College Libraries Strategic Planning: Short Term Goals, 2014-2016

Introduction

The mission of the College Libraries is to forge dynamic partnerships and empower our vibrant academic community to do thoughtful research, explore new ideas, and collaborate effectively, to achieve success at Potsdam and beyond.

The College Libraries began a strategic planning cycle in 2010, building on the self-study and program review of 2008-2009. The plan written and enacted in 2010 was proposed to last through 2015, which would then begin the next cycle of self-study and program review for 2015-2016, but in early 2013 we faced a challenge: We were nearly done with the 2010 plan.

The 2010 plan (found at http://potsdam.libguides.com/strategicplanning) included 100+ short- and long-term action items, framed by a 30 page narrative of the state of the Libraries, librarianship, and higher education. From the beginning of implementation, Director of Libraries Jenica Rogers assessed the plan every six months and noted progress on each action item on the website. As of July 2013, those action items were 79% complete, with only 29 remaining un-done. Those 29 were deemed largely un-doable – many are related to the effects of the completion and opening of the Performing Arts Center on the Crane Library, others are dependent on continually delayed construction funding from SUNY, and yet others appear to be impossible to attain in our current environment (i.e., we dreamed too big!).

As such, the Libraries need a new direction, rather than staying fixated on the challenging remains of the successful 2010 plan. In order to build a short-term list of goals, to bring the Libraries through the 2015-2016 self-study and program review cycle, one question from the 2010 report rises to the forefront:

“Given the changing realities of higher education and the values of our institution, what do the College Libraries need to be [doing and building]?”

The attached list of goals and action items represents our best assessment, as faculty and staff in the College Libraries and Archives, of what needs to happen next in order to address our changing realities and continue to meet our ongoing mission.
A note on the format of this document

This document is composed of two sections: Action Items for the College Libraries and Archives arranged by programmatic goal, and the same Action Items arranged by functional team inside the Libraries management structure. For external audiences, the arrangement around programmatic goals may be the best starting point. Library faculty and staff may prefer to see how the work is broken down by functional team. Each Action Item will appear only once in the functional team section, as each task belongs to a single team, but each Action Item may be duplicated in the programmatic goals section, as many of our tasks will meet more than one goal.

Additionally, Action Items are categorized into two groups: Those to be worked on immediately and as time allows, and those which are aspirational but cannot be begun with our current resource allocation. As the faculty and staff of the libraries reviewed assessment data, considered service goals, and studied emerging areas in our profession, it became clear that there were too many projects we would like to take on. These are all projects that would have clear value to the institution and would be invigorating to our libraries and our services, and many of them made it into the main Action Items lists. However, we also are aware of our own limitations. The things which we simply cannot do without additional staffing, funding, or other resources are separated into “Resource Dependent Action Items” sections, so that the aspirational aspects of our planning are not lost from discussion despite our inability to begin them in the near term.

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**Action Items Arranged by Functional Team**

**College Libraries Administration**

1. Continue to support, facilitate, and manage the faculty and staff of the College Libraries as they provide excellent academic services and supports to the College community.

2. Based on the work of the College Libraries’ teams and areas of coordination, prioritize key services and fund accordingly in budgets beginning in 2014-2015.

3. Consider the need for and then develop a plan to reorganize around our current and expected staffing levels.
   - 3.1. Explore, clarify, and redefine the work and workload of each member of the library faculty.
   - 3.2. Define and affirm the value of mentorship, creativity, continual learning, innovation, and collaboration as a part of every staff member’s work.

4. Effectively communicate the role, purpose, and impact of the College Libraries to the campus administration as part of the ongoing leadership and budgeting transitions of the College.
   - 4.1. Clarify and affirm our instructional support role in this community.
   - 4.2. Share and discuss results of 2013 Ithaka survey with various community groups.
   - 4.3. Intentionally collaborate with other campus groups that have influence over faculty opinion.
   - 4.4. Clarify and affirm the current and future relationship between the College Libraries and the Sheard Literacy Center.

5. Communicate the mission and goals of the libraries to the campus community.
   - 5.1. Communicate the value of the Libraries’ assistance to student success.
   - 5.2. Increase campus awareness of the libraries’ role in information literacy and teaching support.
   - 5.3. Plan and host faculty outreach events to serve Libraries’ communications goals.
   - 5.4. Build and strengthen relationships with the Center for Student Research.

6. Begin creating a library of strategic influence documents that will direct the incoming administration regarding library goals and needs.
   - 6.1. Update the Minerva Center plan to reflect the work of the last 5 years and to accommodate the potential variations on proposed library construction projects in 2014-2016.
   - 6.2. Gather data to support and then request a systematic, predictable budget increase for the College Libraries.
   - 6.3. Gather data to support and then propose a hiring plan for coming years.

