Western Libraries Annual Plan, 2016-2017

Western Libraries Strategic Plan, 2015 - 2018

Mission: Western Libraries connects: people-to-people, people to place, people to learning.

Vision: Western Libraries will be the intellectual crossroads of our community, an innovative partner in learning and research.

Goals:

I. Physical and virtual environments -- Enhance barrier-free access and life-long learning by optimizing physical and virtual environments.

II. Teaching and learning -- Integrate teaching and learning activities by using an innovative approach across the Libraries and Learning Commons.

III. Scholarly resources and digital initiatives -- Promote the university’s scholarship, creative achievements, and collections through sustainable access to scholarly resources.

IV. Partnerships – Grow expertise and resources by building mutually beneficial local, regional, and global relationships.

V. Assessment – Create high impact outcomes with transparent, data-driven decisions focused on stakeholder needs.

Organizational Initiatives

I. Digital Initiatives

Organizational Structure: Digital Initiatives Task Force, working with the Associate Dean, Director of Heritage Resources, Director of Scholarly Resources and Collection Services.

Project #1: Islandora Implementation [Beth, David, Tony, Ruth, metadata group as needed]

Meets Strategic Goals 1, 2, 3, 4: The proposed new Digital Asset Management System (DAMS) is a campus-wide partnership supporting the sustainable management of Western’s digital assets. The system, based on the open source platform Islandora, will be a central repository for digital photographic, audiovisual, and other documents, making it easy to organize, share, moderate, and preserve those assets. As a result, the new DAMS will facilitate creativity, outreach, research, teaching, and learning at Western Washington University.

A. Action Steps:

1. Complete and gain approval for Islandora Governance Document.
2. Work with the Islandora Executive Committee to establish contract with discoverygarden.

3. Coordinate with the Islandora Management Group and RDU to develop a plan and timelines for user-centered design and usability testing of the Islandora interface.

4. Along with the Islandora Management Group, receive advanced training from discoverygarden in the implementation and use of Islandora. Conduct tests of the new system and collection set-up.

5. Work with the Islandora Management Group to establish necessary global standards for Islandora implementation.

6. Establish local (Libraries) metadata and content model standards to support CONTENTdm migration and ongoing use of Islandora.

7. Work with discoverygarden and the Libraries' metadata subgroup to:
   a. develop action plan for migration of content from CONTENTdm
   b. Identify training needs and tools to support Libraries' ongoing migration of legacy content not ready for transfer at time of discoverygarden contract expiration.
   c. Complete migration of standards-compliant content from CONTENTdm

8. Work with Islandora Management Group and RDU to develop:
   a. Back-end and public-facing interfaces for Libraries' content
   b. Search and retrieval functionality identified in DAMS Functional Requirements document
   c. Webforms and templates to facilitate batch imports and other back-end management
   d. Mechanisms for defaulting metadata specific to content models and users
   e. Appropriate cross-walks and harvesting mechanisms to ensure access to Islandora content across integrated platforms

9. Develop user guidelines and workflows, and provide training to support ongoing use of Islandora by Libraries staff.

10. Work with Islandora Management Group and Libraries Communications to plan for promoting the existence, content and future uses of Islandora in support of teaching, research and learning.

11. Perform pilot testing of Archidora feature (link between Islandora and Archivematica).

B. Communication Strategy:

1. The Islandora Governance Document has both implications and participation from external participants, and will be vetted through applicable campus participants,
including Libraries communication structure, ATUS, EIS, University Communications.

2. During training and development phase, reporting will be via the Digital Initiatives Group, and, as directed, through the Libraries Council.

3. During the early development phase, report on user-centered design and usability testing schedule to RDU in order to ensure ample time to schedule usability testing in 2017.

4. Once the Islandora implementation is live, we will develop a formal communication plan with Libraries Communication and the Islandora Management Group to promote knowledge within the Libraries and across campus.

C. Assessment:

1. Completion/approval of Islandora Governance document and contact with discoverygarden. Responsibilities are clearly articulated, accepted, and resourced appropriately.

