



FORT HAYS STATE UNIVERSITY
FORSYTH LIBRARY

Forward thinking. World ready.

Strategic Plan, Forsyth Library 2016 – 2021

Mission, Vision and Values

Mission: Forsyth Library fosters learning, scholarship, and enduring connections to history, culture and heritage as the foundation for knowledge and skills that enrich academics, work, and life.

Vision: We aspire to be the experts our learners and scholars seek first for the acquisition, discovery, application, creation, and curation of high quality information and research and for the preservation of university and regional history and heritage.

Values:

We value open inquiry as the path to learning within an environment that respects freedom of information and diversity of viewpoints and people.

We value tools, resources, and expertise that help learners and scholars better understand, apply, analyze, evaluate, and create knowledge.

We value the unique cultural heritage of our university and our region and its preservation for tomorrow's learners and scholars.

We value change when it makes us a more dynamic library, a trusted partner in education, and an organization better able to meet our mission and vision.

We value the integrity, curiosity, expertise, and professional growth of our staff.

Strategic Themes

The strategic plan for Forsyth Library is a dynamic outline of our work with the understanding that projects and priorities will necessarily change over span of the plan. The themes and strategies embody our mission and values. The accompanying actions are organized under six strategic themes.

1. **Information and Digital Literacy** Information literacy teaches students to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."¹ Through digital literacy, students learn to use information and communication technologies to find, evaluate, create, and communicate information.²
2. **Scholarship and Creative Services** We support the development and the online dissemination of research and creative works including open education resources, open access research articles, undergraduate research, and graduate theses. We work with faculty, students and administrators to make these works visible and accessible online and to showcase expertise and creative endeavor at FHSU.
3. **Environments for Learning** We work to continuously improve our collaborative physical learning spaces and to offer opportunities to connect with us online so that we are a gathering and learning space for the university community in all modalities.
4. **User Assessment and Engagement** Through assessment, we measure the quality and results of our services and our resources. Through engagement, we better understand the needs of our users and help them to make better connections with us.
5. **People and Expertise** As we say in our values, we value the integrity, curiosity, expertise, and professional growth of our staff. We value our colleagues across the university and their expertise. We embrace meaningful change.
6. **Library Collections and Resources** Unlike the building-centric collections of the past, today's library resources are increasingly online and allow students to connect to the library from any place and at the time of their choosing along with virtual expertise to enhance their use. We seek to provide outstanding resources comparable to those of peer institutions and appropriate to the programs of study students pursue at FHSU.

¹ The Association of College and Research Libraries (ACRL), *Information Literacy Competency Standards for Higher Education*. <http://www.ala.org/acrl/standards/informationliteracycompetency>

² The American Library Association (ALA), ALA Connect website. <http://connect.ala.org/node/181197#sthash.0HSLY22s.dpuf>

Organization of the Plan

The strategic plan is organized in outline format as follows.

1 Strategic Theme

1.1 Strategic Action

1.1.1 Supporting Action

Fiscal Year(s): Year

Who: Responsible person (lead) and group if applicable

Indicators: Completion or success signifier(s)

Text in **bold** within the strategic and supporting actions represents key phrases that will be tied to monitoring of the strategic plan. Monitoring will be on a biannual basis with comprehensive progress reports available. The plan will be periodically updated in order to maintain relevance with new strategic actions added, completed actions retired, and those no longer relevant removed. The current version was last updated July, 2019.

Strategic Themes, Goals, and Actions

1 Information and Digital Literacy

Create information and digital literacy learning opportunities aligned with general education, liberal education and discipline-based learning expectations for FHSU students on campus, online, and abroad.

- 1.1. Work with faculty to establish a **comprehensive information and digital literacy instruction** program that supports credit coursework and utilizes assessment to ensure that outcomes are met.

- 1.1.1 Establish **information literacy outcomes and instruction** for liberal education integrated with curriculum across disciplines.

Fiscal Year(s): 2017 - 2021

Who: Robyn Hartman (lead), Teaching & Research Team

Indicator(s):

- a. Completion of the comprehensive set of outcomes.
- b. Connection of outcomes to the curriculum; longitudinal assessment of information literacy outcomes coupled with iterative review and improvement.
- c. Faculty satisfaction.

- 1.1.2 Assess the **incoming information literacy level of freshmen** FHSU students in order to address and improve instruction, development of new skills or design remediation.