7. Begin active advocacy for Open Access initiatives at SUNY Potsdam, focused on existing and emerging national, SUNY-wide, and SUNY Potsdam College Libraries initiatives.

**Resource Dependent Action Items:**

8. Investigate the value of and advocate appropriately for emerging roles for the College Libraries.
   - 8.1. Design and build a media support center for students.
   - 8.2. Prioritize media creation assistance for faculty teaching online and traditionally delivered classes.
   - 8.3. Design and build a Makerspace to engage student creativity, entrepreneurship, and hands-on application of theoretical knowledge.
Collection Building Team

   9.1. Re-examine the original Collection Building plan for ILL and Acquisitions and consider any short-term steps towards achieving those goals.
   9.2. Evaluate work assignments and daily workflow in combined ILL and Acquisitions roles.
   9.3. Improve clarity in expenditure and budget processes.
   9.4. Continue evolving the role of the Shared Services ILL Specialist, inclusive of the relationship with SUNY Canton.

10. Consider and implement appropriate changes to ILL policies to create a philosophy of ILL that can intentionally direct Collection Building decision-making and responsiveness.
    10.1. Review interlibrary loan policies for accuracy and to ensure that policy and current practice are aligned, separating policy and procedure into separate documents.
    10.2. Discuss our interlibrary loan philosophy, including consideration of the boundary between delivery of information and teaching information retrieval skills.
    10.3. Review all copyright codes and acts relevant to ILL to ensure that staff understand them, and that our ILL policies reflect the College’s goals regarding teaching, learning, and fair use of information in that environment.

11. Prioritize and reorganize ongoing and emerging Collection Development projects around the need to assess campus information needs, build an appropriate core collection, and increase efficiencies.
    11.1. Discuss and affirm our collection development policies in light of:
           11.1.1. our need to define and build a core collection for this institution,
           11.1.2. our participation in larger initiatives,
           11.1.3. changing patterns of electronic v print acquisitions,
           11.1.4. departmental needs and expectations,
           11.1.5. other emerging issues and demands, including the impact of the SUNY One Bib project.
    11.2. Design collection development funding models to meet necessary campus information needs and communicate funding needs to the Administration.
    11.3. Explore purchase on demand/patron-driven acquisitions models with a goal of implementing a service for the College Libraries.

12. Plan for the evaluation of the impact of AskMax implementation on collection usage.

13. Formalize and regularize our deselection processes, and reinstate and regularize government document deselection projects.

Resource Dependent Action Items:

14. Consider and propose models to provide document delivery services to faculty to facilitate research and scholarship.

15. Consider participation in the Empire Shared Collections project, which creates a shared “last copy” repository that ensures members perpetual access to low-use legacy materials, and allows for deaccessioning of local copies of those materials.
Collection Management Team

16. Standardize, review, and correct our ebook cataloging to conform to evolving expectations.
   16.1. Consider the role of AskMax in how ebooks are accessed, and what implications are relevant for cataloging processes.
   16.2. Work with Collection Building Team to understand and accommodate evolving ebook purchase plans.

17. Conduct a thorough inventory of our physical collections.

18. Redesign and reimplement our institutional repository to meet the needs of our undergraduate research population.

19. Reconsider and redesign our Government Documents cataloging and access strategies.
   19.1. Educate all staff on the requirements of the US Depository Program, and evaluate our options for meeting those requirements.
   19.2. Consider the role of AskMax in how government materials are accessed, and what implications are relevant for cataloging processes.

20. Plan and prioritize tasks that will prepare us for the SUNY One Bib database project.
   20.1. Engage in available SUNY-wide or regional conversations and training to facilitate our participation.
   20.2. Leverage our expertise to help ensure that SUNY-wide decisions, policies, and procedures meet our standards of excellence.
   20.3. Begin focusing project work on “catalog cleaning” actions that will support a smooth migration to the single bib system.

21. Implement access solutions that expose our primary source material for student use.

22. Plan for future project-scale digitization of local primary source materials and unique collections, including consideration of infrastructure, procedures, and skills training needed before implementation could be considered and begin.

Resource Dependent Action Items:

23. Implement project-scale digitization of local primary source materials and unique collections.
**Infrastructure Team**

24. Sustainably expand the computing labs in the College Libraries.
   24.1. Assimilate the Levitt Center into the College Libraries, distributing computing throughout both Crumb and Crane.
   24.2. Collaborate with CTS to establish and maintain appropriate Technology Help Desk services in support of library labs, student staffing, and after-hours support needs.

