1. Adopt assessments that are based on outcomes aligned to the University’s overarching goals and regularly modify—or discontinue—programs based on these assessments.

   1.1 Identify and implement assessments of current library services and collaborations in order to evaluate their effectiveness by June 30, 2012.

   **Discussion:** The date projected for completion, June 30, 2012, seems too early to complete an assessment; perhaps a professional assessor should be hired. This step is a core process and should not be rushed.

   1.2 Post on the Collection Development web site available pertinent data and narratives pertaining to the accreditations and re-accreditations of campus departments and programs by June 30, 2012.

   **Discussion:** The accreditations are for campus programs and departments, not the library. The idea is to share vital information that selectors can use, especially that which overlaps programs.

   1.3 Conduct at least one web usability study each year to determine effectiveness of various library web sites, implement in spring 2012.

   **Discussion:** A Web usability study involves surveying users to see what their navigation process is on a particular page, to test whether or not they can find information. Flexibility is key. Not intended to be a study of the home page each year; merely various Web pages on the Libraries’ site.

   1.4 Develop comprehensive suite of assessment tools for library instruction and a central location for the data by June 30, 2013.

   **Discussion:** First, we must agree upon outcomes that cross different disciplines. A template for an instruction class does not work well due to the amount of tailoring to fit subjects, classes, and fields. Refer this concern to the Learning Collaborative for resolution.

   1.5 Assess the use of mobile applications that give access to library information, annually beginning June 30, 2012.

   **Discussion:** We need to determine of the many devices out there that use mobile apps, which is the best way for us to make library information available to users. Interlibrary loan staff would like to see an app to allow access to Interlibrary loan services.

   1.6 Establish a regular schedule for conducting national surveys and reviewing the results (e.g., LibQUAL or ClimateQUAL) by June 30, 2012.

2. Extend the Libraries’ role in scholarly communication.
2.1 Work with UITS and RSSP to assist researchers in planning a data management program for grant proposals by December 31, 2012.

Discussion: The background for this goal is that a data management plan is now required of many grant applications. The toolkit on the RSSP Website needs expansion. Expand goal to include education program / develop objectives about educating community about open access.

3. Extend the Libraries’ role in digital curation including providing access to born digital resources.

3.1 Establish a workflow and catalog records for the Honors papers for the Library Catalog by June 30, 2012.

3.2 Provide access to The Traveler and other digital publications and materials by December 31, 2014.

3.3 Investigate and evaluate potential participation of the National Digital Newspaper Project (see http://www.neh.gov/grants/guidelines/ndnp.html) by June 30, 2012.

Discussion: What would potential participation look like? Currently there are no Arkansas newspapers contained in the collection. Institutions submit their own digital files for this source. This goal asks us to evaluate the project to see if we want to participate. Selectors will develop a cohesive plan. Amy will give an updated presentation on what the University Archives are doing.

3.4 Identify the partners and the software to use to build a common database of campus art and other institutional images by June 30, 2013.

Discussion: Campus art is currently being inventoried by Jill Anthes of Facilities Management and Amy Allen of Special Collections. The dates were chosen based on work already begun but not completed or by logical conclusion date. The Libraries’ role in born digital curation must be expanded.

4. Implement practices and programs that make the Libraries more fiscally sustainable.

4.1 Identify appropriate opportunities for grant applications and submit three grant proposals (in the $200,000 range) per year, beginning fiscal year 2013.

4.2 Increase donations to the Annual Fund for the Libraries by a minimum of 5% annually, beginning fiscal year 2013.

4.3 Publicly acknowledge joint funding with academic departments annually, by December 31, 2011.

Discussion: May just be a statement electronically on databases or purchases, such as the phrase “partially funded by.”

4.4 Participate in campus annual “Thank a Donor Day” (each May) using the rotator on the Libraries’ web page and other publicity, beginning May 2012.