Fiscal Year(s): 2017 - 2019

Who: Claire Nickerson (lead), Teaching & Research Team

Indicator(s):

- a. An assessment program is in place to measure and longitudinally track composite incoming freshmen students' information literacy skills.
- b. A program to develop, improve, or remediate skills is in place to address assessment outcomes with ongoing assessment of freshman information literacy outcomes pre- and post-instruction.
- c. A collaborative partnership with FHSU feeder schools produces a set of recommended "bridging" skills in information literacy to help students successfully transition from high school to college.

- 1.1.3 Standardize **information literacy instruction sessions** offered either online or on-campus on a repeating basis to utilize a consistent approach with common content.

Fiscal Year(s): 2018 - 2021

Who: Robyn Hartman (lead), Teaching & Research Team

Indicator(s):

- a. Development of 2-3 new face-to-face and online lessons with accompanying assessments per year.
- b. Positive assessment of student outcomes aligned with established FHSU/Forsyth information literacy outcomes.
- c. Positive faculty feedback.

d. Growth of faculty and students participation in literacy initiatives.

1.1.4 Pilot a **scaffolded information literacy program** within a department's major program.

Fiscal Year(s): 2017-2020

Who: Robyn Hartman and Instruction and Research Librarian (leads)

Indicators:

- a. Assessment of student's pre-program and post-program skills connected to Forsyth Library learning objectives.
- b. Positive faculty feedback

1.2 Deliver **library orientation programs** for incoming students to introduce library services and provide a personal contact with a librarian as a starting point for effective ongoing use of the library.

Fiscal Year(s): 2017 - 2020, varies as noted below

Who: Lead and team varies as noted below

Indicator(s) for All Orientations: End-of-semester survey with library 75% positive feedback from participating students who complete a survey.

1.2.1 Provide **orientation for incoming transfer students**.

Fiscal Year(s): 2018 (development) and ongoing

Who: MaryAlice Wade (lead), Teaching & Research Team

1.2.2 Provide **orientation for incoming freshmen** through the Freshman Seminar courses.

Fiscal Year(s): 2018 (development) and ongoing

Who: Robyn Hartman (lead), Teaching & Research Team

1.2.3 Expand **orientation for international students** on campus.

Fiscal Year(s): 2018 (development) and ongoing

Who: Instruction and Research Librarian (lead), Teaching & Research Team

1.2.4 Provide **orientation for virtual students**.

Fiscal Year(s): 2019 (development)

Who: Claire Nickerson (lead), Andy Tincknell

Indicator(s): Orientation videos receive traffic from online students.

1.2.5 Investigate the needs of adult learners and possible separate or individual library **orientation program for on-campus adult learners**.

Fiscal Year(s): 2019 (investigate) and possibly ongoing

Who: Instruction and Research Librarian (lead), Teaching and Research Team

Indicator(s): Lead develops a list of identified needs for adult learners and recommendation regarding adult learner programming for possible program development.

1.2.6 Investigate needs of graduate students for possible **graduate orientation**.

Fiscal Year(s): 2020 (investigate) and possibly ongoing

Who: Teaching & Research Team, Graduate Assistants

Indicator(s): To be determined

1.3 Participate in teaching and course development in areas relevant to library services.

1.3.1 Develop and submit a proposal for an **undergraduate elective course** work leading to advanced information, digital literacy skills.

Fiscal Year(s): 2019 (develop concept) – 2021 (offer course)

Who: Robyn (lead), Teaching and Research Team

Indicator(s):

a. Successful course proposal approved by Faculty Senate.

b. Student course evaluations

1.4 Improve the **availability of research consultations** across all modalities of FHSU academic programs.

1.4.1 Create a program of research consulting and **support for faculty abroad**.

Fiscal Year(s): 2016 – 2021

Who: Instruction and Research Librarian (lead), Teaching & Research Team

Indicator(s): Faculty survey indicates familiarity and satisfaction with online library resources.

1.4.2 Create a program of learning and research consulting and **support for virtual faculty and students**.

Fiscal Year(s): 2018 – 2021 and ongoing

Who: MaryAlice Wade (lead), Teaching & Research Team

Indicator(s):

a. Increased in number of requests for virtual research help

b. Virtual faculty survey indicating familiarity and satisfaction with online library resources

2 Scholarship and Creative Services

Participate in partnerships and offer services that support university research and creativity.

2.1 Support **open access publishing** of student and faculty scholarship through the FHSU Scholars Repository and accompanying library services.

2.1.1 Consult with faculty in the **creation of showcase portfolios** as part of the SelectedWorks platform and provide training for portfolio maintenance.

Fiscal years(s): 2017 – 2020

Who: Jennifer Sauer (lead), Elizabeth Downing

Indicators: Portfolio adoption by faculty.