25. Expand College Libraries technology training for staff.

26. Implement an effective internal communication infrastructure for libraries staff.

27. Consider and evaluate the appropriateness of moving to a CMS – either stand-alone or the College template – instead of a page-built site.

28. Provide support and assistance to CTS-driven campus technology infrastructure projects that will improve and stabilize College Libraries’ technology services, including but not limited to enhanced wifi deployment and cloud-based student printing.

29. Prepare for the SUNY One Bib database project, realizing that it will be the equivalent of an ILS migration, not an ALEPH upgrade, considering:
   29.1. Staff training,
   29.2. Time required to migrate,
   29.3. Data export, review, and checking,
   29.4. Testing and troubleshooting,
   29.5. Workflow, procedure, and policy revisions required, and SUNY Potsdam’s role in facilitating development of SUNY-wide processes.

30. Continue to review and consider the SUNYConnect infrastructure offerings, including but not limited to EBSCO’s EDS, AtoZ/LinkSource, etc., for utility and value to the College Libraries, and implement as appropriate.

31. Review and adjust College Libraries service desk staffing plans, considering the use of permanent staff and the increasing minimum wage, making recommendations for necessary changes to hours and services as warranted.

32. Continue exploring methods of balancing efficiency in student employee training and time use at all service points against the need to fully use all employee resources effectively, while ensuring that productivity standards for all student employees are consistently applied regardless of department.

**Resource Dependent Action Items:**

33. Showcase libraries’ use of Moodle for student employee management as a campus best practice.
34. Create online communications infrastructure to facilitate faculty-library discussion.
35. Expand the technology lending program beyond current offerings, with structured upgrade budgets and plans in place to ensure long-term sustainability.
36. Expand the Technology Help Desk service, in conjunction with the CTS Help Desk, to cover more hours of need.
37. Continue improving and upgrading technology furniture to facilitate appropriate use of campus technology resources.
Outreach Team

38. Develop and implement a strategy for creating sustainable innovation and excellence in our Information Literacy teaching program, considering and including:
   38.1. Normalizing appropriate workloads for Information Literacy librarians by defining a reasonable scope for the SUNY Potsdam information literacy program,
   38.2. The potential for adding additional librarians to the teaching team through use of modules, tutorials, and templates, or other innovative paths to efficiency,
   38.3. Participation in appropriate General Education projects and discussions,
   38.4. The need to support information literacy skills for online and distance students and courses.

39. Formalize our work toward marketing and programming in the College Libraries.
   39.1. Write and implement a College Libraries marketing plan.
   39.2. Implement a broadly constituted Marketing and Programming Committee to distribute the tasks of planning and executing of events and outreach programming across multiple engaged staff members.
   39.3. Normalize outreach and marketing efforts across both Crumb and Crane Libraries.

40. Continue assessing the purpose and success of our web presence to our many constituencies, and evolving the College Libraries web services in response to that assessment.
   40.1. Plan and implement further ongoing usability testing of current web services, inclusive of the website, our Springshare products, and other web portals sponsored by the College Libraries.
   40.2. Consider building a faculty portal on the College Libraries website to enhance understanding of policies, services, copyright, etc. and enhance support of faculty research and scholarship.

41. Finish the ongoing transition to a single service desk training and staffing model for Crumb and Crane Libraries, inclusive of hiring, training, staffing, communication, and management tasks.
   41.1. Plan and implement minimum modifications to the Crumb Circulation Desk to accommodate new workflows.

42. Move all student and faculty financial transactions to the Student Accounts office, allowing the Libraries to eliminate Aleph blocking workflows for fees, and bringing Libraries processes in line with emerging campus standards for cash collection.

Resource Dependent Action Items:

43. Explore the possibility of implementing on-demand research services for faculty.
44. Work with departments to ensure integration of appropriate Information Literacy instruction in department-level learning outcomes.
45. Formalize an Outreach Internship to maintain our social media presence.
46. Build on our successful Outreach efforts, and expand our impact to build community, access, and understanding of libraries services.
47. Build a scholarship assistance lab for faculty engaged in research and creative endeavors.
48. Explore library research and information literacy engagement in emerging SUNY Potsdam initiatives such as STEAM and other high-impact educational experiences.
Crane Library

49. Explore the role of the Crane Library in our emerging Performing Arts landscape, including:
   49.1. the interdisciplinarity of Crane School-Performing Arts collaborations as the new Performing Arts Center opens,
   49.2. the interweaving of the Crane School and Liberal Arts courses of study,
   49.3. the potential need for media and technology literacy in the arts,
   49.4. the location and management of physical collections between two facilities once Crane begins serving a “mixed program” population,
   49.5. the need for expanded services, resources, or infrastructure in Crane Library as more students inhabit the complex,
   49.6. the potential shift in expectations as new faculty and programs begin to see the Crane Library as “theirs.”