2. Completion of successful Islandora system audit by discoverygarden

3. Completion/approval of Global Standards

4. Completion/approval of local (Libraries) standards and guidelines for use of Islandora

5. Migration of all eligible Libraries collections/content from CONTENTdm to Islandora

6. Knowledge and ability to utilize and control Islandora to the same present degree as CONTENTdm.

7. Ability to replace CONTENTdm with Islandora by end of 2016-17 fiscal year

Project #2: Digital Preservation

*Organizational Structure*: Beth, Tony, Rachel

Meets Strategic Goal III: Scholarly resources and digital initiatives – “Promote the university's scholarship, creative achievements, and collections through sustainable access to scholarly resources” specifically by identifying, documenting, and implementing sustainable practices for Digital Initiatives.

A. Action Steps:

1. In partnership with WWU’s Information Technology and Business and Financial Affairs, continue the design, development and implementation of a digital records retention, disposition, and preservation system intended to bring WWU digital recordkeeping into alignment with legal recordkeeping mandates. Project outcomes and deliverables are defined in a governance document entitled: “Western’s Document Management and Retention System” that outlines a process for the selection of a new Enterprise Content Management System designed to meet the functional requirements for compliant digital recordkeeping and the integration of
digital preservation software. It also defines the governance structure, staffing roles, timeline, and project expectations. Specific steps will include:

2. Replace the Nolij Document Management software and migrate all the existing documents, data, and functionality into the new solution. (Lead BFA)

3. Integration of digital preservation software with the new document management system. (Lead Libraries)

4. Setting up processes for ongoing paperless document management to replace the existing paper process. (Lead BFA)

B. Communication Strategy:

1. Designated library staff will engage in regular meetings with project steering committee and implementation committee and will provide status reports to library administration

C. Assessment:

1. Successful selection of document management software and migration of data
2. Successful integration with digital management software that meets legal recordkeeping requirements.

Project #3: Continued growth and awareness of Western CEDAR

Organizational Structure: [Jenny Oleen, Kim Marsicek, Metadata working group]

Meets Strategic Goal III: Scholarly resources and digital initiatives – “Promote the university’s scholarship, creative achievements, and collections through sustainable access to scholarly resources” specifically by identifying, documenting, and implementing sustainable practices for Digital Initiatives.

A. Action Steps:

1. Investigate new Digital Commons’ initiatives around integrating ORCID, utilizing the new Expert Gallery, and incorporating Amazon S3 back-up storage for CEDAR.

2. Create, with the Facilitators of the Teaching and Learning Academy and Writing Instruction Support, new CEDAR communities showcasing TLA and WIS materials.

3. Identify departments underrepresented in CEDAR and create an action plan with the Libraries Communications Manager and Subject Specialists to further increase awareness of Selected Works pages and the numerous opportunities in CEDAR to promote departmental, faculty, and student work.

4. Collaborate with Special Collections and Huxley College’s Environmental Studies to add all issues of The Planet to CEDAR.
B. Communication Strategy:

1. Identify appropriate Units, Divisions, and/or Task Forces and share information of new Digital Commons’ initiatives. Hold meetings and/or trainings to introduce these new endeavors.

2. Collaborate with the Libraries Communication Manager to publicize these new initiatives and additions to CEDAR to the university through Western Today and/or other outlets.

3. Using the skills of the Libraries Communication Manager and Subject Specialists reach out to university and college/departmental communication networks in meaningful ways including one-on-one meetings with chairs and customized departmental demonstrations.

C. Assessment:

Utilize Digital Commons’ dashboards, Google Analytics, and other statistical sources to assess the impact of new initiatives and collections in CEDAR. Using statistics gathered from various sources methodically compare usage of materials in CEDAR with usage of similar collections in other systems.

Project #4: Create and implement a clear management structure for Digital Initiatives

*Organizational Structure:* Mike, Andy, Beth

Meets Strategic Goal III. Scholarly resources and digital initiatives – “Promote the university's scholarship, creative achievements, and collections through sustainable access to scholarly resources” specifically by identifying, documenting, and implementing sustainable practices for Digital Initiatives.

A. Action Steps:

1. Review the current project initiation document to clarify roles and responsibilities for unit-level and collaborative projects and the process for the approval of new projects. (Lead: Mike, with subcommittee [for discussion: Kim, Ruth, Tamara])
   
   Timeline: end of Fall quarter, 2016

2. Develop Systems Inventory, Functionality, and Usage Guidelines document (Lead: Andy, with subcommittee [for discussion: Tom, Tony])
   
   Timeline: Work begins Fall quarter, finalized by end of Winter Quarter, 2017.

