Teaching and Learning Services Strategic Plan

Academic Years 2014-2015
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**Mission**
The Teaching and Learning Services Unit within Public Services Division is comprised of first year (general education) instructional programs, activities and assessment, instructional technology support and development, user experience activities, coordination and creation of learning spaces, and the Terrapin Learning Commons and crosses all branches and staff within the libraries. The mission of the Teaching and Learning Services Unit is to implement innovative instructional and assessment methodologies and tools, stay current on emerging pedagogical and curricular techniques, continue our strong partnerships with liaison librarians and continue to provide instructional leadership at a campus and national level. In addition, we aim to provide cutting-edge programming, services and spaces as part of the operational functions of the Terrapin Learning Commons.

**Vision**
The Teaching and Learning Services Unit strives to become the instructional hub of the libraries by combining a strong student-centered focus with an equally robust model of collaboration and support for all those who conduct instruction within the libraries.

**Values**
Being accountable for our work to our users and colleagues.
Developing close relationships with our users and colleagues.
Fostering creativity and innovation both within the unit and the libraries.
Providing high quality public service and maximizing user satisfaction.
Accomplishing quality work.
Strategic Goals and Outcomes

Strategic Goal 1: Implement instructional technologies that improve student learning.

- Outcome 1.1: Develop and support facilities, resources and projects for testing and prototyping new learning technologies.

- Outcome 1.2: Support library faculty needs by offering training in a variety of formats for incorporating technology into our instructional programs.

Strategic Goal 2: Develop programs to promote best practices for teaching excellence in both traditional and online pedagogy.

- Outcome 2.1: Re-envision the curriculum for all first year programs to include blended learning formats and pedagogical best practices. By extension and in collaboration with the Research Services Unit, support implementation of the updated curricula for the other general education programs such as PWP, College Park Scholars and Gemstone based on the recommendations from the taskforce.

- Outcome 2.2: Support library faculty needs by offering training in a variety of formats for incorporating pedagogical best practices into our instructional programs.

- Outcome 2.3: In collaboration with the Research Services unit, establish an Instructional Council that is modeled on the current Collections Council and is designed to assist with training, curriculum development, assessment and general instruction-related efforts and initiatives.

Strategic Goal 3: Establish and measure the link between the TLC and digital literacy outcomes.

- Outcome 3.1: Define and outline digital literacy outcomes (based upon university-wide general education outcomes). This will help inform our efforts in embedding them into the curriculum via such courses as UNIV 101.

- Outcome 3.2: Continue to create a robust TLC learning series that is comprised of in-person workshops, online videos and tutorials and other materials as needed.

Strategic Goal 4: Foster a sense of community.

- Outcome 4.1: Provide logistical and marketing support for programming and events that allow students and faculty to meet, study, and collaborate in a comfortable atmosphere.
• Outcome 4.2: Create a makerspace prototype that will allow students the creative freedom to utilize our spaces and equipment to further their academic goals.

Strategic Goal 5: Develop new partnerships and strengthen existing ones.

• Outcome 5.1: Actively participate in existing programs offered by the Learning Technologies Division and the Center for Teaching Excellence.

• Outcome 5.2: Build upon current collaborative efforts by increasing the number and types of co-sponsored and supported workshops, events and curricula with appropriate campus units and organizations.

• Outcome 5.3: Formalize and delineate a partnership with DSS that will enable us to clarify roles as well as capitalize on in-house expertise, cross-training opportunities, and offer the next level of technology support and services for all commons locations.

• Outcome 5.4: Strategically provide programming, events and tours to other campus units and groups such as Veteran Student Services, Student Life, Greek Life, etc.

Strategic Goal 6: Develop and implement programming, activities, and projects designed to improve the overall user experience of the libraries.

• Outcome 6.1: Design and conduct qualitative and quantitative user needs/usability studies utilizing various methods (including, but not limited to online surveys, card sorting, interviews, focus groups, and observations) to assess user needs, preferences and trends.

• Outcome 6.2: Improve our existing data collection efforts at service points.