50. Develop a Crane Library strategic plan to supplement and assist in the 2016 College Libraries Program Review.

51. Affirm and make explicit the role and responsibilities of the Crane Librarian in the College Libraries administrative structure, parallel to analogous work done by the library faculty as a whole regarding workload and distribution of responsibility.

52. Plan for the future of music cataloging in the College Libraries, considering likely retirements and the SUNY One Bib database migration.

53. Plan for future project-scale digitization of legacy format sound recordings to enhance use and access.

Resource Dependent Action Items:

54. Implement project scale digitization of legacy format sound recordings.

55. Implement long-term goals of the Crane Performance Database, including standardized online programs and streaming audio files linked to each performance record.
Instructional Technology Center

56. Carefully and thoughtfully integrate the ITC into the management and operational structure of the College Libraries, building on mutual strengths and assessing gaps to be filled.

57. Review and revise as appropriate the mission and goals of the ITC, and begin integrating ITC functions and philosophies with the College Libraries.

58. Assess the services of the ITC in light of evolving campus initiatives for faculty development and build an appropriate plan to meet and support faculty needs.

59. Explore the feasibility of expanding technology training for campus faculty and staff, in conjunction with existing College Libraries staffing and programs.

60. Develop and implement a plan, including a sustainable budget, for unified large-format printing for Academic Affairs.
College Archives and Special Collections

61. Maintain provision of open hours, support to previously-taught courses whose directing faculty understand their needs for archival support, and basic levels of research assistance to Archives users in the absence of a permanent College Archivist.

62. Provide basic assistance with known and identified materials, including digitization when necessary for appropriate preservation and use of the material, to the College as the Comprehensive Campaign and Bicentennial come to fruition.

Resource Dependent Action Items:

63. Support new and updated courses for faculty wishing to take advantage of the Archives and Special Collections to meet their teaching and learning objectives, and reach out to courses that are logically linked to the archival program in order to offer project support and tailored classroom instruction.

64. Restart the successful Archives internships for students in Museum Studies and History, and develop two distinct tracks for the archives internship program, which focus on exhibits and on arrangement & description for their respective core foci.

65. Support the oral history projects begun by Drs. Heisey and Hersker, and Public Affairs, creating a deep and rich online-accessible primary source collection of SUNY Potsdam’s history.

66. Support the Bicentennial and attendant proposed projects fully and with appropriate staffing and resources, serving all interested parties as the Bicentennial progresses.

67. Investigate the feasibility and potential campus desire for additional measures that would help facilitate student use of archives, including but not limited to online tutorials and an archives-focused undergraduate course.

68. Investigate, pursue, and implement donor and grant opportunities to fund a project archivist position that will encompass the processing and digitization of the major composers of the Crane School of Music (beginning with Arthur Frackenpohl), the David O’Brien Martin papers, and the Bertrand Snell papers.

69. Develop and implement a minimal standards digitization workflow for patron requests, project digitization, and in-house use.

70. Draft appraisal guidelines to assist the archivist in the selection of archival material at the time of acquisition, and develop a collecting policy to help guide the collection development of manuscript and book special collections.

71. In accordance with professional standards, perform a reappraisal and deaccession project for current archival holdings.

72. As a part of the general reclassification of archival materials, create collection level finding aids using “More Product, Less Processing” (MPLP) archival standards, and create record group/collection level MARC records to be uploaded to WorldCat and the local catalog to enhance access to the collections.

73. Develop a plan for the efficient processing of previously acquired non-accessioned materials, and fully appraise and accession the backlog in storage.

74. Begin creating and converting finding aids in compliance with Describing Archives: A Content Standard (DACS) and Electronic Archival Description (EAD) standards.

75. Upon implementation of EAD finding aids, create links that will allow researchers to view born-electronic records and digital representations directly from the finding aid.

76. Develop and implement a workflow for the acquisition, preservation, and the accessibility of born-electronic records.

77. As appropriate, approach significant campus offices to discuss the creation of record retention schedules that will help automate the transfer of vital records to the College Archives.
78. Use the Archives Collection Development Policy and published SUNY retention schedule guidelines as basis for the identification of offices that are responsible for creation of vital college records.