- 2.2.5 Develop a system for **collecting data on OER use and course material costs at FHSU.**

Fiscal Year(s): 2019 – 2020

Who: Claire Nickerson (lead), Open Educational Resources Committee

Indicator(s): System for identifying courses using OERs and tracking the average cost of course materials at FHSU is in place.

- 2.2.6 Pursue the **creation of formal partnerships and policies to lower course material costs** at FHSU.

Fiscal Year(s): 2019 – 2020

Who: Claire Nickerson, Deb Ludwig (co-leads), Open Educational Resources Committee, campus partners

Indicator(s):

- a. Regular meetings with campus partners
- b. Creation of OER policies

3 Environments for Learning

Develop library environments, both physical and online, that support learning, research, creativity, and scholarship

- 3.1 **Reimagine and redevelop the Forsyth Library building** as an academic commons to serve as a nexus for exploration, learning, research, and creativity.

- 3.1.1 Investigate options for **improved food service** in the building.

Fiscal Year(s): 2018-2021

Who: Andy Tincknell (lead), Lacey Wegner, University Library Committee, Dean

Indicator(s): Analysis, recommendation(s), decision

- 3.2 **Refresh and enhance existing technology** throughout the building.

Fiscal Year(s): 2016-2019

Who: Andy Tincknell and Lacey Wegner (co-leads), Library Staff, Dean

Indicator(s): Technology needs analyzed, upgrades complete

- 3.3 Develop a **user confidentiality policy** that articulates both online and in-person provisions for privacy of inquiry and use of resources and services.

Fiscal Year(s): 2018

Who: Library Management Team, lead to be determined

Indicator(s): Policy approved and posted

3.4 **Improve directional signage, directories, and wayfinding** within the building

Fiscal Years: 2018-2020

Who: Cyndi Landis, Brian Gribben, Andy Tincknell, David Obermayer, Brittney Squire

Indicators: Fewer directional questions at the Learning Commons Desk.

3.5 Improve overall **digital and physical accessibility** prioritizing being an accessibility resource for FHSU and the community.

3.5.1 Develop **services and facilities to enhance access** for persons with disabilities.

Fiscal Years: 2018 and ongoing

Who: Instruction and Research Librarian (lead)

Indicators: Disability awareness training administered to faculty and staff. Informal needs analysis with Kelly Center and Student Accessibility Services. Audit of library Facilities.

3.5.2 Create and implement an **accessibility plan to update and maintain the library website** according to digital accessibility standards and 508 Refresh Legislation

Fiscal Years: 2018-2020

Who: Cyndi Landis, Emily Roth, Brittney Squire

Indicators:

- a. Established plan
- b. Training for best practices for posting new content
- c. SiteImprove score

4 User Assessment and Engagement

Engage and assess the needs of library users as 21st century scholars, learners, and citizens in order to continually innovate and improve services and resources.

4.1 **Regularly assess constituent needs** and utilize results to guide development of resources, services and environments and to measure longitudinal progress.

Fiscal Year: 2017-2018 (development, then ongoing)

Who: MaryAlice Wade (lead), Claire Nickerson, Deb Ludwig

Indicator(s): Plan for cyclical assessments, initial surveys completed

4.1.1 Develop a **multi-year cycle for recurring library assessments**.

4.1.2 Obtain accounts and proficiency with **social science survey methods and tools**.

4.2 Explore creation of a **student advisory board**.

Fiscal Year: 2019

Who: Dean, Provost

Indicator(s): Review of programs at other institutions and recommendation

4.3 Explore develop a **library advocacy and advisory board** for Forsyth.

Fiscal Year: 2019

Who: Dean (lead), Provost, Foundation, Library Outreach

Indicator(s): Review of programs at other institutions and recommendation

5 People and Expertise

Develop library staff as a critical and expert resource to meet 21st century learning and research needs.

5.1 Develop and implement a **consistent evaluation process for student employees** of Forsyth Library.

Fiscal Year(s): 2019

Who: Emily Roth (lead), student supervisors with approval by dean.

Indicator(s): Evaluation process implemented and in use by 100% of student supervisors.

6 Library Collections and Resources

Provide information resources that are accessible, discoverable, relevant, and aligned with the teaching and research mission of the university.

6.1 **Manage physical library collections** and reduce space utilization as allowed by conversion to online resources.

6.1.1 Review and reduce the size of the **physical government documents collection** with a target of 50% reduction in physical space utilized by the federal documents collection.

Fiscal year(s): 2017-2020

Who: Brian Gribben (lead), Lacey Wegner, Mary Radnor, student employees

Indicator(s): Measurement of collection footprint, quality control of catalog.

