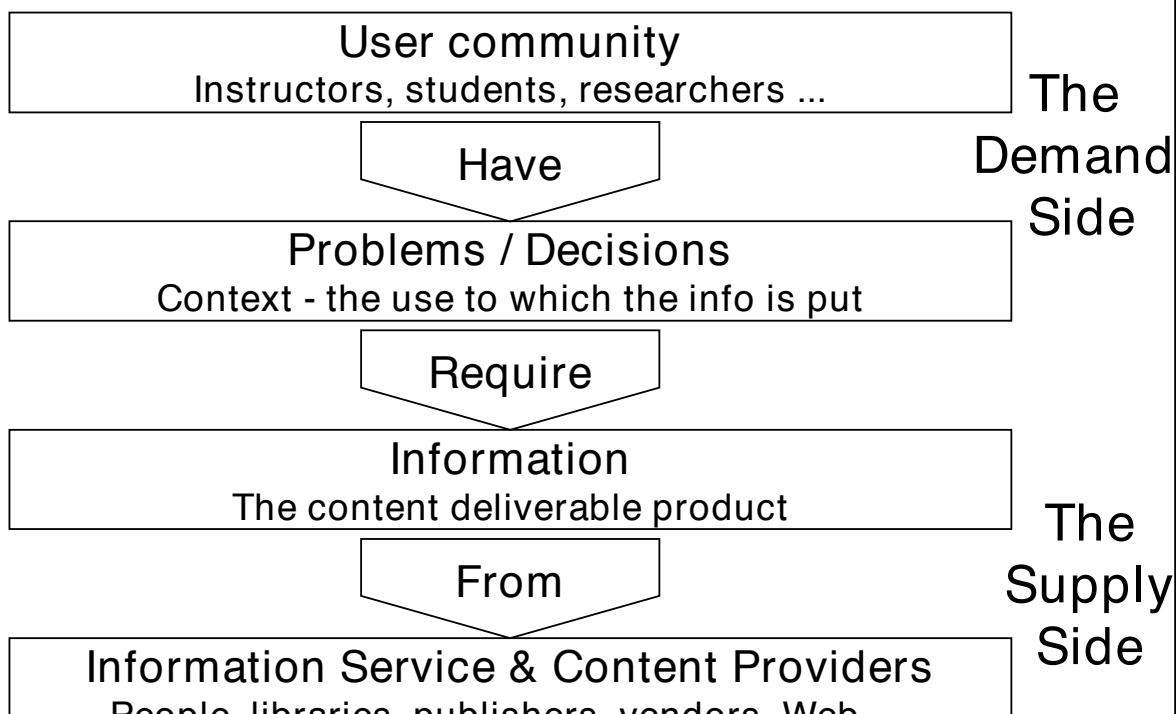
-4-

Revolution or Evolution?



Information Industry Model

-5-



Adapted from Dimensions and Use of the Scholarly Information Environment, DLF, 2001, <http://www.diglib.org/use/grantpub.pdf>

Differentiating the Future Academic Library

- In 2020, academic libraries will be one of many information service and content providers. How will academic libraries differentiate themselves from other providers? With your group brainstorm the attributes that set academic libraries apart from other information service and content providers.

1

2

3



Workshop Roadmap

-7-

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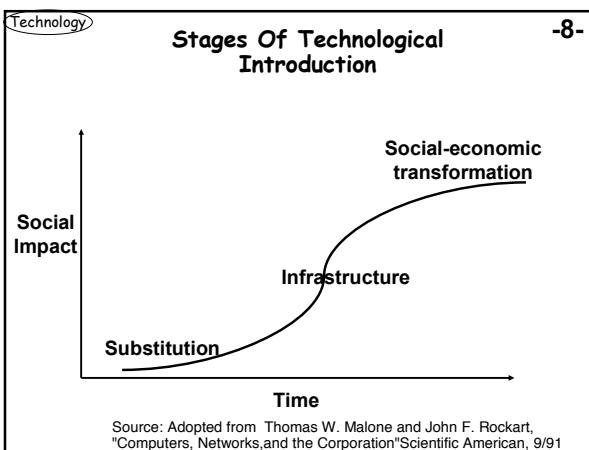
graph TD
    T[The Institution] --- FFL[The future library]
    T --- TFL[The future librarian]
    FFL --- UL[Users]
    FFL --- CL[Collections]
    FFL --- SL[Services]
    TFL --- UL
    TFL --- CL
    TFL --- SL
  
```

The diagram illustrates the relationship between the 'The Institution' and 'The future librarian'. The 'The Institution' is shown as a large bracket on the right, containing 'The future library' and 'The future librarian'. 'The future library' is further divided into 'Users', 'Collections', and 'Services', which are grouped together by a bracket on the left. 'The future librarian' is also divided into 'Users', 'Collections', and 'Services', which are grouped together by a bracket on the left. The labels 'The Institution', 'The future library', 'The future librarian', 'Users', 'Collections', and 'Services' are all in bold text.