79. Survey photographic and film materials in order to determine the number of items that require cold storage for long-term preservation, and purchase equipment that can assist in the long-term preservation of important items, including but not limited to, a cold storage unit and a large-bed scanner.
Action Items Arranged by Programmatic Goal

**Goal 1: Focus on our Mission, Vision, and Values**

1. Continue to support, facilitate, and manage the faculty and staff of the College Libraries as they provide excellent academic services and supports to the College community.

2. Based on the work of the College Libraries’ teams and areas of coordination, prioritize key services and fund accordingly in budgets beginning in 2014-2015.

3. Effectively communicate the role, purpose, and impact of the College Libraries to the campus administration as part of the ongoing leadership and budgeting transitions of the College.
   - 3.1. Clarify and affirm our instructional support role in this community.
   - 3.2. Share and discuss results of 2013 Ithaka survey with various community groups.
   - 3.3. Intentionally collaborate with other campus groups that have influence over faculty opinion.
   - 3.4. Clarify and affirm the current and future relationship between the College Libraries and the Sheard Literacy Center.

4. Communicate the mission and goals of the libraries to the campus community.
   - 4.1. Communicate the value of the Libraries’ assistance to student success.
   - 4.2. Increase campus awareness of the libraries’ role in information literacy and teaching support.
   - 4.3. Plan and host faculty outreach events to serve Libraries’ communications goals.
   - 4.4. Build and strengthen relationships with the Center for Student Research.

5. Begin creating a library of strategic influence documents that will direct the incoming administration regarding library goals and needs.
   - 5.1. Update the Minerva Center plan to reflect the work of the last 5 years and to accommodate the potential variations on proposed library construction projects in 2014-2016.
   - 5.2. Gather data to support and then request a systematic, predictable budget increase for the College Libraries.
   - 5.3. Gather data to support and then propose a hiring plan for coming years.

6. Consider and implement appropriate changes to ILL policies to create a philosophy of ILL that can intentionally direct Collection Building decision-making and responsiveness.
   - 6.1. Review interlibrary loan policies for accuracy and to ensure that policy and current practice are aligned, separating policy and procedure into separate documents.
   - 6.2. Discuss our interlibrary loan philosophy, including consideration of the boundary between delivery of information and teaching information retrieval skills.

7. Prioritize and reorganize ongoing and emerging Collection Development projects around the need to assess campus information needs, build an appropriate core collection, and increase efficiencies.
   - 7.1. Discuss and affirm our collection development policies in light of:
     - 7.1.1. our need to define and build a core collection for this institution,
     - 7.1.2. our participation in larger initiatives,
     - 7.1.3. changing patterns of electronic v print acquisitions,
     - 7.1.4. departmental needs and expectations,
     - 7.1.5. other emerging issues and demands, including the impact of the SUNY One Bib project.
   - 7.2. Design collection development funding models to meet necessary campus information needs and communicate funding needs to the Administration.

8. Explore the role of the Crane Library in our emerging Performing Arts landscape, including:
   - 8.1. the interdisciplinarity of Crane School-Performing Arts collaborations as the new Performing Arts Center opens,
   - 8.2. the interweaving of the Crane School and Liberal Arts courses of study,
   - 8.3. the potential need for media and technology literacy in the arts,
8.4. the location and management of physical collections between two facilities once Crane begins serving a “mixed program” population,

8.5. the need for expanded services, resources, or infrastructure in Crane Library as more students inhabit the complex,

8.6. the potential shift in expectations as new faculty and programs begin to see the Crane Library as “theirs.”

9. Develop a Crane Library strategic plan to supplement and assist in the 2016 College Libraries Program Review.

10. Review and revise as appropriate the mission and goals of the ITC, and begin integrating ITC functions and philosophies with the College Libraries.

11. Assess the services of the ITC in light of evolving campus initiatives for faculty development and build an appropriate plan to meet and support faculty needs.

Resource Dependent Action Items:

12. Investigate the value of and advocate appropriately for emerging roles for the College Libraries.
   12.1. Design and build a media support center for students.
   12.2. Prioritize media creation assistance for faculty teaching online and traditionally delivered classes.
   12.3. Design and build a Makerspace to engage student creativity, entrepreneurship, and hands-on application of theoretical knowledge.
Goal 2: Improve information access

1. Begin creating a library of strategic influence documents that will direct the incoming administration regarding library goals and needs.
   1.1. Gather data to support and then request a systematic, predictable budget increase for the College Libraries.

2. Begin active advocacy for Open Access initiatives at SUNY Potsdam, focused on existing and emerging national, SUNY-wide, and SUNY Potsdam College Libraries initiatives.