3. Finalize the Digital Collection Development Policy, and integrate it with Systems Inventory, Functionality and Usage Guidelines, and Collection Development Policies for CEDAR, Heritage Resources, and Collections as appropriate. (Lead: Beth)
   
   Timeline: End of Fall Quarter, 2016
B. Communication Strategy:

1. *Project Initiation* document is primarily for an internal audience, and will be approved by the DI taskforce as a whole, then distributed library-wide.

2. *Systems Inventory and Usage Guidelines* is primarily for an internal audience, and will be approved by the DI taskforce as a whole, then distributed library-wide.

3. *Digital Collection Development and Management Policy* has implications for both internal and external participants, and will be approved by the DI taskforce as a whole, then distributed library-wide and will then go through the Libraries communication structure for review and adoption, then shared through the website.

C. Assessment:

1. Documents specified are completed, approved, and adopted.

2. The processes for project initiation are clear and effectively implemented.

3. The purpose and available functionality of all libraries systems is documented, and usage guidelines are developed, implemented, and followed.

4. Digital Collection Development Policy is adopted and successfully utilized to identify, manage, and resource collections and projects appropriately.

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**Project #5: SharePoint Implementation.** The SharePoint implementation project is to plan and implement a comprehensive and complete SharePoint solution for the Library environment. The *Sharepoint Project Plan* outlines the overall plan up through implementation of SharePoint solution for documentation management, primarily intended to replace the antiquated solutions for documentation storage that currently exists, such as network drives, Dropbox, local hard drives, etc. This project also seeks to establish a framework for expanding SharePoint into other needs and uses.

*Organizational Structure:* SharePoint Working Group (Library –wide); Lead – Chad Albans.

Meets Strategic Goal III. Scholarly resources and digital initiatives – “Promote the university's scholarship, creative achievements, and collections through sustainable access to scholarly resources” specifically by identifying, documenting, and implementing sustainable practices for digital documents.

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A. Action Steps:

1. Finalize ‘Needs’ document, leadership and library-wide review. (Group: Chad Albans, Gabe Gossett, Shevell Thibou, Julie Fitzgerald, Kim Marsicek, Tony Kurtz, Rebecca Marrall, Connie Mallison)

   Timeline: end of Summer quarter, 2016

2. Develop SharePoint ‘Structure’ template(s). Develop Systems Inventory, Functionality, and Usage Guidelines document (Group: Chad Albans, Gabe Gossett, Shevell Thibou, Julie Fitzgerald/Kim Marsicek, Tony Kurtz, Connie Mallison, Rebecca Marrall, ATUS experts)
Timeline: Fall quarter start, proposed structures finalized by end of Fall Quarter. Subject to ATUS schedule for expert advice.

3. Library-wide data inventory. Collect, analyze and summarize the types and quantity of data held and used by the entire library to determine scope of storage need (Lead: Chad Albans, Library-wide action)

Timeline: Could begin Fall quarter, but will likely continue through Winter Quarter. 2016-2017.

4. SharePoint documentation management requirements identification. Identify and document specific SharePoint site needs of group/area/function. Emergency needs and early requesters will be given priority. (Lead: Chad Albans, Library-wide action)

Timeline: Upon completion of inventory and initial SharePoint setup with ATUS has completed. Likely to begin at conclusion of Winter quarter and will continue through Spring quarter 2017. Due to the repeating and non-sequential nature of this step, may continue even into Summer quarter 2017.

5. Begin SharePoint implantation. Using specific needs as documented, SharePoint documentation management sites will be implemented. Again, priority will be given to emergency and early requesters.

Timeline: Can begin immediately upon completion of needs for a given group/area/function. Likely to continue through 2018.

B. Communication Strategy:

Deliverables and communication milestones are outlined in the Sharepoint Project Plan.

C. Assessment: (What does success look like)

1. Documents specified are completed, approved, and adopted.

2. The needs are effectively identified and the SharePoint framework is produced and implemented.

3. A thorough Library wide ‘meta’ inventory is completed.

4. Requirements are generated and from these, SharePoint sites are produced matching those needs.

II. Libraries Online Effectiveness

Organizational Structure: Discovery Services Librarian, working with Associate Dean, the OneSearch Management Team, Resource Discovery Unit, Usability & Design Working Group, and library units as needed.