Strategic Goal 7: Update our existing staffing model to better assist our users.

• Outcome 7.1: Strengthen the expertise and number of our staff by adding two permanent, full-time positions.

• Outcome 7.2: Following the model of the Liaison Task Force, implement a similar framework for instruction librarians detailing teaching, assessment and outreach activities.
Strategic Goal 1:

Implement instructional technologies that improve student learning.

Ensuring that we stay on the cutting edge of instructional technology development is essential in our efforts to support a learning environment that is pedagogically aligned with the academic goals of the university. Now more than ever it is imperative that we develop and utilize tools that allow us to reach a large number of students while maximizing their learning potential regardless of how the content is delivered.

**Outcome 1.1: Develop and support facilities, resources and projects for testing and prototyping new learning technologies.**

**Initiatives:** In order to accomplish this outcome, we plan to implement the following initiatives:

- Develop a set of general Canvas modules that can be loaded into any course that blend library resources, activities and various applications such as podcasts, videos, etc.

- Create a physical space in one of our instructional labs that will serve as our sandbox space where we can practice recording our teaching, experiment with various room configurations and where the latest learning technologies are loaded onto the instructor station for testing.

- Monitor and update existing tools such as Libguides (http://support.springshare.com/2013/12/13/libguides-v2-beta-site-requests/).

- Update our website to reflect our new mission and vision and be easily accessible for our users and colleagues.

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas modules are created</td>
<td>At least 50% of library faculty embed them into their own course or that of a faculty member. Canvas modules will be created in Fall 2014.</td>
</tr>
<tr>
<td>One of the instructional labs is reservable via LibCal for library faculty</td>
<td>At least 50% of library use the lab ONE time during the course of a semester. We will begin to configure the space in Summer 2104 ready for Fall 2014.</td>
</tr>
</tbody>
</table>
Libguide system is updated | Examine the new system over Summer 2014 and determine an implementation plan for Fall 2014.
---|---
Teaching and Learning website is updated | We will parse out the work over the Spring and Summer 2014 semesters with a completion date in Fall 2014

**Outcome 1.2: Support library faculty needs by offering training in a variety of formats for incorporating technology into our instructional programs.**

**Initiatives:** In order to accomplish this outcome, we plan to implement the following initiatives:

- In collaboration with internal and external experts, offer workshops, tutorials and various materials on the following topics for library faculty:
  1. Multimedia tools and software
  2. Learning analytics
  3. Flipped classrooms
  4. Mobile technologies

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training program is created</td>
<td>At least 50% of library faculty attend workshops or access materials in at least ONE of the four areas listed. We will begin with the most important sessions in Spring 2014 and complete the series by Fall 2014.</td>
</tr>
</tbody>
</table>
Strategic Goal 2:

Develop programs to promote best practices for teaching excellence in both traditional and online pedagogy.

Instructional methods and applications have developed over the last few years and new methods of instruction and student engagement have made classroom instruction both fun and challenging. We need to continue staying at the forefront of pedagogical developments and to have internal conversations about what strategies work best for library instruction as well as share best practices and ideas on an ongoing basis. Adding flipped and blended classroom elements to first year instruction will help us to promote the libraries in a way that students can relate with and still allow us to cover the basic elements needed in order to prepare students for their academic journey.

**Outcome 1.1:** Re-envision the curriculum for all first year programs to include blended learning formats and pedagogical best practices. By extension and in collaboration with the Research Services Unit, support implementation of the updated curricula for the other general education programs such as PWP, College Park Scholars and Gemstone based on the recommendations from the taskforce.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Create a mobile Library Safari model where students will take a pre-test at the beginning of the semester and a post-test at the end to measure learning. Students use a library guide (containing interactive materials) before they come to the library. Students will then work in teams to answer questions based on the guide. Using ipads and flip cameras, they will have to text, video, photograph and send us their answers in 3 core areas:

  1. LC call numbers and library locations
  2. How/where to ask for help
  3. Broad research assistance-what sources we have and what are the differences between them, WorldCat UMD, databases, Libguides

- Based on the technology assessment to be conducted in Spring 2014, and in collaboration with the director of UNIV 101, content faculty and the libraries, create a Digital Literacy set of outcomes and skills to be piloted and embedded into 2 sections. Students will have to utilize a variety of tools and software in order to complete their assignments while learning skills such as making videos, production, iPad apps, 3-d printing, and more.