3. Consider and implement appropriate changes to ILL policies to create a philosophy of ILL that can intentionally direct Collection Building decision-making and responsiveness.
   3.1. Discuss our interlibrary loan philosophy, including consideration of the boundary between delivery of information and teaching information retrieval skills.
   3.2. Review all copyright codes and acts relevant to ILL to ensure that staff understand them, and that our ILL policies reflect the College’s goals regarding teaching, learning, and fair use of information in that environment.

4. Prioritize and reorganize ongoing and emerging Collection Development projects around the need to assess campus information needs, build an appropriate core collection, and increase efficiencies.
   4.1. Discuss and affirm our collection development policies in light of:
       4.1.1. our need to define and build a core collection for this institution,
       4.1.2. our participation in larger initiatives,
       4.1.3. changing patterns of electronic vs print acquisitions,
       4.1.4. departmental needs and expectations,
       4.1.5. other emerging issues and demands, including the impact of the SUNY One Bib project.
   4.2. Design collection development funding models to meet necessary campus information needs and communicate funding needs to the Administration.

5. Explore purchase on demand/patron-driven acquisitions models with a goal of implementing a service for the College Libraries. Develop and implement a strategy for creating sustainable innovation and excellence in our Information Literacy teaching program, considering and including:
   5.1. The potential for adding additional librarians to the teaching team through use of modules, tutorials, and templates, or other innovative paths to efficiency,
   5.2. The need to support information literacy skills for online and distance students and courses.

6. Continue assessing the purpose and success of our web presence to our many constituencies, and evolving the College Libraries web services in response to that assessment.

7. Plan and implement further ongoing usability testing of current web services, inclusive of the website, our Springshare products, and other web portals sponsored by the College Libraries. Plan for the evaluation of the impact of AskMax implementation on collection usage.

8. Standardize, review, and correct our ebook cataloging to conform to evolving expectations.
   8.1. Consider the role of AskMax in how ebooks are accessed, and what implications are relevant for cataloging processes.
   8.2. Work with Collection Building Team to understand and accommodate evolving ebook purchase plans.

9. Explore the role of the Crane Library in our emerging Performing Arts landscape, including:
   9.1. the potential need for media and technology literacy in the arts,
   9.2. the location and management of physical collections between two facilities once Crane begins serving a “mixed program” population,
   9.3. the need for expanded services, resources, or infrastructure in Crane Library as more students inhabit the complex,
10. Maintain open hours in the College Archives, support to previously-taught courses whose directing faculty understand their needs for archival support, and basic levels of research assistance to Archives users in the absence of a permanent College Archivist.

11. Provide basic assistance with known and identified materials, including digitization when necessary for appropriate preservation and use of the material, to the College as the Comprehensive Campaign and Bicentennial come to fruition.

12. Plan for the future of music cataloging in the College Libraries, considering likely retirements and the SUNY One Bib database migration.

13. Plan for future project-scale digitization of legacy format sound recordings to enhance use and access. Implement access solutions that expose our primary source material for student use.

14. Plan for future project-scale digitization of local primary source materials and unique collections, including consideration of infrastructure, procedures, and skills training needed before implementation could be considered and begin.

15. Conduct a thorough inventory of our physical collections.

16. Reconsider and redesign our Government Documents cataloging and access strategies.
   16.1. Educate all staff on the requirements of the US Depository Program, and evaluate our options for meeting those requirements.
   16.2. Consider the role of AskMax in how government materials are accessed, and what implications are relevant for cataloging processes.

17. Prepare for the SUNY One Bib database project, realizing that it will be the equivalent of an ILS migration, not an ALEPH upgrade, considering:
   17.1. Staff training,
   17.2. Time required to migrate,
   17.3. Data export, review, and checking,
   17.4. Testing and troubleshooting,
   17.5. Workflow, procedure, and policy revisions required, and SUNY Potsdam’s role in facilitating development of SUNY-wide processes.

18. Plan and prioritize tasks that will prepare us for the SUNY One Bib database project.
   18.1. Engage in available SUNY-wide or regional conversations and training to facilitate our participation.
   18.2. Leverage our expertise to help ensure that SUNY-wide decisions, policies, and procedures meet our standards of excellence.
   18.3. Begin focusing project work on “catalog cleaning” actions that will support a smooth migration to the single bib system.

19. Provide support and assistance to CTS-driven campus technology infrastructure projects that will improve and stabilize College Libraries’ technology services, including but not limited to enhanced wifi deployment and cloud-based student printing.