Discussion: Add a goal regarding “Red, White, and True” campaign for faculty and staff donations.
5. **Implement practices and programs that make the Libraries environmentally sustainable.**

5.1 Reduce consumption of paper within the Libraries **annually** by 10% **beginning January 1, 2012**; evaluate the program to determine if further reductions can be achieved.  
**Discussion:** Who would handle this and how would it be measured? The details of the process and implementation strategies would more that likely be assigned to a committee appointed by the Admin Group. **NOTE:** The Serials Department regularly prints off electronic files for archiving, a consumption of paper that probably will not change.

5.2 Reduce consumption of energy within the Libraries **annually** by 2% **beginning January 1, 2012**.

6. **Develop and sustain key collaborations that enable the Libraries to fulfill their goals and objectives and raise the profile of the Libraries.**

6.1 Develop a comprehensive list of library collaborations including contacts and post on the StaffWeb **by December 31, 2011**. Assign a librarian to communicate with and provide services to each major unit beyond the academic departments on campus (e.g. Enhanced Learning Center) and the scope of the current program of liaisons and selectors.

**Discussion:** “collaborations” means both campus partnerships and beyond to community, other libraries, etc.

6.2 Participate selectively in print repositories.

**Discussion:** We want to evaluate any opportunities to see if we will participate. Expand this to indicate “state, regional, and national repositories.” We have recently joined two digital repositories; we will evaluate each opportunity as it arises to determine participation. We still do not have an effective plan for providing access to archived born digital files. We collect them, but do not provide access.

6.3 Develop LibGuides and other services for major administrative units on campus **by June 30, 2013**.

**Discussion:** Re-evaluate how we market the Libraries’ collections and services to campus administrators.

6.4 Assign two librarians to participate in the activities of the Teaching and Faculty Support Center to develop library research activities for specific classes **by June 30, 2012**.

**Discussion:** Means to integrate service opportunities with TFSC; those we undertake now are not systematic but by invitation.

6.5 Identify and plan implementation for a project that would have statewide benefit with the Library in a leadership role **by December 31, 2012**.

**Discussion:** We have many Arkansas serials archived.

7. **Support the learning of graduate and undergraduate students, including those in distance education.**
8. Assess the learning needs of the University’s undergraduate and graduate students, including those in distance education, and refine existing services and tools, while developing new ones, that meet those needs. *(new wording suggested by Phil Jones 10-14)*

7.1 Conduct a ProjectSAILS inventory or another tool of information literacy at the University of Arkansas in the **fall semester of 2012**. Assess the data to determine future goals.

**Discussion:** Project Sails is a 2-part survey of before and after library instruction, which evaluates students’ information literacy.

7.2 Create interactive instructional tools that address predetermined learning outcomes. Develop instruction and training in modes (e.g. Elluminate) that anticipate and address the special challenges faced by the unprecedented growth of the campus, **beginning in FY2012**.

**Discussion:** Interactive tools like “choose your own adventure.”

7.3 Create an advisory body of graduate students to provide feedback to improve the collections and services of the Libraries **by June 30, 2012**.

**Discussion:** Create an advisory body of our own student workers, who have a unique perspective as students already familiar with the library and its services.

**Admin Group Discussion:** Previous attempts to engage an advisory body of students have failed because students do not participate. A much more effective method is to consult the Associated Student Government or Honors College with targeted projects, such as surveys.

8. **Support the teaching and research of the faculty of the University.** Assess the teaching and research needs of the University’s faculty and refine existing services and tools, while developing new ones, that meet these needs. *(new wording suggested by Phil Jones 10-14)*

8.1 Evaluate the “Purdue model” of interactions between subject librarians and academic faculty to determine possible implementation of the model **by June 30, 2013**. Examine best practices for the relationships between subject specialists and academic faculty and adopt appropriate best practices for the Libraries’ liaison program **by June 30, 2013**. *(new wording suggested by Phil Jones 10-14)*

**Discussion:** This refers to embedded librarians in departments on campus. We should look at how we can better integrate with academic departments, what tools can be used, where we are in this process, what’s working and what is not working. Review literature by James Mullins at Purdue for an overview of the model.

8.2 Assess the need for LibGuides for each on-line course offered through BlackBoard and create guides as appropriate **by January 2012**.

8.3 Integrate services of the University Libraries into BlackBoard (e.g. course reserves) by creating modules that faculty could select for use in their BlackBoard courses **by January 2012**.