6.1.2 **Review print journals for duplication** against online content.

Fiscal year(s): 2017-2019

Who: Jennifer Sauer (lead), Patty Nicholas

Indicator(s): Periodicals evaluation is complete and print subscriptions discontinued when a stable electronic format is available.

- 6.1.3 Continue to review and reduce the **physical footprint of print periodicals** and integrate periodical collections into one physical location with a separate display area for new periodical browsing.

Fiscal year(s): 2017-2020

Who: Patty Nicholas (lead), Deb Ludwig, Jennifer Sauer, Crystal Hutchinson

Indicator(s): Periodicals evaluation and move is complete.

- 6.2 Participate in creation of an **FHSU records retention schedule** and an accompanying university records management program.

Fiscal year(s): 2017 – 2019

Who: David Obermayer and Deb Ludwig (co-leads, library), Emily Roth, General Counsel (lead), Amy Schaffer, Anna Debes, Jessica States

Indicators: Schedule, program and plan approved.

- 6.3 **Review library systems** and accompanying services and technologies (discovery, self-check, RFID, collection security, interlibrary borrowing and lending) to ensure functionality and cost continue to be appropriate for FHSU and Forsyth Library.

Fiscal Year(s): 2018 – 2021

Who: Dean and library staff

Indicator(s): Review and recommendations

Appendix

Completed or Retired Strategic Actions

Theme 1

Create an easy-to-use **digital media recording studio** and accompanying instructional service in Forsyth Library.

Fiscal Year(s): 2017 - 2019

Who: Andy Tincknell (lead), Tom Lippert, Learning Commons Council

Indicator(s):

- a. Number of student participants and satisfaction.
- b. Number of faculty participants and satisfaction
- c. Service assessment to consider improvements

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	One button studio is up and running
Next Steps:	Continue to troubleshoot issues that may arise and update user guides as needed.

Redefine research assistance and consultation in tiered levels spanning employee groups with Tier 1 questions going to OneStop student employees and upper tiers appropriately referred to staff and librarians in person or online.

Fiscal Year(s): 2017

Who: MaryAlice Wade (lead), Tom Lippert, Teaching & Research Team

Indicator(s):

- a. Student employees make consistently appropriate referrals.
- b. Research help statistics remain at current levels or increase.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Tiered model has been defined and implemented.
Next Steps:	Continue to evaluate student worker referrals and maintain stats

Develop a self-help **touch-screen kiosk** to replace the in-person research help desk.

Fiscal Year(s): 2017 – 2018

Who: Andy Tincknell (lead), with Teaching & Research Team

Indicator(s): Kiosk use and satisfaction assessment.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Kiosk developed and in place
Next Steps:	Assess use

Add a **text messaging option** in addition to current phone, email, online chat and in-person research help services for students and faculty.]

Fiscal Year(s): 2017

Who: Claire Nickerson (lead), Teaching & Research Team

Indicator(s): Research help statistics indicate use of the service. Assessment of the service

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Texting service implemented in April 2016
Next Steps:	

Develop a course in data literacy for the new graduate certificate program in information analysis.

Fiscal Year(s): 2019 (develop concept) – 2020 (offer course)

Who: Claire Nickerson (lead), Instruction and Research Librarian

Indicator(s): Successful course proposal approved

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Course developed.
Next Steps:	

Assume responsibility for the curriculum and teaching of the 801 and 804 courses as part of the Masters of Liberal Studies graduate degree.

Fiscal Year(s): 2019

Who: Claire Nickerson (lead)

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Librarians teaching 801 and 804 courses each semester
Next Steps:	

Theme 2

Implement a **CV review service** for faculty who wish to deposit scholarship in the FHSU Scholars Repository.

Fiscal years(s): 2017 – 2019

Who: Jennifer Sauer (lead), Elizabeth Downing

Indicators: Digital Commons communities and collections are in place for academic departments and usage is evidenced by uploads and downloads.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Automated CV review designed for identification of eligible works Profiles created for depositing authors All academic department communities created and collection structures implemented
Next Steps:	Continue to grow participants

Develop **digital badging for students** who wish to use equipment such as 3-D printing.

Fiscal Year(s): 2017 and ongoing

Who: Andy Tincknell (lead), MakerSpace staff

Indicator(s): Number of students achieving a badge.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
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Notes:	Created a 3D printing tutorial and an open badge for completing the tutorial. Approved by the MakerSpace and introduced at a couple of workshops.
Next Steps:	

Work with faculty journal editors to **convert existing open access scholarly journals** published at FHSU to the FHSU Scholars Repository

Fiscal years(s): 2017 – 2019

Who: Jennifer Sauer (lead), Elizabeth Downing

Indicators: Journals and issues online (uploads) and usage (downloads).