Stages Of Technological Introduction

-8-



Source: Adopted from Thomas W. Malone and John F. Rockart, "Computers, Networks, and the Corporation" *Scientific American*, 9/91

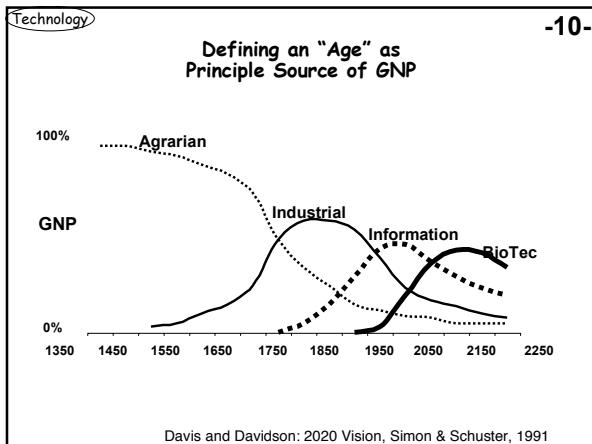


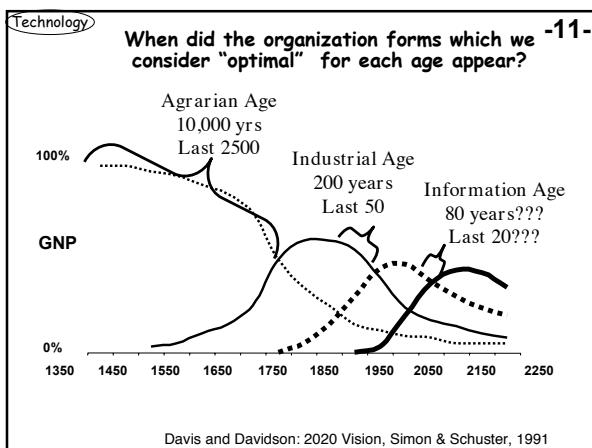
Stages Of Technological Introduction at Our Universities

-9-

- Substitution
 - Every faculty member has a computer system
 - Every library has automated catalog and check out systems
- Infrastructure
 - Every school is wired, some more than others
 - Every library has on-line databases, some more than others
- Social-economic transformation
 - This is the next big challenge...
 - While we don't know what new social forms will emerge, the past can help us...







Technology

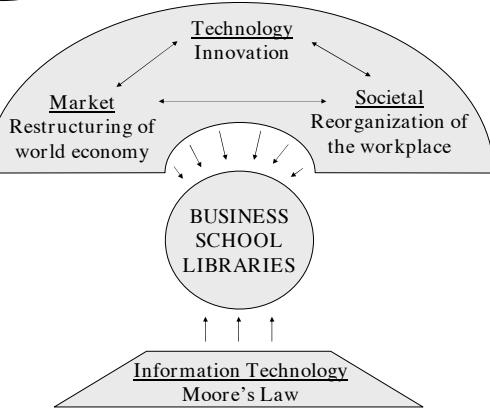
-12-

So, what will new organizational structures look like?
...especially business school libraries?
...and what will motivate our institutions (and us) to change?

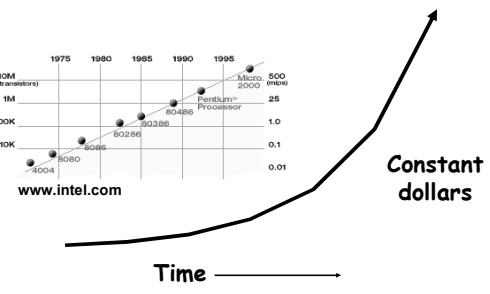


Strategy 101
Business School Library

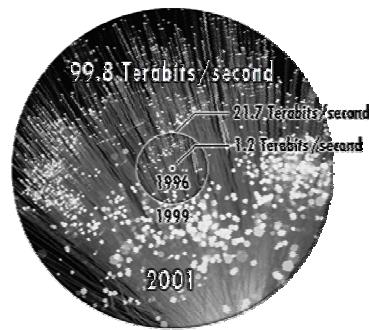
Socio-Economic Drivers
Making Change Inevitable



Moore's Law:
Computer Power Doubles
Every 18-24 Months





Bandwidth**-16-**

Source: Fortune, March 15, 1999

Ubiquitous Connectivity Device Scenario**-17-**

- ♦ Imagine a high end workstation, in the form of your lapel pin, accepting voice input, "wired" to your "view screen" eyeglasses, connected to the billions of resources available on the network, supporting instant multimedia communications anywhere on the planet.

Moore's law says its only a few years away!!!

Computers**-18-**

- ♦ UCDs -- Ubiquitous Connectivity Devices ("ultimate" PDA with integrated cellular phone, note pad, audio input, multimedia)
- ♦ More reliable, increasingly compact, and look less computer-like, including digital "paper," wearable "lapel-pins," and "pierced-ear" varieties
- ♦ Cost-performance will continue to improve (they will be cheap!)