**Discussion:** Combine 8.2 and 8.3 with goals for instruction.
9. **Promote the excellence of the Libraries’ personnel.**

9.1 Develop a rigorous training program administered by the LHRO that places library skills (e.g., use of Millennium) at the forefront and yet includes training on broader topics (e.g., recruitment) **by June 30, 2012.**

**Discussion:** We need a regular program of personnel training and retraining, or refresher courses. Make these training sessions mandatory, with documentation in personnel files to show who should be aware of what, in the event of conflict resolution. Develop department-specific training modules. This training schedule will not replace the current need-based training for individuals and departments, but will cover broad topics that affect many across departments. Tim Zou, Tess Gibson, and Donna Daniels recently designed a training program for Reference and Circulation staff. Each staff member is assigned a “training partner” in the other department whom they may contact directly for questions or clarifications, and all attend monthly group meetings at which training and information issues are presented or discussed. This type of training has worked well and may be a model for future cross training in departments or for skill sets.

9.2 Evaluate opportunities for cross-training and implement a program as indicated by the adopted plan from the Organizational Structure Committee **as soon as feasible.**


9.4 Survey the organizational culture to identify and remedy specific areas of concern **by December 31, 2012.**

10. **Promote the diversity of the Libraries’ personnel and collections.**

10.1 Recruit more aggressively for library positions **starting now.**

**Discussion:** This goal needs to be more specific about what our recruitment methods will be. It is not measurable. Create a different goal to define what we mean by diversity, to educate. We currently have library school interns from distance education programs, which has worked very well for the Libraries. We should market our availability directly to the library programs rather than wait for candidates to find us.

10.2 Increase the depth of the rare books collection in Special Collections in targeted areas (e.g., Ozarkiana and women) to be determined by the Department and administration of the Libraries. Promote these books and other collections within the Department by rotating displays on the Libraries’ web site, other online and physical exhibits, podcasts, and lectures **to initiate by January 1, 2012.**

**Discussion:** The Libraries need to become more nationally prominent; the rare books should take center stage in this effort. We should build up collections that peer groups do not have;
make ourselves unique beyond a state archive. We need to promote materials we currently have that could stand up nationally to other collections. Delete examples from the goal as too restrictive. A survey of the rare books must first be conducted to show what we have before we begin a collection drive to add to it. We should also conduct a thorough review of the main collection and remove books to the rare books collection, which would be a massive undertaking.

11. Apportion the resources of the Libraries in a manner that balances the current needs of all constituents and anticipates future demands.

11.1 Review the operations of branch libraries on a quinquennial basis by using a cost-benefit analysis and qualitative measures, **beginning June 2016.**

**Discussion:** “Quinquennial” means every five years. The review should determine the appropriateness of separate facilities for each of the branches, whether or not the branch is cost effective, and what benefits are conveyed by separate libraries.

11.2 Complete a long-range plan for building projects to be funded through the University’s proposed capital campaign. **TBD.**

11.3 Develop guidelines—after a thorough review of the literature—with which to perform the periodic review of organizational staffing in support of Library programs and services **by December 31, 2012.**

**Discussion:** This goal means to evaluate staffing and program needs, which is currently done on a piecemeal basis as positions are vacated. This should be done library-wide on a consistent basis. This review would be more on a basis of skill sets needed to support programs. Develop a template and process that would lend authenticity to this review.

11.4 Perform carefully chosen site visits to nearby major academic libraries to explore firsthand best practices and innovative programs as warranted and invite other libraries to visit our library. **TBD.**

**Discussion:** We should review technical services best practices as well as public services. Should not be conducted on a regular basis, but as we examine needs and research best practices. Join site visits with travel to conferences, or conduct online via Skype.

**Addendum from meeting on September 21, 2011:** The Organizational Structure Committee reports have specific goals that should be reviewed for the Strategic Initiatives, such as conduct a workflow audit and close the Periodicals desk. Regardless of which organizational structure is chosen, each of these reports need to be reviewed for recommendations for the strategic initiatives.

**Addendum from Admin Group meeting:** Add the Development goals.