Project #1: Evaluation of the New Primo UI:

The OneSearch Management Team will assess the new user interface (formerly known as “Primo 5”) provided by the vendor Ex Libris. This assessment will evaluate the functionality, the
display, user-friendliness, electronic accessibility, and the feasibility of customization of the user interface (Please note that this goal aligns with the Strategic Goals One & Two).

A. Action Steps:
1. A decision about whether to migrate to the new user interface, informed by the assessment results.
2. A robust user-testing program of the new UI in order to inform configuration decisions.
3. If necessary, a complete migration plan for implementing a customized version of the new user interface. This plan will include details for rebuilding local, data-driven customizations within the new interface.
4. Offer any relevant support of the upcoming redesign of Alma.
5. Continual monitoring of established reporting / communication channels in order to respond to identified issues.
6. Consider adding new functions, such as the forthcoming canned search feature, in response to personnel and patron needs.

B. Communication Strategy:
When necessary, the OneSearch Management Team will provide verbal announcements and updates about this project at relevant meetings, and should we make the decision to migrate to the new UI, we will release our migration plan to Libraries and Learning Commons colleagues.

C. Assessment:
This project will be considered successful when a) The OneSearch Management Team has a fully informed decision about whether to migrate, and b) If necessary, a complete migration plan for implementing a customized version of the new user interface. This plan will include details for rebuilding local, data-driven customizations within the new interface.

Project #2: New Libraries Website:
The Resource Discovery Unit will continue to develop and then implement the new Libraries website (Please note that this goal aligns with the Strategic Goals One & Two).

A. Action Steps:
1. Completion of a robust user testing schedule during Fall 2016 Quarter to further inform the development of the new website.
2. Completion of a thorough communications effort, including notices on the Libraries website, through Western Today, and a memorandum sent to Faculty Senate.
3. A successful launch of the new website during the Winter 2016 / 2017 Intersession.
4. Subsequent development and implementation of the Organic Groups feature within Drupal; further additions to the content strategy and style guidelines.

B. Communication Strategy:
This project affects several stakeholder groups; thus, the Resource Discovery Unit will continue to tailor appropriate communication strategies for each group. Examples include a website about the overall redesign process (for a general / all users audience) and in-person updates at relevant meetings (for internal colleagues).

C. Assessment:
This project will be considered successful when the UDWG achieves a successful completion rate of at least 70% of all tasks by all usability participants. These tasks are based in the following themes: Find People; Find Policies; Find a Service; Find an Event or News Items; and Find Materials. Lastly, this project will be considered successful when the RDU migrates from the current website to the new one.

Project #3: Google Analytics Review:
The Usability & Design Working Group will conduct a review of search queries in Google Analytics in order to a) identify frequent search commands tendered by users, which will b) inform constructive and user-centric changes to the Western Washington University Google Search Appliance (GSA) settings (Please note that this goal aligns with the Strategic Goal Five).

A. Action Steps:
1. Identification of the top fifteen search queries for Drupal and SpringShare environments.
2. Successful mapping of search queries to relevant web-based resources or services.

B. Communication Strategy:
Ideally, this project should not have any impact upon end users except for an increase between search terms and relevant results. Upon project completion, the Usability & Design Working Group will provide a short report (to be housed in the UDWG CEDAR folder).

C. Assessment:
This project will be successful when the UDWG and RDU colleagues can partner with WWU ITS in order to restructure the GSA, and implement the new map of queries-to-
relevant-resources. Furthermore, we will take a snapshot of traffic patterns before and after in order to track performance.

III. Scholarly Resources – Balance and Sustainability

Organizational Structure: Director of Scholarly Resources and Collection Services, collaborating with divisional managers and staff, Libraries faculty, and other internal and external stakeholders.

Because access to scholarly resources forms the basis of intellectual inquiry, these organizational initiatives directly support Western Libraries mission, vision and strategic goals. Developing and implementing a balanced, sustainable plan for library resources expands student access to education, fosters and promotes life-long learning and success, applies Western’s expertise and scholarship to strengthen communities, and serves as a model for institutional effectiveness.

(Note: CEDAR’s organizational initiatives are described in section I. Digital Initiatives. Separate unit plans for Cataloging and Metadata Services, Circulation Services, and the Map Collection are not reflected in this section and are available for review upon request.)