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Develop a **partnership with Undergraduate Research** to capture student work.

Fiscal years(s): 2017 and ongoing

Who: Jennifer Sauer (lead), Elizabeth Downing

Indicators: Uploads and downloads of undergraduate research.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Work with the graduate school to **migrate thesis submission processes** to the FHSU Scholars Repository.

Fiscal years(s): 2017 and ongoing

Who: Jennifer Sauer (lead), Elizabeth Downing

Indicators: Uploads and downloads of undergraduate research.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Develop an open textbook grant program for faculty who author, adapt, or add supplementary materials to open textbooks and implement them in the classroom

Fiscal Year(s): 2017 and ongoing

Who: Deb Ludwig and Claire Nickerson (co-leads), Open Educational Resources (OER) Council

Indicator(s):

- a. Funding source developed, grants awarded
- b. Award process tied to implementation
- c. Measured cost savings for students
- d. Ingestion of authored or adapted materials into the FHSU Scholars' Repository.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Provide **OER consulting services** to support and guide faculty who wish to reduce student textbook costs.

Fiscal Year(s): 2017 and ongoing

Who: Claire Nickerson (lead), the Open Educational Resources Council

Indicator(s):

- a. Positive feedback on consultations from faculty
- b. Number of OERS adopted as the result of consultation
- c. Estimated student savings

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Investigate **OER discovery platforms**.

Fiscal Year(s): 2018

Who: Claire Nickerson, Deb Ludwig, Andrew Feldstein

Indicator(s): Adoption of an OER discovery platform or platform(s).

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Offer **professional development opportunities** that promote **faculty awareness** of the impact of course material costs on students, **educate faculty** about **OERs and alternative course materials**, and **result in action from faculty**.

Fiscal Year(s): 2017 and ongoing

Who: Claire Nickerson (lead), Open Educational Resources Committee

Indicator(s):

- a. Number of professional development opportunities offered
- b. Positive faculty feedback
- c. Number of OERs adopted

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Collaborate with MakerSpace staff to offer programs for FHSU faculty and students.

Fiscal Year(s): 2017 and ongoing

Who: Andy Tincknell (lead), MakerSpace staff

Indicator(s): Number of sessions and attendance

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Maker Wednesday Promotion and collaborated with workshops throughout the year.
Next Steps:	Evaluate and modify events

Create **thematic rotating exhibits** to showcase materials from Archives and Special Collections

Fiscal Year(s): 2018 – Ongoing

Who: Brian Gribben, David Obermayer, Cyndi Landis, Brittney Squire, Patty Nicholas

Indicator(s):

- a. Exhibit survey results
- b. Number of exhibits (Goal: 2-3 main exhibits per year in hexagonal/rectangle cases, 3 exhibits in archival cases)

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	A plan has been implemented to showcase materials. Surveys are starting to be collected.
Next Steps:	

Develop **Lynn Haggard Undergraduate Library Research Award**

Fiscal Years: 2018 and ongoing

Who: Instruction and Research Librarian (lead), Award committee

Indicators: Granting of award in May 2019.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Inaugural award given out Spring 2019.
Next Steps:	Make any revisions to process necessary

Theme 3

Establish a **Learning Commons Council** as an affiliate of the Library Committee to steer development of a remodeling prospectus to inform administration about long and short-term facility, technology and service needs.

Fiscal Year(s): 2017

Who: Andy Tincknell & Deb Ludwig (co-leads), Provost Office

Indicator(s): Committee bylaws complete, members appointed and progress toward prospectus.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Learning Commons Council created and then merged with University Library Committee in 2018
Next Steps:	

Assess the **need for expanded building hours.**

Fiscal Year(s): 2018-2019

Who: Andy Tincknell and MaryAlice Wade (co-leads), Assessment Team, Dean
Indicator(s): Analysis, recommendation and decision

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Assessment completed. Did not see a need to expand hours.
Next Steps:	

Provide purposeful **spaces for collaborative group work and quiet study.**

Fiscal Year(s): 2018-2021
Who: Andy Tincknell (lead), Lacey Wegner, University Library Committee, Dean, Provost
Indicator(s): Spaces developed

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Currently establishing different zones within the library to accommodate different types of study.
Next Steps:	

Provide **improved space for learning commons** partners (MakerSpace, Writing Center and Tiger food exchange) within Forsyth Library.

