SCL WEBSITE GOALS

Long-Term Goals

• Create access to our collections

• Encourage interaction/build relationships

• Educate/inform/challenge our users

• Develop the Library's resources (both in terms of funding and our collections) and

• Build new audiences.

SCL USER PROFILES

User Groups

Primary groups
1. Activists (individuals and groups)
2. Academics (including students)

Secondary groups
3. Teachers
4. Independent researchers (including filmmakers, authors, artists)
5. Funders
6. Donors/Members

Profiles of User Types

Community organizer: Korean woman, mid-20s, queer. Works at multi-racial organizing center. Organizes events. Uses email, phone, text to do outreach. Issue she cares about: U.S. imperialism. Hasn't used Library to conduct research but has used Library materials in her meetings. Is on our list serv and comes to booksales. Very busy. Works long hours, plus hikes, goes to spa, does Korean drumming. Rides a bike, doesn't drive. A lot of friends, chats, socializes.

KEY WORDS
 Committed to her work, interest in content related to her work. Busy with work. Active with hobbies/outside interests. High level of comfort using technology. Less knowledge about library procedures. Not a frequent Library user.

Academic faculty member: Black woman, 40s, professor for at least 15 years, tenured, teaches at local 4-year college, active in government commissions and local community-based organizations. Has written a book on progressive L.A. and is currently working on a book on a

local historical figure, both drawing on Library's archives. Has served on the Library Board and has brought classes here. Progressive-liberal. Single but in a partnership.

KEY WORDS
Busy, involved in range of activities. Highly motivated to get information; seeking in-depth knowledge. High education level, high level of comfort with technology. Comfortable with library procedures. Uses the Library in spurts.

Grad student: Latina, mid-20s. At USC for her PhD, went to UCLA for her masters. Where she's from, Pomona, is a strong part of her identity. Interested in mobility issues (for example, transportation patterns) for Black/Brown people, which relates to her personal family history. First got involved w/ Library as an intern 3 or so years ago. Has only recently started using Library for research but now is really excited about what's here. Library "vibe" is important to her; very different from how she feels at other archives (intimidated, unimportant). Introduces others to the Library. Word of mouth a key way word gets spread about the Library. Involved with other groups, presents at conferences, likes to go on tours, to museums. Has a MySpace page.

KEY WORDS
Busy, involved in range of activities. Personal passion about her research/academic interests. Highly motivated to get information; seeking in-depth knowledge. High education level, high level of comfort with technology. Becoming more comfortable w/ library procedures. Frequent Library user.

Undergrad student: USC student, late teens/early 20s. Mobility/time are issues in getting to the Library. Not at the Library as frequently. Not sure about topics for research, less directed than grad students. Often here on class assignment, often in a group. Not so familiar w/ archival research. Comfortable using Internet for searches.

KEY WORDS
Mid education level. High level of comfort with technology. Not familiar w/ library procedures. Not a frequent Library user but potential big user of a Library website with content and functionality that met their needs.

K–12 teacher: Black woman (from Ethiopia), mid-20s, single. Went through UCLA Teacher Education Program, taught at John Muir Middle School across from Library. Not from the neighborhoods she's teaching in but very involved in the life of her students, beyond school hours. Had special after-school projects, meetings with them. Frustrated by school administration/entrenched teachers at her middle school. Saw Library as sanctuary, used it for meetings w/ other teachers to renew themselves, also used it as space for her extracurricular projects w/ students. Left public school system to work at social justice charter school, where she could have more say. Hasn't used Library's collections. Wants to use our resources (Foundation Center, booksale) but doesn't make it down. Very busy; spends much of her time focused on her work, in conjunction w/ likeminded friends (works collectively). Does yoga.

KEY WORDS
Passionate about her work. Busy, mostly w/ work. High level of comfort w/ digital media/ technology and actively looking for resources. Less knowledge about library procedures. Not a frequent Library user.

Independent researcher: Black man, mid-40s, married, children. Making a film. Going to a lot of archives. Film relates to Black Panthers, which reflects his personal history/relationship w/ his father. Used Library's resources and space for project; and Library name for legitimacy. Will donate materials from his project to Library. A strong advocate of the Library. Participates in other Library projects. Part of local hip hop history. Brings his family in to Library. Has been able to meet people helping him on his project through the Library, as he ran into people in the physical space. Has been doing his own fundraising/outreach for his film. Knows a lot of people.

KEY WORDS
Personal passion about his work. Very high level of comfort w/ digital media technology. Actively looking for resources, seeking information/knowledge. Very comfortable w/ library procedures. Busy (work, family, outside projects, fundraising). Frequent Library user in spurts.