Communications

-19-

- ◆ Bandwidth essentially unlimited: big pipes
- ◆ Integrated wire & wireless: from PANs to LANs to WANs
- ◆ Multimedia messaging / video conferencing: virtual presence
- ◆ Voice recognition: we talk, "it" writes
- ◆ Communication management systems assuring QoS

Storage

-20-

- ◆ Fixed data storage will be seen as "unlimited"
- ◆ Mobile data storage will have huge capacity
- ◆ Power storage will continue to be a challenge, but Personal Fuel Cells technology will quite advanced

Software

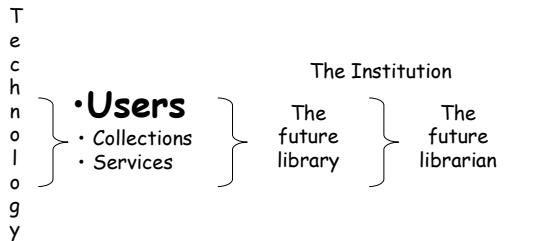
-21-

- ◆ Seamless, like electricity
- ◆ Focus on objectives not how to accomplish them
- ◆ "just-in-time" designs will replace "just-in-case" packaging
- ◆ Intelligent, semantic (content and meaning focused) search tools
- ◆ 3-D displays will be standard
- ◆ Educational tools real-time, embedded, simulation-based



- ◆ Scaling technology
- ◆ Persistence of media
- ◆ Obsolescence
- ◆ Standards
- ◆ Keeping systems easy to use while expanding capability

Workshop Roadmap

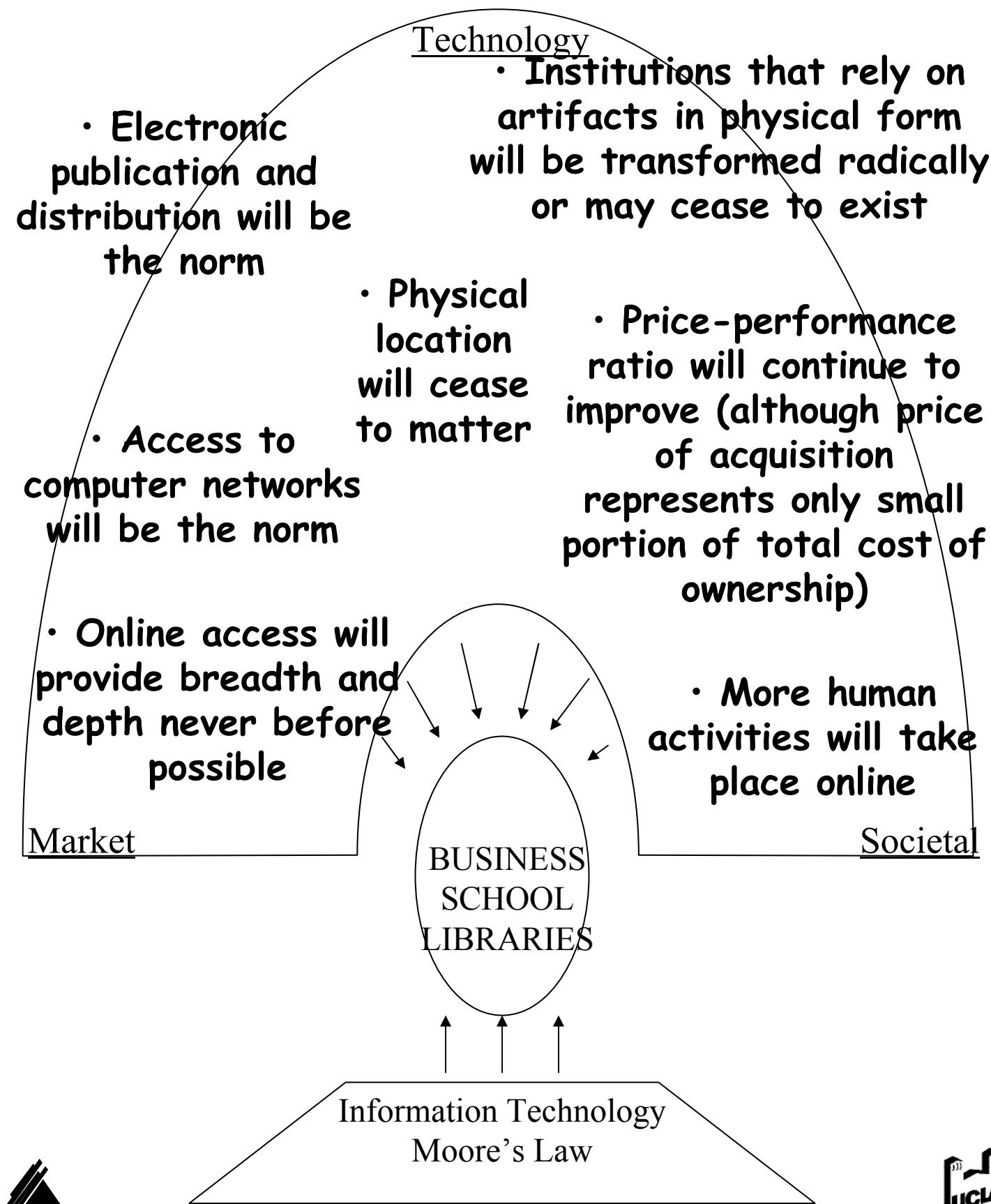


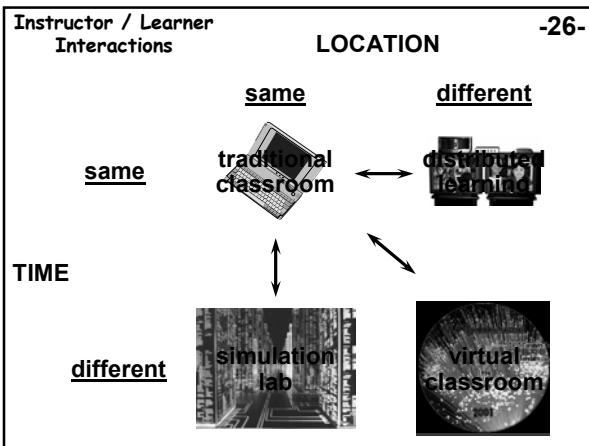
Outcomes of Technology Use

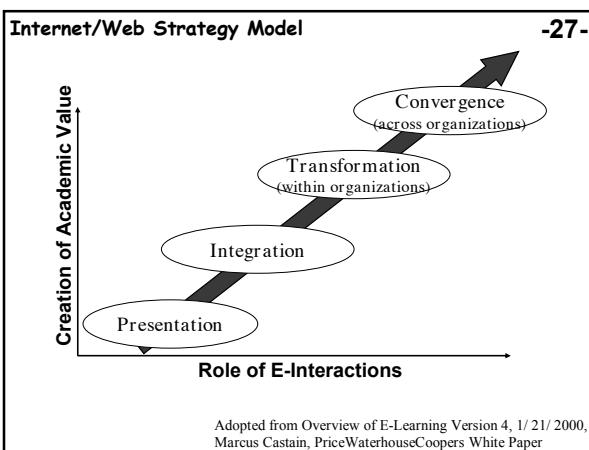
- ◆ Expected outcomes
 - What we plan
 - Assumptions we make
- ◆ Unexpected outcomes
 - Usually what really happens
 - Surprises, opportunities, and threats

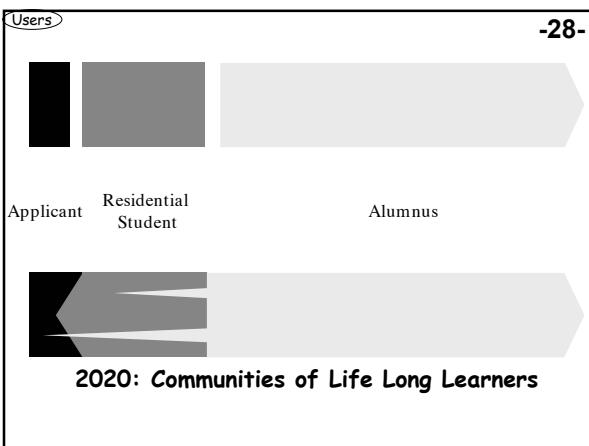


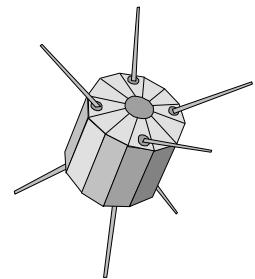
Assumptions about 2020 (or 2100?)











Class of 2002 born 1980s teachers & researchers 2020s

unexpected
outcomes