Fiscal Year(s): 2017-2021
Who: Andy Tincknell and Lacey Wegner (co-leads), Library Staff, Partner Staff, Dean
Indicator(s): spaces assessed and improved

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Investigate the potential for **new learning commons partnerships** around learning, research and creativity.

Fiscal Year(s): 2018-2021
Who: Andy Tincknell and Lacey Wegner (co-leads), Library Staff, Partner Staff, Dean
Indicator(s): new partnerships created

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Revise the overall website for easier navigation and better access to high-use services and resources.

Fiscal Year(s): 2019-ongoing
Who: Andy Tincknell (lead), Cyndi Landis, Robyn Hartman, Claire Nickerson, Dean
Indicator(s): Updated web site, assessment indicating usability

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
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Notes:	
Next Steps:	

Update **room reservation system** and room descriptions on the web.

Fiscal Year(s): 2018-2021
Who: MaryAlice Wade
Indicator(s): Web site complete, policies implemented

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Plan developed for library room booking. A combination of 25live and Springshare will be used. Implementation is set for Fall 2019.
Next Steps:	

Develop an **iPad and Laptop privacy policy** that creates standard procedures to protect patron data.

Fiscal Years: 2019
Who: Instruction and Research Librarian (lead), Andy Tincknell, Lacey Wegner
Indicators: Policy developed and training administered to student workers.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Theme 4

Explore a **“my librarian” program** for incoming freshmen to introduce library services and ease “library anxiety.”

Fiscal Year: 2017 – 2018
Who: Lynn Haggard (lead), Instruction and Research Librarian
Indicator(s): Review of programs at other institutions and recommendation

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Explored and not continuing
Next Steps:	

Design and conduct **discipline-based workshops and communications for faculty** to introduce new resources and services of interest to faculty.

Fiscal Year: 2017 – 2018
Who: Instruction and Research Librarian (lead)
Indicator(s): Session attendance and satisfaction

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	

Next Steps:	
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Cultivate the intellectual curiosity and growth of our community through interest-based **learning events, workshops, and other programming.**

Fiscal Year(s): 2017 - 2020

Who: Cyndi Landis (lead); Andy Tincknell, Claire Nickerson

Indicator(s):

- a. Number of events (library sponsored and library co-sponsored events).
- b. Participation and attendance at events.
- c. Satisfaction of events

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Grow our audience for **social media engagement.**

Fiscal Year: Ongoing

Who: Cyndi Landis (lead), Library Staff

Indicator(s): Increased engagement across desired platforms

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Theme 5

Determine **allocation policy and process for travel funding** request and approval.

Fiscal Year(s): 2018

Who: Deb Ludwig (lead) with Management team

Indicator(s): Completion

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Policy in use
Next Steps:	

Create an overall **professional development planning and prioritization tool** for Forsyth Library with opportunity for staff to identify and prioritize those professional development opportunities that will help them keep knowledge and skills fresh and acquiring new professional knowledge.

Fiscal Year(s): 2017-2018

Who: Karen Pfeifer (lead), Deb Ludwig

Indicator(s): Library staff can identify and prioritize at least one professional conference per year and bring back and share new ideas.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
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Notes:	A spreadsheet was developed with a ranking system for employees to input their requests.
Next Steps:	

Establish a **new liaison program** to academic departments.

Fiscal Year(s): 2017

Who: Dean (lead), Rachel, Jennifer, MaryAlice, appointed liaisons for review

Indicator(s): Program developed with ongoing review of effectiveness

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Liaison appointed and working with departments
Next Steps:	

Create **faculty department criteria** and accompanying evaluation processes to support promotion for librarians through the ranks of Librarian I, II, III.

Fiscal Year(s): 2017 with 2018 implementation

Begin By: October 2016 with implementation expected at the beginning of FY2018

Who: Jennifer Sauer, Claire Nickerson (co-leads) Librarians, Dean, and Provost

Indicator(s): Completion with expectations for first and second years for adjustments and a three-year review cycle thereafter.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Define and implement a **new library liaison program** to connect the library with academic departments and other campus units as needed. Expand the **liaisons program to other campus departments** engaged in learning and scholarship.

Fiscal Year(s): 2018

Who: Dean and library staff.

Indicator(s): Completion with expectations for first and second years for adjustments and a three-year review cycle thereafter.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Liaison program developed and have begun to expand to other areas of campus
Next Steps:	

Develop an **orientation and mentoring process** for new library staff.

Fiscal Year(s): 2019

Who: Administrative Specialist and all staff

Indicator(s): Positive evaluation of orientation and mentoring by new staff at end of 6 months on a simple questionnaire. These will be collected over time and the feedback used to improve the process.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Checklist created; piloted with new hire, but difficult to estimate effectiveness due to hire being internal.
Next Steps:	Continue improving as processes change.