- In collaboration with the Academic Writing director, offer a flipped model of instruction for information literacy instruction in all ENG 101 sections. This
will include four modules in Canvas that can also be embedded into the blended classes in four key areas. In-class activities are TBD pending further discussions in the Spring semester.

1. Topic selection and narrowing
2. Keyword searching and Boolean operators
3. Source selection
4. Evaluation of information

- Initiatives for PWP, Gemstone and CPS are TBD

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Literacy outcomes are embedded within UNIV 101</td>
<td>Embed digital literacy outcomes and certificate in TWO pilot sections of UNIV 101 in Fall 2014.</td>
</tr>
<tr>
<td>Library Safari becomes mobile</td>
<td>At least 50% of UNIV 100 sections are using the mobile version of Library Safari by Fall 2014.</td>
</tr>
<tr>
<td>All ENG 101 sections are flipped</td>
<td>Implement a flipped instruction model in at least 50% of ENG 101 sections by Fall 2014.</td>
</tr>
<tr>
<td>PWP, Gemstone, CPS</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Outcome 2.1:** Support library faculty needs by offering training in a variety of formats for incorporating pedagogical best practices into our instructional programs.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Create a clearinghouse (platform TBD) where we will be able to house, share and add teaching materials, lesson plans, activities and all related instructional items.
- Update the current faculty/graduate student Libguide into an outreach toolkit that lays out all of the services we have available for faculty and can be easily shared online.
- In collaboration with internal and external experts, offer workshops, tutorials and various materials for library faculty.
- Targeted meetings throughout the semester as well as an end of semester meeting where we share best practices, tips and ideas for improving our instruction.
- Invite outside speakers and experts depending on the need and topics of interest.
- Collaborate with the Coordinator for Assessment & Planning and the Instructional Council to evaluate our assessment program and improve assessment efforts across the libraries.

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training program is created</td>
<td>At least 50% of library faculty attend workshops or access materials at least ONCE during the semester. We will begin with the most important sessions in Spring 2014 and complete the series by Fall 2014.</td>
</tr>
<tr>
<td>Instruction clearinghouse</td>
<td>At least 50% of library faculty access the system at least ONCE during the semester. We hope to have this fully functional by Spring 2015.</td>
</tr>
<tr>
<td>Assessment program updated</td>
<td>TBD pending discussions with the Coordinator for Assessment &amp; Planning and the Instructional Council</td>
</tr>
</tbody>
</table>

**Outcome 2.3:** In collaboration with the Research Services unit, establish an Instructional Council that is modeled on the current Collections Council and is designed to assist with training, curriculum development, assessment and general instruction-related efforts and initiatives.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Create a charge for the council and send out a call for volunteers from the following groups:
  1. The various collectives
  2. Special Collections
  3. Teaching and Learning
  4. Any other relevant groups
Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish council</td>
<td>Council will be operational in Spring 2014.</td>
</tr>
</tbody>
</table>
Strategic Goal 3:

Establish and measure the link between the TLC and digital literacy outcomes.

There is a scarcity nationwide regarding literature and evidence of student technology competencies at a university or campus-wide level. While technology is often listed as a general education outcome, there seems to be little information about exactly how those outcomes are measured and completed as part of a strategic effort, not simply as part of a set of course competencies. Second, we seek to determine what the technology needs of our students and faculty are as part of our efforts to create a set of four separate yet interrelated commons which offer the next generation level of technology services, tools and resources.

Outcome 3.1: Define and outline digital literacy outcomes (based upon university-wide general education outcomes). This will help inform our efforts in embedding them into the curriculum via such courses as UNIV 101.