Information
Age
Mindset

- Computers Aren't Technology
- Internet Better Than TV
- Reality No Longer Real
- Doing Rather Than Knowing
- Nintendo over Logic (discovery learning)
- Multitasking Way of Life
- Typing Rather Than Handwriting
- Staying Connected
- Zero Tolerance for Delays
- Consumer/Creator Blurring

Jason Frand, "The Information-Age Mindset: Changes in Students and Implications for Higher Education" EDUCAUSE Review, September/October 2000.

<http://www.anderson.ucla.edu/faculty/jason.frand/researcher/index.htm#Mindset>



Changing User Needs & Expectations

- Think about the Information Age Mindset attributes listed on the previous page. Select three of the attributes and with your group brainstorm some examples of behaviors that you have observed in your work that reinforce the accuracy of these attributes.
- In 2020, the Information Age Mindset will be the dominant perspective of our instructors, students and researchers. With your group brainstorm some services, functions or resources your library needs to abandon or introduce to meet the expectations of individuals with an Information Age Mindset.



Workshop Roadmap

Technology



Academic Collections (traditional roles)

- ◆ Preservation: keeping materials for the future
- ◆ Dispensing: providing access to their contents
- ◆ Bibliographic: identifying what exists on a topic
- ◆ Symbolic: conferring status and prestige on the institution
- ◆ Accreditation: requirement of conferring organizations

But...

Are the traditional roles for collections still viable?