Ensure **backup personnel are trained for time-sensitive processes** and services such as daily cash deposits, payroll approvals, and interlibrary loan requests.

Fiscal Year(s): 2019

Who: Crystal Hutchinson, Lacey Wegner.

Indicator(s): Backups identified and trained

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Theme 6

Survey faculty and students to **measure satisfaction with existing library collections** and resources and perceived gaps in coverage.

Fiscal Year(s): 2017 (implement) and ongoing on a periodic basis

Who: MaryAlice Wade (lead), Instruction and Research Librarian, Robyn Hartman, Lynn Haggard, Lacey Wegner, Tom Lippert

Indicator(s): Actionable report on faculty and student level of satisfaction and identify general gaps based on department, learning modality and other demographic factors.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	User Satisfaction Survey conducted in Spring 2017
Next Steps:	

Pilot an **open forum for faculty** to come to the library in person or virtually to learn about electronic resources.

Fiscal Year(s): 2017 – 2018 and possibly ongoing

Who: Instruction and Research Librarian (lead), Jennifer Sauer, MaryAlice Wade

Indicator(s): Number of faculty participants and satisfaction.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Fall 2016 and Spring 2017 conducted six “Lunch & Learn” lectures for faculty
Next Steps:	

Annually **evaluate usage and cost-benefit** of key resources, working with academic departments and the Library Committee.

Fiscal Year(s): 2017 (develop) and ongoing

Who: Jennifer Sauer & Rachel Newbury (co-leads), Mary Radnor, Brian Gribben

Indicator(s): Annual report on cost/benefit for evaluation by library management team and potential discussion with academic departments.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Reviewed each resource as it came up for renewal. Assessed the usage of resources and whether it was significant enough to justify continued subscription. Reached out to departments and librarians regarding resources being considered for cancellation.
Next Steps:	Continue analysis

Increase the number of **commercially published eBooks and eJournals** available to students and faculty to support formal and informal learning.

Fiscal Year(s): 2017 (develop) and ongoing

Who: Jennifer Sauer and Rachel Newbury (co-leads), Dean

Indicator(s): Collection growth and use

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Purchased electronic ebooks based on analysis of 2017 ILL Borrowing requests. Subscribed to the ejournal Computers in Human Behavior based on high the high number of turnaways and ILL Borrowing requests. Began steps to initiate the demand driven acquisitions of ebooks. Processed library purchase requests and purchased electronic resources whenever possible. Purchased AAS Historical Periodicals database based on input from faculty.
Next Steps:	Continue analysis

Partner with academic departments to assess the ongoing **relevance of low use / high cost resources**.

Fiscal Year(s): 2017 (development) & ongoing (implementation)

Who: Jennifer Sauer and Rachel Newbury (co-leads), Mary Radnor, Library Departmental Liaisons, Dean

Indicator(s): Acquisition of new resources needed by departments.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Reviewed each resource as it came up for renewal. Assessed the usage of resources and whether it was significant enough to justify continued subscription. Reached out to departments and librarians regarding resources being considered for cancellation.
Next Steps:	Continue analysis

Review physical media collection and eliminate low-use materials.

Fiscal year(s): 2017

Who: Brian Gribben (lead), Lacey Wegner, student employees

Indicator(s): Measurement of collection footprint, quality control of catalog.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Reviewed 2893 items for usage, format, and continued relevance to the research needs of students and faculty. 1716 items were weeded from the media collection
Next Steps:	

Develop plan for purchasing options to reduce copyright and staff costs through purchase options for in demand content.

Fiscal year(s): 2017 – 2019

Who: Lacey Wegner (lead), Rachel Newbury, Mary Radnor, Jennifer Sauer

Indicators: Proposal and decision(s).

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Pulled a report of the most requested items from interlibrary loan for the previous year Review the report and identified titles that have been frequently requested Make recommendations and purchased titles that were heavily used Added a field within ILLiad client for user to suggest purchase for future collection development
Next Steps:	Continue review

Ensure **appropriate access to electronic resources** licensed by Forsyth Library.

Fiscal Year(s): 2018

Who: Jennifer Sauer (lead), Deb Ludwig, Livy Li, Jessica States, Director of Technical Services

Indicator(s): Quality assurance testing by user role

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	Electronic Resource Access policy written and approved Project team established eligibility status levels as per license terms Status levels applied to user accounts Web page developed for users turned away from licensed resources with link to policy page and contact information for inquiries E-mail group of team members established for monitoring of inquiries and consideration of appeals.
Next Steps:	

Increase the **use of existing electronic resources** by faculty and students.