Initiatives: In order to accomplish this objective, we plan to implement the following initiatives:

- Conduct a comprehensive technology assessment to answer the following research questions:
  1. Assess student/faculty needs of technology-related services, tools and resources that are not being currently met.
  2. Determine what “next generation” level of services, tools and resources we need to provide.
  3. Clarify the role of the commons’ within the larger fabric of IT support at UMD-how should the commons support all of these needs and how can they be shared across campus?
  4. Measure what technology-related student competencies we need to address at a campus level and how the libraries can support their measurement and successful completion.
  5. Establish how students utilize and apply these elements in order to achieve academic success and the connection between learning and usage, employing learning analytics as a way to move beyond traditional assessment methods and include things like use of equipment as a way to quantify learning.
Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is completed and results implemented</td>
<td>A complete action plan and implementation timeline is presented to the Associate Dean for Public Services by the end of Spring 2014.</td>
</tr>
</tbody>
</table>

**Outcome 3.2:** Continue to create a robust TLC learning series that is comprised of in-person workshops, online videos and tutorials and other materials as needed.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Establish what content we need to continue offering-the instructional partners are finalizing this content at the end of the Fall 2013 semester.
- Re-purpose or create videos, tutorials and materials to be added online as a supplement or as the sole content for a particular area.
- Continue to assess the effectiveness of these offerings via student surveys and feedback.
- Switch our registration system to a Wufoo form for ease of use and coordination.

Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide what content will be offered in Spring 2014</td>
<td>Schedule will be announced by February 2014 on the TLC website.</td>
</tr>
<tr>
<td>Re-purpose or develop complementary online content</td>
<td>Content will be available on an ongoing basis with items identified as a high priority being accessible during the Spring 2014 semester.</td>
</tr>
<tr>
<td>Online registration system is ready</td>
<td>Wufoo form will be functional at the beginning of the Spring 2014 semester.</td>
</tr>
</tbody>
</table>
Strategic Goal 4:

Foster a sense of community.

With the increased presence of our partners in the TLC spaces, it is imperative that we maintain a high level of consistency and accuracy in scheduling, marketing and coordinating the 30+ monthly events which occur in the study rooms, 2113 and 2109. Makerspaces offer the next generation for content creators. Whether they house a laser cutter or a sewing machine, these spaces build community by their open-access philosophy that embraces creativity, collaboration and fun. These spaces have tremendous potential to allow our students and faculty to imagine and design projects that take their academic experience to new heights.

**Outcome 4.1:** Provide logistical and marketing support for programming and events that allow students and faculty to meet, study, and collaborate in a comfortable atmosphere.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Utilize LibCal as our system to track and coordinate events and programs.
- Refine our event setup process, and implement a Wufoo form for requests.
- Continue to utilize social media and the TLC monitor to advertise events and programs as appropriate.

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form is used for incoming requests and events and programs are scheduled, marketed and set up</td>
<td>Form is functional by Summer 2013 and least 75% of events per semester are smoothly and accurately handled.</td>
</tr>
</tbody>
</table>

**Outcome 4.2:** Create a makerspace prototype that will allow students the creative freedom to utilize our spaces and equipment to further their academic goals.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:
- Partner with DSS and faculty experts to offer a variety of equipment as well as support and troubleshooting services: [http://engineering.case.edu/thinkbox/equipment](http://engineering.case.edu/thinkbox/equipment)
- Provide tours for interested classes and schedule the space using LibCal as needed.
- Offer a project fund for students working on individual projects and innovations as well as class activities.
- Fund a design competition for students and showcase their work
- Partner with faculty experts to offer talks, events and programming around this space and broader related issues and initiatives.
- Partner with faculty who are interested in using the space for their own research activities.

Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A prototype makerspace will occupy the current Multimedia Studio space in the TLC</td>
<td>Faculty partners are identified and contacted in Spring 2014.</td>
</tr>
<tr>
<td></td>
<td>Space will be created and functional by Fall 2014.</td>
</tr>
<tr>
<td></td>
<td>Tours, events and student projects are supported and offered by Spring 2015.</td>
</tr>
</tbody>
</table>
Strategic Goal 5:
Develop new partnerships and strengthen existing ones.