Collections

- ◆ The Good News: they still exist
 - Traditional media (paper, microfiche)
 - Digitally based (online database)
- ◆ The BIG question: but what is a collection?
 - Fundamental components are evolving
 - Relationships are changing

Shifting Understructure

- ◆ 1920: clearly defined
 - Components: books, journals, special collections, ...
 - Roles: patrons (readers), librarians, publishers, ...
 - Management: staff, space, budget, accreditation, ...
- ◆ 2020: ambiguity prevails
 - Components: what is a book? journal? ... ?
 - Roles: who owns? publishes? distributes, ... ?
 - Management: staff? space? budget? accreditation? ... ?

"Book" Scenario

- ◆ "In a variety of ways we can't even foresee yet, e-books are giving birth to the concept of the book, not as fixed and unchanging, but renderable in a variety of forms."

And by extension, concept of journal is changing
 Everything moving to "documents" which aren't fixed!

The Top Technology Trends Committee of the Library & Information Technology Association, January 2001



Academic Libraries Take An E-Look at E-Books

-37-



RCA REB 1100



Franklin Ebookman

- Two lower division undergraduate English courses at two Illinois institutions of higher education
- Two distinctly different types of handheld portable e-book devices were used
- Twenty-two students in the English class at Spoon River College
- Twelve students in an English class at Eureka College

Thomas A. Peters, Project Evaluator; Director, Center for Library Initiatives, Committee on Institutional Cooperation, November 30, 2001

e-books Project Evaluation

-38-

- In-class experience constrained by poor functionality of hardware and software
- Lack of page numbers compounded problems during class discussions
- Professors concluded that "Overall, use did not seriously hamper their pedagogical goals..."
- In some ways, e-books may have improved student performance, because several reluctant readers reported enjoying e-reading more than p-reading, and several students reported using the embedded dictionary lookup feature as a tool to increase vocabulary and comprehension of the text.

<http://www.geocities.com/lbell927/index.htm>

Benefits of the e-book Technologies

-39-

- Potential lower unit prices
- Immediate access
- Large storage capacities
- Highly developed search functions
- Hyperlinks to both internal and internet resources
- Adjustable fonts and sizes
- Speech generating plug-ins
- The combined use of e-book readers with PDA functions, e-learning applications, music and video playing, and mobile telephony

http://www.firstmonday.org/issues/issue6_10/hillesund/index.html#h2



Scholarly Publishing & Disintermediation**-40-**

- ◆ The drivers:
 - Growth of scholarly literature
 - Growth of information technology
- ◆ The impact:
 - Libraries and publishers play less significant roles

Changes in Scholarly Publishing**-41-**

- ◆ Print forms replaced by electronic forms
- ◆ Costs are negligible compared to print; e-forms can provide same services as print for less money
- ◆ Technology is getting cheaper and easier to use; scholars can post their own work and search for material of interest
- ◆ E-journals can be operated by scholars without charging fees; cost minimal as using available resources
- ◆ Libraries will be less necessary as scholars can locate materials themselves

Odlyzko reported in Borgman, From Gutenberg to the Global Information Infrastructure: Access to information in the Networked World. MIT Press, Cambridge, MA., 2000, page 85

Role of Libraries and Publishers**-42-**

- ◆ Publisher roles include editorial process, advertising, and distribution.
- ◆ Library roles include preservation and access.
- ◆ Libraries become publishers when they digitize collections, host journals that are "born digital," or assemble student or faculty works online.
- ◆ Publishers become libraries when they make their content available directly to users.
- ◆ Some mechanism is needed to select, collect, organize, and preserve those materials that are needed for academic programs.



Scholarly Publishing Scenario**-43-**

- ♦ "Most of the activities of scholars, publishers, and libraries are likely to be conducted differently with the proliferation of information technologies, the availability of a broader array of formats, and the shifting economics of scholarly publishing....through publishers and libraries may operate much differently a decade or two hence, they will continue to exist and to be essential."

Borgman, From Gutenberg to the Global Information Infrastructure: Access to information in the Networked World. MIT Press, Cambridge, MA., 2000, page 92

**Collections
past & emerging****-44-**

- ♦ What the library physically owned
- ♦ Catalog referred to physical items ("the collection")
- ♦ Information retrieval systems consists of metadata describing offline, physical resources
- ♦ License access to remote electronic databases
- ♦ Catalog points to online and licensed items
- ♦ Information retrieval systems consists of full content, with associated metadata

Denise A. Troll "How and Why Are Libraries Changing?" DRAFT January 9, 2001,
Digital Library Federation <http://www.diglib.org/usc/whitepaper.htm>

**Collections
past & emerging****-45-**

- ♦ Systems designed to stand alone and to be searched independently
- ♦ Select materials being converted ("digitized")
- ♦
- ♦ Systems designed for distributed networked environments
- ♦ New material being created ('born') digital
- ♦ Course content management systems

Denise A. Troll "How and Why Are Libraries Changing?" DRAFT January 9, 2001,
Digital Library Federation <http://www.diglib.org/usc/whitepaper.htm>



Issues

(p- or e- collections -- just different emphasis)

-46-

- ◆ What is "The Collection"
- ◆ Preservation
- ◆ Access
- ◆ Cost / budget
- ◆ Copyright
- ◆ Size / space / facilities
- ◆ Staffing
- ◆ Services
- ◆ Privacy
- ◆ Organizational structure

What is "The Collection"**-47-**

- ◆ When a library acquires access to remote digital libraries on behalf of its user community, is that digital library part of "the collection"?