Fiscal Year(s): 2017 and ongoing

Who: Instruction and Research Librarian (lead), Jennifer Sauer, MaryAlice Wade

Indicator(s): Increase use as indicated by Counter or ExLibris statistics

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Marketing

Revise the current online **A-Z database listings and descriptions** to standardize formatting, language

Fiscal Year(s): 2018-2019

Who: Instruction and Research Librarian (lead), Jennifer Sauer, MaryAlice Wade

Indicator(s): Satisfaction assessment of library and teaching faculty

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
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Notes:	
Next Steps:	Continue to review

Create an interactive **communication strategy to inform faculty** of potential new resources, database trials, and strategic purchasing opportunities.

Fiscal Year(s): 2017 (development) & ongoing (implementation)
Who: Instruction and Research Librarian (lead), Jennifer Sauer, Mary Radnor, Library Departmental Liaisons
Indicator(s): Faculty feedback.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Continue to make progress with through Outreach

Partner with academic departments to identify needs and to seek the **acquisition of new resources** through the annual strategic budgeting process.

Fiscal Year(s): 2017 (development) & ongoing (implementation)
Who: Jennifer Sauer (lead), Mary Radnor, Library Departmental Liaisons, Dean of the Library
Indicator(s): Acquisition of new resources needed by departments.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Improve **PRIMO search** results.

Fiscal year(s): 2017 - 2020
Who: Jennifer Sauer (lead), Mary Radnor, Instruction and Research Librarian
Indicators: Quality assurance testing based on currently identified problems

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Continue to improve.

Clean up **problem records in ALMA and PRIMO.**

Fiscal year(s): 2017 - 2020
Who: Jennifer Sauer, Mary Radnor, Patty Nicholas (leads in areas of expertise)
Indicators: Quality assurance testing based on currently identified problems

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Continue to improve

Inventory the physical collection and improve bibliographic control.

Fiscal year(s): 2017 - 2019

Who: Lacey Wegner (lead), Mary Radnor, student employees

Indicator(s): Completion of inventory and record clean up.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Operationalized

Review standing orders and determine ongoing need for these resources.

Fiscal year(s): 2017 - 2019

Who: Mary Radnor, Brian Gribben (documents)

Indicator(s): Report on standing orders for retention, conversion to electronic format, or elimination.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Operationalized

Identify, digitize, and create access to **unique resources** of value from Forsyth Library Archives and Special Collections.

Fiscal year(s): 2018 and ongoing

Who: Elizabeth Downing, Patty Nicholas, David Obermayer, Brian Gribben

Indicators:

- a. Number of locally digitized collections or resources per quarter
- b. Increased usage statistics of Digital Collections

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Think about what the needs are after the preservation

Develop **collaborative opportunities** between the **FHSU Public History program** and the **Forsyth Library Archives and Special Collections** to encourage primary research and creative scholarship centered on library collections.

Fiscal year(s): 2018 and ongoing

Who: Brian Gribben (lead), David Obermeyer, Elizabeth Downing, Patty Nicholas, Juti Winchester, History Department Faculty

Indicator(s): Courses taught per semester by librarians and program specialists alone or in tandem with History Department Faculty, supervised research sessions requested by History Faculty as part their course plan, a production of original student scholarship centered on primary materials from library collections

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Implement finding aids that conform to the EAD and DACS standards for discovery of materials in the University Archives and Special Collections.

Fiscal year(s): 2017 and Ongoing

Who: David Obermayer, Patty Nicholas, Elizabeth Downing, Brian Gribben

Indicators: Number of finding aids

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Provide access to graduate student scholarship and research. Work with the graduate school to investigate the need to continue a **print theses collection** in light of current digital practice

Fiscal year(s): 2019 – 2020

Who: Jennifer Sauer (lead), Elizabeth Downing, David Obermayer, Dean

Indicators: Decision

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	

Review **Interlibrary Loan services**. Create an **Interlibrary Loan policy** for approval and posting on the web.

Fiscal year(s): 2019 – 2020

Who: Lacey Wegner (lead), Library Management Team, Dean

Indicators: Decision

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	Post to website

Implement a **digital preservation strategy** designed to safeguard library digital collections.

Fiscal year(s): 2018 – 2020

Who: Elizabeth Downing

Indicators(s): Number of digitized collections or assets deposited into the preservation system.

Status:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> In process <input type="checkbox"/> Not Yet Started <input type="checkbox"/> Revise/replace <input type="checkbox"/> Delete
Notes:	
Next Steps:	