As we continue with our efforts in all areas, we realize we cannot work alone, and in order to take some of these initiatives to the next level it will be vital for us to collaborate with our internal IT partners as well as campus-wide units and individuals.

**Outcome 5.1: Actively participate in existing programs offered by the Learning Technology Division and the Center for Teaching Excellence.**

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Present at the Learning Technology Brown Bags-first Friday of every month-we already presented this semester.
- Present at the Center for Teaching Excellence workshop series-we have one presentation scheduled for Spring 2014.
- Present at the Innovations in Technology conference every Spring semester
- Collaborate with liaisons to involve them in these presentations as appropriate.

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations are made at brown bags, internal events and conferences</td>
<td>Offer at least ONE session per semester at an appropriate campus event relating to technology.</td>
</tr>
</tbody>
</table>

**Outcome 5.2: Build upon current collaborative efforts by increasing the number and types of co-sponsored and supported workshops, events and curricula with appropriate campus units and organizations.**

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Further develop tea-time tech talks and other co-sponsored workshop series.
- Offer a similar symposium ([http://wic.library.upenn.edu/wicshops/pennedutech2013.html](http://wic.library.upenn.edu/wicshops/pennedutech2013.html)) during the Innovations with Technology Conference in the Spring.
- Create a joint summer technology institute to highlight tools and strategies for the entire campus and include library-related elements-expand upon existing Learning Technologies Institute.

Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea time tech talks are re-purposed</td>
<td>Series is offered in the Spring 2014.</td>
</tr>
<tr>
<td>Engaging students with technology showcase offered at</td>
<td>Ready for Spring 2014.</td>
</tr>
<tr>
<td>Teaching with Technology Conference</td>
<td></td>
</tr>
<tr>
<td>Joint summer technology institute is created</td>
<td>We begin discussions in Fall 2014 with a target date of Summer 2015 for</td>
</tr>
<tr>
<td></td>
<td>the full program. Possibly offer some pilot sessions in Summer 2014.</td>
</tr>
</tbody>
</table>

**Outcome 5.3:** Formalize and delineate a partnership with DSS that will enable us to clarify roles as well as capitalize on in-house expertise, cross-training opportunities, and offer the next level of technology support and services for all commons locations.

Initiatives: In order to accomplish this objective, we plan to implement the following initiatives:

- Craft an MOU that is mutually beneficial for Teaching and Learning Services and DSS that will allow us to move forward with the following initiatives:
  1. Provide scheduled technology consultations for students wishing more in-depth assistance.
  2. Support and assist with the creation of the makerspace.
  3. Create a cross-training program for TLC and Helpdesk staff and students.
  4. Improve consistency and quality of shared services such as equipment loan across all branches.
  5. Explore a way to enhance our current reservation system to include all types of reservable services, resources and spaces.
6. Offer a tech bar at appropriate locations, TLC being the prototype, where users can try out equipment and have their questions answered by knowledgeable staff.

Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU crafted</td>
<td>Completed by Fall 2014, other initiatives TBD.</td>
</tr>
</tbody>
</table>

**Outcome 5.4: Strategically provide programming, events and tours to other campus units and groups such as Veteran Student Services, Student Life, Greek Life, etc.**

Initiatives: In order to accomplish this objective, we plan to implement the following initiatives:

- Initiatives TBD pending the hiring of our Outreach and Marketing Librarian by Fall of 2014.
- Create a comprehensive marketing and outreach plan for the unit.

Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>An outreach plan for partners is created</td>
<td>TBD</td>
</tr>
<tr>
<td>Marketing plan is created</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Strategic Goal 6:

Develop and implement programming, activities, and projects designed to improve the overall user experience of the Libraries.

User experience has exploded as a phenomenon in libraries and has expanded to include services and spaces, not simply web pages or online tools. The way in which our users interact with us in all areas should help us determine how to adapt our offerings and continue to stay on the cutting edge of our programs and initiatives. Talking with our users and studying their behaviors are the most direct and fruitful methods of gathering this important information to help us define and improve the UMD Libraries’ experience.