Project #1: Complete data-driven collection assessments to facilitate informed consideration of alternate acquisition models for one-time purchases to increase access to more balanced, sustainable scholarly resources.

A. Action Steps:

1. Develop a methodology to conduct comprehensive collection assessments including but not limited to: use by LC class, items (#) by LC class, items borrowed by LC class, items owned or borrowed within YBP profiles. These assessments will seek ways to build and provide access to more sustainable collections. (Primary lead: Kate Cabe)

2. Explore various alternate acquisition models for one-time purchases, including DDA, physical approval plans, electronic slips, streaming video, etc. (Primary leads: Mike Olson, Julie Fitzgerald, Libraries faculty)

3. Compare Western’s funding balance between one-time purchases and recurring purchases (e.g., annual subscriptions to journals and databases) with that of peer libraries. (Primary lead: Mike Olson)

4. Determine an appropriate funding balance in the resource access budget between one-time purchases and recurring purchases. (Primary lead: Mike Olson)

B. Communication Strategy:

1. Timely reporting to Senate Library Committee and other stakeholders. (Primary lead: Mike Olson)
2. Create a project report that describes the methodology of reviewing alternate acquisition models. *(Primary leads: Mike Olson, Kate Cabe, Julie Fitzgerald)*

3. As necessary, update *Western Libraries Collection Development Policy*. *(Primary lead: Mike Olson)*

**C. Assessment:**

By the end of the fiscal year:

1. A methodology is in place to compare alternate acquisition models for one-time purchases.

2. Alternate acquisition models are examined and implemented if determined to be appropriate.

**Project #2: Implement a sustainable subscriptions strategy.**

**A. Action Steps:**

1. Review last year’s subscriptions reduction review process to determine and apply procedural enhancements. *(Primary leads: Mike Olson, Kate Cabe, Julie Fitzgerald, Michelle Weston, Libraries faculty)*

2. Reduce recurring expenditures related to the university’s journal and database subscriptions by X dollars, or Y percent, of the annual resource access budget, per the charge of the Faculty Senate and the recommendations of the Senate Library Committee’s Sustainable Access Task Force. *(Primary leads: Libraries faculty)*

3. Advocate for a sustainable Libraries resource budget model with university stakeholders. *(Many leads.)*

**B. Communication Strategy:**

1. Describe to the university why realigning the subscriptions budget from FY17 to FY21 is necessary. *(Primary lead: Mike Olson)*

2. Create and publicize a timeline of important stages in the process through the remainder of FY 2016-17. *(Primary leads: Mike Olson, Kate Cabe, Julie Fitzgerald, Michelle Weston, Libraries faculty)*

3. Consult with the Senate Library Committee in Fall Quarter about procedural enhancements. *(Primary leads: Mike Olson, Libraries faculty representative to SLC Elizabeth Joffrion)*

4. Develop a report that outlines the vendor negotiation process. *(Primary lead: Mike Olson, other members of vendor negotiation team)*
C. Assessment:

By the end of the fiscal year:
1. The reductions meet the targeted amount.
2. The Libraries meet timelines for providing information to external stakeholders.
3. The Libraries receive responses to calls for feedback.
4. Students and faculty successfully access requested scholarly resources.

Project #3: Complete data-driven collection assessments to facilitate informed optimization of collection space in order to provide more sustainable access to scholarly resources.

A. Action Steps:

1. Develop a methodology to conduct comprehensive collection assessments including but not limited to: use by LC class, items (#) by LC class, items borrowed by LC class. These assessments will seek ways to house more sustainable collections. *(Primary leads: Kate Cabe, Michelle Becker)*

2. Develop a policy and a timeline that ensures systematic, regular reviews of collections in the stacks. *(Primary leads: Mike Olson, Michelle Becker)*

3. Develop a plan that mitigates currently overcrowded areas in the stacks. *(Primary leads: Mike Olson, Michelle Becker)*

4. Review existing ‘local collections’ (e.g., Mongolian Studies Collection, Northwest Collection) and develop a policy for their creation and maintenance. *(Leads: Mike Olson, Michelle Becker, Julie Fitzgerald, Head of Cataloging and Metadata Services, Libraries faculty)*

B. Communication Strategy:

1. Collaborate with stakeholders, especially faculty, with interests in respective areas of the collections under review. *(Primary leads: Mike Olson, Michelle Becker, Libraries faculty)*