- ◆ What are the boundaries of a library's collection when it dispenses resources that it does not physically house and may not own?
- ◆ Do we need more than one digital copy of anything

Preservation**-48-**

- ◆ The brittle book problem: digitization is often proposed as an alternative because it is excellent for access. At present, however, digitization is poor for preservation.
- ◆ Present collections of print, film, magnetic media, and other materials are deteriorating because of the instability of media on which they were recorded and because of poor storage conditions.
- ◆ Future collections are also at risk, because digital media deteriorate and the technology necessary to read and interpret them becomes obsolete.



"access to information" a definition for the digital age*

-49-

- ◆ "...connectivity to a computer network and to available content, such that the technology is usable, the user has the requisite skills and knowledge, and the content itself is [findable and] in a usable and useful form."

* We have made a leap here: the collection is no longer just the material in "your library" but also includes information out on a network that has been selected to be included in "the collection"

Borgman, Christine L. From Gutenberg to the Global Information Infrastructure: Access to information in the Networked World. MIT Press, Cambridge, MA., 2000, page 57

Dissecting "digital access"

-50-

- ◻ Connectivity to network = "physical" link and being able to log on
- ◻ Available content = content is actually on the network somewhere
- ◻ Technology is useable = non-specialist can use the network, access drives. Netscape made the WWW more useable (accessible) than gopher
- ◻ Requisite skills and knowledge = user has computer and information literacy
- ◻ Content is findable = organized
- ◻ Usable and useful form = available; can open and read the files, e.g., getting a word document in a version you cannot open

from searching to navigating

-51-

- ◻ Classical search and retrieval approaches based on specific attributes (subject, author, title, etc.) evolved for print-based environments
- ◻ Algorithmic search and retrieval approaches (e.g., similarity, ranking) evolved in full-text online environments
- ◻ Classical and Algorithmic search and retrieval approaches are essential but...
 - Less effective with move from digital libraries of metadata to digital libraries of full text
 - Less useful with move from independent to linked systems
- ◻ Navigational search and retrieval approaches are more flexible forms of scanning information, following paths (links) within and between systems
 - Use context and meaning (make judgements) in real-time
 - Take advantage of features rich content (text, image, colors, sounds, etc.) and networked environments



Collections

- From a 2020 perspective, which of the traditional roles of academic collections will have grown or shrunk in importance?

Traditional Roles
• Preservation
• Dispensing
• Bibliographic
• Symbolic
• Accreditation

- Is this list complete? What should be added?

- Which will be local library and which consortia roles?

- University administrators (those holding the purse strings) may need to be convinced of the continuing value of libraries in light of the changes to the traditional roles of collections. What examples could you use to justify the value of the library to the greater institution?



Workshop Roadmap

-53-

Library

Users

Collections

Services

The future library

The future librarian



Role Of Information Professionals

-54-

- ♦ It is impossible to do effective information work without human intermediaries. They:
 - Ensure information quality, comprehensiveness, relevance, and timeliness
 - Determine and implement levels of information refinement -- infomediary service
 - Provide continuous interaction and feedback with users

L. Prusak "Information Management: A User's Guide," E&Y, 1994

Public Services (role of the academic librarian)

-55-

- ◆ Curriculum/instructional support
- ◆ Research support
- ◆ Reference
- ◆ Bibliographic instruction



Public Services past & emerging

-56-

- ◆ Face-to-face
- ◆ Can say "we don't have it" or not in our collection
- ◆ Focus on the source
- ◆ Library "tools" adequate for the "average joe"!
- ◆ E-relations
- ◆ Info-guides, facilitate skilled information retrieval
- ◆ Focus on the strategy
- ◆ Information "tools" inadequate even for "experts"

Denise A. Troll "How and Why Are Libraries Changing?" DRAFT January 9, 2001, Digital Library Federation <http://www.diglib.org/use/whitepaperpv.htm>

Emerging Services

-57-

- ◆ "communitarian" reference
- ◆ Research strategies (extension of pathfinders)
- ◆ Application-based cataloging
- ◆ E-mail reference (eLibrarian extension ready reference)
- ◆ Document delivery
- ◆ User-initiated library services (e.g. self-checkout, renewal)
- ◆ "chat" (real-time) reference
- ◆ "see you, see me" (videoconferencing) reference

"Communitarian" Phil Agre

-58-

- ◆ Technology is part of social processes
- A feature of our new world order (Info Age Mindset) is that people talk to each other, a lot, routinely, across distances, by several media
- ◆ Librarians need to focus on how communities conduct their collective cognition
- Supporting a community's transition to new tools for shared thinking, consensus-building, coordination, training, and self-help among a community's members

http://www.libr.org/PL/12-13_Agre.html



ROSENFIELD LIBRARY

THE ANDERSON SCHOOL AT UCLA

Library Tour Sources Disciplines Databases Gov't Info Internet
 E-Texts & E-Journals Research Strategies ORION MELVYL

Research Strategies for Course Topics

Question

A-2. Where can I find public policy or economic policy of a given country?