Outcome 6.1: Design and conduct qualitative and quantitative user needs/usability studies utilizing various methods (including, but not limited to online surveys, card sorting, interviews, focus groups, and observations) to assess user needs, preferences and trends.

Initiatives: In order to accomplish this objective, we plan to implement the following initiatives:

- Hire a User Experience Librarian to coordinate all user-related efforts.
- Deploy an equipment loan survey to determine how we can improve this program and explore what new elements, such as apps, can be added to our equipment.
- In collaboration with Employee Development and Faculty Services, deploy our Customer Service Training program.
- In collaboration with Employee Development and Faculty Services, conduct a Customer Pathway Mapping study to determine how we can better serve users at our existing service points.
- Offer an E-book petting zoo to assist users in getting their devices ready
- Update the E-book Libguide for troubleshooting assistance
- Conduct an E-book usability study to document how our users are accessing e-books and identify areas of further support we can provide

Performance Metrics: We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer pathway mapping project</td>
<td>Completed in Spring 2014.</td>
</tr>
<tr>
<td>Customer service program deployed</td>
<td>Initial phase will be ready in Spring 2014 and is ongoing.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Develop equipment loan survey</td>
<td>Ready to deploy in Fall 2014, with an action plan implementation by Spring 2015.</td>
</tr>
<tr>
<td>User Experience Librarian is hired</td>
<td>Search begins Fall 2014.</td>
</tr>
<tr>
<td>E-book petting zoo event is held</td>
<td>Second week of February 2014.</td>
</tr>
<tr>
<td>E-book usability study is completed</td>
<td>Fall 2014-details TBD.</td>
</tr>
</tbody>
</table>

**Outcome 6.2:** Improve our existing data collection efforts at service points.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Update our LibAnswers template.
- Institute quick, on the fly user surveys that can be handed out or accessed via our equipment.

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>LibAnswers is updated</td>
<td>Make changes in Spring 2014 and refine in Summer 2014.</td>
</tr>
<tr>
<td>Deploy mini-surveys and studies</td>
<td>Starting Fall 2014.</td>
</tr>
</tbody>
</table>
Strategic Goal 7:

Update our existing staffing model to better assist our users.

As we continue to add more services and resources in the TLC and the unit at large, it will be important to make sure we can support all of the activities we are conducting. In order to do this, we will need to increase our staffing and follow a model for librarians that will allow us to be accountable for our work as well as provide a high level of service.

**Outcome 7.1:** Strengthen the expertise and number of our staff by adding two permanent, full-time positions.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- Our existing C1 position becomes permanent, and an additional staff line is transferred to the TLC.

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 position becomes permanent, an additional staff line is transferred to the TLC</td>
<td>We are hoping the line will be transferred in Spring 2014 with the C1 position becoming permanent by Fall 2014.</td>
</tr>
</tbody>
</table>

**Outcome 7.2:** Following the model of the Liaison Task Force, implement a similar framework for instruction librarians detailing teaching, assessment and outreach activities.

**Initiatives:** In order to accomplish this objective, we plan to implement the following initiatives:

- The Instructional Council will be tasked with developing a model of accountability, service and professional activities appropriate to librarians in our teaching-focused unit.

**Performance Metrics:** We intend to use the following performance measures to gauge our progress in achieving this outcome:

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish instructional librarian guidelines</td>
<td>TBD pending all new hires.</td>
</tr>
</tbody>
</table>
Conclusion:

Current best practices inform the broadening of library services by building relationships with campus academic support units and cross-training staff to create a synergistic combination that redefines the research experience of our users by supporting them along the entire duration of their journey from identifying their initial need, to the creation of the final product of their work, whether it is a paper, presentation or other form of output.

By initiating and expanding upon these opportunities, we are able to meet our users’ increasingly complex and changing needs in a proactive and informed manner which will allow us to shift our thinking and expand our own capacities for providing students with an academic experience that will prepare them for their future goals.