2. Publicize the policies and the timeline. *(Primary leads: Mike Olson, Michelle Becker, Libraries faculty)*

C. Assessment:

By the end of the fiscal year:
1. A methodology is in place to house more sustainable collections.
2. The policies are created.
3. A timeline is established to provide more sustainable access to scholarly resources in alignment with Western’s current curricular and research activities.
4. A plan is implemented to mitigate overcrowded stacks

IV. Teaching and Learning Initiatives

Organizational Structure: Teaching and Learning Committee, chaired by the Director of Teaching and Learning and the Learning Commons

Note: Teaching and Learning Committee to lead unless otherwise noted.

Project #1: Reframe the role of subject librarians in enhancing teaching and learning.

A. Action Steps:
   1. Expand the Teaching & Learning Committee to include Chair of Faculty as a member in order to advise on faculty governance issues.
   2. Investigate innovative models for subject librarian roles at other institutions.
   3. Improve administrative and support structures and enhance communication and outreach to internal and external audiences regarding research-focused workshops.
   4. Develop a community of practice to identify and exchange effective teaching and learning practices.
   5. Conduct informal needs analysis with select departments: what do they need from subject librarians? What practices are effective currently?
   6. Articulate language to describe subject librarian role to internal and external stakeholders.

B. Communication Strategy:
   1. Convene a sequence of conversations with internal and external stakeholder groups.
   2. Bring some elements of discussion to a winter quarter retreat.
   3. By the end of the year, bring a brief white paper to internal and external stakeholders that describes an integrative strategy for teaching & learning, incorporating role of subject librarians.

C. Assessment:
   1. Improve data collection strategy around research-focused instruction and related activities.
   2. Articulate outcomes-focused assessment strategies for research-focused instruction.
Project #2: Develop and implement vision for online learning objects and tools\(^1\) to maximize impact on learning on campus and at-a-distance. (with Virtual Subgroup of TLC)

**A. Action Steps:** (with Virtual Subgroup of TLC)

1. Complete inventory of learning objects and prioritize planned online learning projects, including clarification of roles, responsibilities, resources and staffing needs for major projects such as online versions of Integrated Workshop Series and LIT.

2. Conduct informal needs assessment with staff of the Libraries & the Learning Commons to find out what online learning objects would most enhance teaching and learning.

3. Develop vision for future online learning projects: clarify optimal pedagogies that employ online learning objects and tools, conduct gaps analysis, frame future initiatives.

**B. Communication Strategy:**

1. During winter quarter, share preliminary vision/plans along with resource and staffing needs to reconcile with related projects and initiatives (e.g. Islandora).

2. Bring some elements of discussion to Winter Retreat.

3. By the end of the year, bring a brief white paper to internal and external stakeholders that describes an integrative strategy for teaching & learning, incorporating online learning.

**C. Assessment:** (success would be measured as follows)

1. Online tools in use or development to support learners and courses on campus and at a distance.

2. Vision and norms articulated for effective use of learning objects and online tools, including clear roles and supporting materials for both Libraries/Learning Commons and external instructors who plan to use online tools in their teaching.

3. Assessment cycles underway to review systems, learning objects and tools, including ongoing usability efforts.
Project #3: Advance vision for Teaching & Learning programs and structures that support them.

A. Action Steps:

1. Review prior planning documents that lay out accomplishments, goals, vision, learning outcomes, assessments, and other core planning processes related to Teaching & Learning.

2. Develop and prioritize a list of critical questions related to pedagogy, assessment, instructor support, collaboration, workflow and other critical issues.

3. Review committee charges and rosters to align work to goals. Place inactive groups on hiatus (or disband), assuring that work is acknowledged and accomplishments celebrated. Develop processes and communication strategies that enhance transparency and inclusivity around our work.

4. Convene a winter quarter conversation (a retreat) about overall goals and outcomes for teaching and learning and how our current programs and structures can be updated to meet those.

5. Prioritize a list of critical questions for the that should be addressed in a retreat or subsequent conversations, then articulate a facilitation plan for the retreat.

6. After the retreat, develop list of priorities, changes, and subsequent planning to stage for the remainder of the year.