20. Continue to review and consider the SUNYConnect infrastructure offerings, including but not limited to EBSCO’s EDS, AtoZ/LinkSource, etc., for utility and value to the College Libraries, and implement as appropriate.

Resource Dependent Action Items:

21. Implement project-scale digitization of local primary source materials and unique collections.

22. Consider and propose models to provide document delivery services to faculty to facilitate research and scholarship.

23. Consider participation in the Empire Shared Collections project, which creates a shared “last copy” repository that ensures members perpetual access to low-use legacy materials, and allows for deaccessioning of local copies of those materials.

24. Explore the possibility of implementing on-demand research services for faculty.
25. Work with departments to ensure integration of appropriate Information Literacy instruction in department-level learning outcomes.

26. Build a scholarship assistance lab for faculty engaged in research and creative endeavors.

27. Explore library research and information literacy engagement in emerging SUNY Potsdam initiatives such as STEAM and other high-impact educational experiences.

28. Implement project scale digitization of legacy format sound recordings.

29. Implement long-term goals of the Crane Performance Database, including standardized online programs and streaming audio files linked to each performance record.

30. Support new and updated courses for faculty wishing to take advantage of the Archives and Special Collections to meet their teaching and learning objectives, and reach out to courses that are logically linked to the archival program in order to offer project support and tailored classroom instruction.

31. Support the oral history projects begun by Drs. Heisey and Hersker, and Public Affairs, creating a deep and rich online-accessible primary source collection of SUNY Potsdam’s history.

32. Support the Bicentennial and attendant proposed projects fully and with appropriate staffing and resources, serving all interested parties as the Bicentennial progresses.

33. Investigate the feasibility and potential campus desire for additional measures that would help facilitate student use of archives, including but not limited to online tutorials and an archives-focused undergraduate course.

34. Investigate, pursue, and implement donor and grant opportunities to fund a project archivist position that will encompass the processing and digitization of the major composers of the Crane School of Music (beginning with Arthur Frackenpohl), the David O’Brien Martin papers, and the Bertrand Snell papers.

35. As a part of the general reclassification of archival materials, create collection level finding aids using “More Product, Less Processing” (MPLP) archival standards, and create record group/collection level MARC records to be uploaded to WorldCat and the local catalog to enhance access to the collections.

36. Develop a plan for the efficient processing of previously acquired non-accessioned materials, and fully appraise and accession the backlog in storage.

37. Begin creating and converting finding aids in compliance with Describing Archives: A Content Standard (DACS) and Electronic Archival Description (EAD) standards.

38. Upon implementation of EAD finding aids, create links that will allow researchers to view born-electronic records and digital representations directly from the finding aid.

39. Develop and implement a workflow for the acquisition, preservation, and the accessibility of born-electronic records.
**Goal 3: Build new services around emerging areas**

1. Begin creating a library of strategic influence documents that will direct the incoming administration regarding library goals and needs.
   1.1. Update the Minerva Center plan to reflect the work of the last 5 years and to accommodate the potential variations on proposed library construction projects in 2014-2016.
   1.2. Gather data to support and then propose a hiring plan for coming years.

2. Consider the need for and then develop a plan to reorganize around our current and expected staffing levels.
   2.1. Explore, clarify, and redefine the work and workload of each member of the library faculty.
   2.2. Define and affirm the value of mentorship, creativity, continual learning, innovation, and collaboration as a part of every staff member’s work.

3. Fully implement, train for, and assess the current staffing model in Collection Building.
   3.1. Evaluate work assignments and daily workflow in combined ILL and Acquisitions roles.
   3.2. Continue evolving the role of the Shared Services ILL Specialist, inclusive of the relationship with SUNY Canton.

4. Prioritize and reorganize ongoing and emerging Collection Development projects around the need to assess campus information needs, build an appropriate core collection, and increase efficiencies.
   4.1. Discuss and affirm our collection development policies in light of:
      4.1.1. our need to define and build a core collection for this institution,
      4.1.2. our participation in larger initiatives,
      4.1.3. changing patterns of electronic v print acquisitions,
      4.1.4. departmental needs and expectations,
   4.2. other emerging issues and demands, including the impact of the SUNY One Bib project.
   Design collection development funding models to meet necessary campus information needs and communicate funding needs to the Administration.
   4.3. Explore purchase on demand/patron-driven acquisitions models with a goal of implementing a service for the College Libraries.

5. Redesign and reimplement our institutional repository to meet the needs of our undergraduate research population.

6. Begin active advocacy for Open Access initiatives at SUNY Potsdam, focused on existing and emerging national, SUNY-wide, and SUNY Potsdam College Libraries initiatives.