Type of information needed - *public policy* or *economic policy*

- EconLit database. For example, type words in Find box:
- ORION2 for books in the UCLA Libraries. For example,
- PAIS International [via California Digital Library (under M)]
 Click on: "go to it now"
 Click on: Searching: Advanced
 Search for: subject phrase = economics and politics
 and subject = mexico
 Limit to: language = English
- U.S. Dept. of State. Country Reports On Economic [example]
- *U.S. Trade Representative. National Trade Estimate [example]
- World Bank Group. Countries and Regions [Choose a Country, for example: Mexico]

Information
Needed

Recommended
Sources

A-3. What is the current status of the country?

Type of information needed - *current country situation*

- *ABI/Inform database.
 Select: Power search
 Search Type: exact subject
 Type in: public policy
 Search Type: keyword
 Type in: mexic*
 Submit Search
- Country Report... . Economist Intelligence Unit. (Unbound on the 2nd floor in the Rosenfeld Library. Also online as EIU Country Report)
- Dow Jones Interactive database. [Anderson login required]
 Click on: Library
 Select: Search by Words
 Type in: mexico's new country

Search
Strategy

ROSENFELD LIBRARY

THE ANDERSON SCHOOL AT UCLA

Library Tour Sources Disciplines Databases Gov't Info Internet
 E-Texts & E-Journals Research Strategies ORION MELVYL

Business Database Selection Tool

Applications

Databases	Company Financials	Company Textual	Industry	Methods or Techniques	Economic Indicators	News / Trends	Intl	Expert Opinion	Academics
ABI/INFORM (CDL) (available through 12/2002)	L	M	M	H	L	M	M	M	
ABI/INFORM Global (ProQuest)	L	M	M	H	L	M	M	M	
Associations Unlimited	L	L	H	M	L	M	M	H	
Business & Industry (CD-ROM)	L	H	H	M	L	H	H	M	
Business & Industry (Web)	L	H					H	M	
California Digital Library(CDL)/ Melvyl®	L	M	M	M	M	M	M	M	
CDL/Melvyl® Telnet (terminal = vt100)	L	M	M	M	M	M	M	M	
Compact D/SEC	H	M	M	L	L	M	L	L	
Compustat	H	M	M	L	L	H	L	L	

Assessments

Borah, Eloisa Gomez. "When to Use What: Users and the Proliferation of Database and CD-ROM Options", IN: CD-ROM For Library Users: A Guide to Managing and Maintaining User Access, Medford, NJ: Learned Information, Inc., 1994.



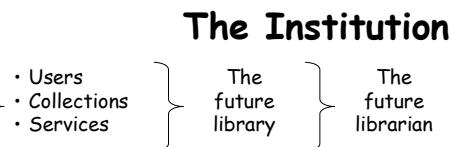
Competing with Ask-Jeeves

- The number of reference transactions will continue to decrease as individuals do much more on-line. However, while the number may decrease, the reference transactions that occur will be of a different nature: Expectations are different (both in terms of speed and specificity) and answers are hard to provide since you are not confined to your local collection. What needs to be done differently to address this change in terms of:
 - Designing (and delivering) reference services
 - Serving individuals who come to the reference desk
 - Serving individuals who do NOT come to the reference desk
 - Promoting reference services
 - Preparing reference staff
 - Building reference collections
- If reference transactions are no longer happening just at the reference desk, how will we know whether our reference services are even used?



Workshop Roadmap

Technology



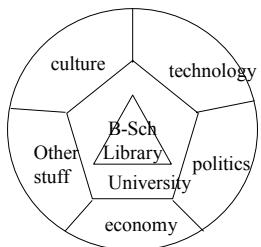
- Question isn't what to do about libraries, but what to do about access to information
- What resources and services are needed, and by whom? Which are essential and which are desirable to facilitate access to information?
- What infrastructure is needed to support access to information resources and services? Who should provide and support this infrastructure?

- Information and reading material has had many different packaging over the years --print, microfilm, machine-readable, online, digitized, etc. What librarians have always done remains the same -- (1) Collection Development (identifying what is good information), (2) Cataloging (categorizing the information for accessibility), and (3) Reference (delivering the information to the point of need).

But...

Is the perspective
 "What librarians have always done remains
 the same..." still viable?

- ◆ Select
- ◆ Collect
- ◆ Organize
- ◆ Preserve (keep / archive)
- ◆ Conserve (fix / maintain)
- ◆ Provide access (authenticate / trust / credibility / security / circulate)



. UCB Strategic Planning Committee June 2002 Report indicates that interdisciplinary academic themes are becoming extremely important at Berkeley.