B. Communication Strategy:

1. Communicate plans for information-gathering phase and winter quarter retreat in October, 2016.

2. Communicate agenda for retreat at least two weeks prior to scheduled date.

3. Communicate initial outcomes of retreat within two weeks of event.

4. Incorporate key outcomes of retreat and subsequent planning into end-of-year white paper for internal and external stakeholders.

C. Assessment: (Outcomes should include)

1. Immediate revisions to Teaching and Learning structures for spring quarter 2016.

2. Refined vision and outcomes for teaching and learning programs. Initial plans for assessing implementation

Learning objects are reusable, discoverable, digital resources that can be used to support learning, for example, tutorials such as LIT and online games. Tools for online learning include a range of applications and resources, for example, tools for communicating with learners in real-time or tip sheets for instructors. (Preliminary definitions from http://www4.uwm.edu/cie/learning_objects.cfm?gid=56).
V. **Equity, Inclusion and Diversity**

*Organizational Structure:* This is a library-wide initiative led by the Diversity Committee and Dean’s Leadership Group (DLG).

The Western Libraries and Learning Commons strive to become a model for equity, inclusion, and diversity at Western. In order to foster a culture of inclusivity, the Libraries and Learning Commons will engage in the following projects:

**Project #1: Improve dialogue with students on issues of equity, inclusion, and diversity**

*Library Administration with student supervisors*

**A. Action Steps:**

1. Determine methods and implement structures to engage and include students more fully in Western Libraries issues, including equity, inclusion, and diversity
   a. Gather ideas for a new, formal student group and/or student representation on existing Libraries structures
   b. Discuss ideas in Council, make formal recommendations, implement
   c. Meet with students on a regular basis and communicate student ideas and concerns to appropriate Libraries personnel for follow up

**B. Communication Strategies**

1. As needed, use designated group listservs to provide updates to student employees and supervisors related to the libraries diversity, equity, and inclusion initiatives and recommend professional development opportunities
2. By the end of the academic year, share final report on all action steps and include recommendations in the final Diversity Plan report (See the Diversity Plan project)

**C. Assessment**

1. Gather student insight related to equity and inclusion via written feedback
2. Use the student advisory group structure for student employees to share their ideas and concerns related to equity, inclusion, and diversity as well as their perspectives related to library governance and policy formation
3. By the end of the academic year, solicit student employee feedback related to current equity, inclusion, and diversity initiatives as well as recommendations for the upcoming year
Project #2: Expand equity, inclusion, and diversity awareness and expertise in order to cultivate a mutually respectful workplace environment [Diversity Committee and DLG]

A. Action Steps
   1. Develop a year-long professional development calendar
      a. Review suggestions from Development Day
      b. Suggest topics, presenters, and schedule for professional development programming (DC)
   2. Articulate and communicate clear policies and procedures to report discriminatory incidents (DLG)
   3. Identify gaps in the Western Libraries equity, inclusion, and diversity efforts and suggest opportunities to close those gaps (DC)
   4. Develop specific strategies to recruit and retain a diverse staff (DLG & DC)

B. Communication Strategies
   1. Create a resources page (ex. Canvas or the Libraries website) to share and archive policies, procedures, and resources available through Western Libraries and WWU
   2. Provide library personnel with regular updates on programming related to equity and inclusivity available through the Libraries and the University
   3. By the end of the academic year, share final report on all action steps and include recommendations in the final Diversity Plan report (See the Diversity Plan project)

C. Assessment
   1. Gather library personnel feedback related to current initiatives and professional development opportunities, as well as request recommendations for the upcoming year’s initiative related to equity and inclusivity.

Project #3: Review and update the Libraries Diversity Plan to include annual goals [Diversity Committee and Library Council]

A. Action steps
   1. Review the current Diversity Plan
   2. Develop and include specifics about how to better integrate equity, inclusion, and diversity actions into the annual planning process
   3. Compile University policies, procedures, and practices that address discriminatory behaviors as they arise and identify gaps
B. **Communication Strategies**
   1. Share a finalized copy of the Diversity Plan with Council and upload to the Libraries website
   2. At the end of the academic year, provide Dean’s Leadership Group with a final report that details Libraries and Learning Commons accomplishments and recommendations related to diversity, inclusivity, and equity

C. **Assessment**
   1. Provide regular updates to the Dean’s Leadership Group for feedback on the implementation of the diversity plan and related action steps