South Carolina Digital Library
Five Year Plan DRAFT
October 6, 2006

I. 2006- 2007
- Fall 2006
    - Finish current LSTA grant by October; Greenstone set up for item repository and collection level links, and clean up web site. Will need help of technical support for this.

    - Create draft job description for Program Manager.

    - October meeting to (1) define scope of PASCAL program – training, database (including inclusion of finding aids), etc.; (2) redefine committee membership; (3) create task forces for sub-issues, which will include funding, collection development, metadata, technical specifications (scanning, migration), web site design, database design, training (for archivists and librarians), and education (liaison with K-12 educators, faculty, and college/university students).

    - Submit Five Year Plan to the board at their November meeting.

    - Set up finding aid repository in Greenstone if directed to by Committee.

    - Revise job description and advertise position for Program Manager after plan is approved.

- Spring, 2007
    - Committee and Task Forces begin to meet and discuss details, such as database, metadata, and scanning guidelines; funding; training needs; and maintenance issues.

    - Begin to work with K-12 educators, faculty, and college/university students to determine what their needs are.

    - Hire Program Manager.

    - Add records to Greenstone collections-level directory for any institution that has collections that it would like to place in the collections-access database.

    - Begin developing item level repository by adding item records from any PASCAL institution that has records that can be mapped into the database

and would like to participate. Begin developing criteria for participation in the item-level repository for all SC institutions.

II. 2007 – 2008
- Create infrastructure and guidelines for Greenstone to load records from different, remotely located institutions.

- Program Manager begins working with and training smaller institutions to begin scanning collections and adding to the Greenstone database.

- Committee and Program Manager begin searching for funding opportunities and joint projects to collaborate on; write and submit a proposal.

- Continue to work closely with K-12 educators, faculty, and college/university students.

- Begin discussion regarding long-term maintenance of database and digital objects.

III. 2008 – 2009
- Program Manager begins outreach to K-12, colleges and universities, and state to use the database.

- SC Digital Library begins first state-wide collaborative project. Scale of project dependent on funding.

- Program Manager continues training and assisting institutions in adding records.

- Committee and task forces remain in contact and meet on a regular basis to discuss issues that arise.

- Continue to work closely with K-12 educators, faculty, and college/university students.

- Begin to assess Greenstone and decide whether we are going to keep it or move to a different state-wide database.

- Develop plan for long-term maintenance of database and digital objects.

IV. 2009 – 2010
- Program Manager continues outreach to K-12, colleges and universities, and state to use the database.

- Statewide collaborative project continues.

- Program Manager continues training and assisting institutions in adding records.

- Assess web site and database interface; make changes as needed.

- Implement plan for long-term maintenance of database and digital objects.

- Committee and task forces remain in contact and meet on a regular basis to discuss issues that arise.

V. 2010 – 2011
- State-wide collaborative project finishes.

- Assess successes and problems of first project; make changes to policies, guidelines, etc. as needed.

- Begin next collaborative project idea.

- Program Manager continues outreach to K-12, colleges and universities, and state to use the database.

- Program Manager continues training and assisting institutions in adding records.

- Committee and task forces remain in contact and meet on a regular basis to discuss issues that arise.

- Continue to work closely with K-12 educators, faculty, and college/university students.