* being an institution means people with self interest are involved

** all factor outside library & university are also inside both



Competing Goals of Libraries**-68-**

- ◆ Print collection vs. Online services
- ◆ Physical places vs. Virtual spaces
- ◆ Space for people vs. Space for books
- ◆ Buying vs. Licensing
- ◆ Function (system) vs. Institution (people)

Invisible Infrastructure**-69-**

- ◆ Infrastructure tends to be visible only when it breaks down
- ◆ Infrastructure is embedded in other structures, is transparent, and is linked with conventions of practice of day-to-day work
- ◆ Much of what libraries and librarians do is not apparent to their users
- ◆ The more services are provided electronically, and the less users need to come to a physical place, the less they may be aware of who provides those services

Invisible Content and Costs**-70-**

- ◆ three common misconceptions
 - all useful information exists somewhere on the Internet
 - Information is available without cost
 - Information can be found by anyone willing to spend the time searching for it



YOUR 2020 Library

- Before the workshop you completed a questionnaire to provide a “snap-shot” of your facilities, collection, public service and professional librarian activities. The next page is another copy of the questionnaire, but this time asking for your sense of how each area will be allocated comparing 2002 and 2020.
- Individually...
 - Take a few moments to complete the survey. Do not take too much time on any item. Write a sentence or two describing the image of the 2020 library that came to your mind while completing the survey.
- As a group...
 - Prepare a shared vision of YOUR 2020 Library. (Note: this group vision statement will be used in the next two activities.)



One Digital Library (vs. many individual libraries)

- Assume that YOUR 2020 Library (group vision) will be part of a consortium of libraries offering services to all participating schools. For two of the perspectives below, identify the pros and cons of the consortium approach from that perspective:
 - Users
 - Librarian staff
 - Content
 - Non-librarian staff
 - Services
 - Facilities
 - Budgets
- UCB Strategic Planning Committee June 2002 Report indicates that interdisciplinary academic themes are becoming extremely important at Berkeley. Does the consortia library model meet the needs of a university organized around interdisciplinary academic programs, or are there approaches for organizing the library? Give reasons for your answer.



**Making the case for the library
(and librarians) of the future**

**...the rampant changes precipitated by new
technologies are making traditional
performance measures less effective in
demonstrating the library's contribution to
higher education.**

Denise A. Troll "How and Why Are Libraries Changing?" DRAFT
January 9, 2001, Digital Library Federation
<http://www.diglib.org/use/whitepaperv.htm>

Traditional Measure ...

- ◆ Do not reflect the migration of the "collection" from atoms to bits
- ◆ Do not capture the changing roles of the librarian to meet new services expectations
- ◆ Do not explain why these changes are occurring



- Inputs: raw materials or potential to meet user needs
- Outputs: the work done with these raw materials
- Outcomes: efforts to assess the impact that library collections and services have on users

input

out put

out come

❑ Budgets	❑ Materials circulated	❑ User satisfaction survey
❑ Collections	❑ Reserve items circulated	
❑ Staff	❑ Reference questions answered	
❑ Equipment	❑ Interlibrary loan transactions	
❑ Space	❑ Library instruction classes	
	❑ Gate counts	
	❑ Printing and photocopying	

Why We Measure

- ❑ Strategic planning: e.g., the library's institutional role, organization, funding and developmental direction
- ❑ User support: e.g. the design and organization of emerging (and traditional) support services
- ❑ Collection development: e.g. the acquisition of third-party commercial content and services; selection of locally managed content for digitization
- ❑ Systems design: e.g. the appearance and functionality of systems that deliver digital collections and services
- ❑ Capacity planning: e.g. networking, hardware and software

Tracking Issue

- How do we measure a reference transactions?
- At the Rosenfeld Library at the Anderson School at UCLA we try to classify reference transactions as "inquiries, tutorials, or research strategies."



Making the Case

Once again consider YOUR 2020 Library group vision statement. Listed in the sidebar are five areas for which planning for 2020 needs to occur (slide 79). Your group is being asked to provide in-depth analysis for one of these areas. Specifically, consider how the traditional measures (slide 78) are falling short in providing meaningful data and offer some possible alternatives.

- For example, if your area is user support, what user support will you provide in YOUR 2020 Library, how do today's measures fall short in describing this future, and what alternative could you suggest.

Why We Measure

- Strategic planning
- User support
- Collection development
- Systems design
- Capacity planning



The Future Librarian

- Pick one of those things that you do well and share it with your group.
- Identify the core values and skills (activities, special knowledge, concepts, approaches, methodologies, attitudes, "whatever it takes") that enable you to do that one thing really well.
- As a group, agree upon six core values and skills which will be a critical part of a job description for an "ideal" librarian for 2020.



Next Steps

- What are three specific action areas that UCB Librarians need to address to shape the Library (Libraries) and Librarians of 2020?