7. Plan for future project-scale digitization of local primary source materials and unique collections, including consideration of infrastructure, procedures, and skills training needed before implementation could be considered and begin.

8. Explore the role of the Crane Library in our emerging Performing Arts landscape, including:
   8.1. the interdisciplinarity of Crane School-Performing Arts collaborations as the new Performing Arts Center opens,
   8.2. the interweaving of the Crane School and Liberal Arts courses of study,
   8.3. the potential need for media and technology literacy in the arts,
   8.4. the need for expanded services, resources, or infrastructure in Crane Library as more students inhabit the complex,
   8.5. the potential shift in expectations as new faculty and programs begin to see the Crane Library as “theirs.”

9. Plan for future project-scale digitization of legacy format sound recordings to enhance use and access.

10. Assess the services of the ITC in light of evolving campus initiatives for faculty development and build an appropriate plan to meet and support faculty needs.

11. Explore the feasibility of expanding technology training for campus faculty and staff, in conjunction with existing College Libraries staffing and programs.
12. Develop and implement a plan, including a sustainable budget, for unified large-format printing for Academic Affairs.

**Resource Dependent Action Items:**

13. Investigate the value of and advocate appropriately for emerging roles for the College Libraries.
   13.1. Design and build a media support center for students.
   13.2. Prioritize media creation assistance for faculty teaching online and traditionally delivered classes.
   13.3. Design and build a Makerspace to engage student creativity, entrepreneurship, and hands-on application of theoretical knowledge.

14. Explore the possibility of implementing on-demand research services for faculty.

15. Build a scholarship assistance lab for faculty engaged in research and creative endeavors.

16. Consider and propose models to provide document delivery services to faculty to facilitate research and scholarship.

17. Work with departments to ensure integration of appropriate Information Literacy instruction in department-level learning outcomes.

18. Explore library research and information literacy engagement in emerging SUNY Potsdam initiatives such as STEAM and other high-impact educational experiences.

19. Restart the successful Archives internships for students in Museum Studies and History, and develop two distinct tracks for the archives internship program, which focus on exhibits and on arrangement & description for their respective core foci.

20. Investigate the feasibility and potential campus desire for additional measures that would help facilitate student use of archives, including but not limited to online tutorials and an archives-focused undergraduate course.

21. Consider participation in the Empire Shared Collections project, which creates a shared “last copy” repository that ensures members perpetual access to low-use legacy materials, and allows for deaccessioning of local copies of those materials.

22. Implement project-scale digitization of local primary source materials and unique collections.

23. Implement project scale digitization of legacy format sound recordings.

24. Implement long-term goals of the Crane Performance Database, including standardized online programs and streaming audio files linked to each performance record.

25. Support the oral history projects begun by Drs. Heisey and Hersker, and Public Affairs, creating a deep and rich online-accessible primary source collection of SUNY Potsdam’s history.

26. Investigate, pursue, and implement donor and grant opportunities to fund a project archivist position that will encompass the processing and digitization of the major composers of the Crane School of Music (beginning with Arthur Frackenpohl), the David O’Brien Martin papers, and the Bertrand Snell papers.

27. Showcase libraries’ use of Moodle for student employee management as a campus best practice.

28. Create online communications infrastructure to facilitate faculty-library discussion.

29. Expand the technology lending program beyond current offerings, with structured upgrade budgets and plans in place to ensure long-term sustainability.

30. Begin creating and converting finding aids in compliance with Describing Archives: A Content Standard (DACS) and Electronic Archival Description (EAD) standards.

31. Upon implementation of EAD finding aids, create links that will allow researchers to view born-electronic records and digital representations directly from the finding aid.

32. Develop and implement a workflow for the acquisition, preservation, and the accessibility of born-electronic records.

33. As appropriate, approach significant campus offices to discuss the creation of record retention schedules that will help automate the transfer of vital records to the College Archives.
34. Use the Archives Collection Development Policy and published SUNY retention schedule guidelines as basis for the identification of offices that are responsible for creation of vital college records.

35. Survey photographic and film materials in order to determine the number of items that require cold storage for long-term preservation, and purchase equipment that can assist in the long-term preservation of important items, including but not limited to, a cold storage unit and a large-bed scanner.
**Goal 4: Focus on efficiency, effectiveness, and sustainability**

1. Continue to support, facilitate, and manage the faculty and staff of the College Libraries as they provide excellent academic services and supports to the College community.
2. Consider the need for and then develop a plan to reorganize around our current and expected staffing levels.
   2.1. Explore, clarify, and redefine the work and workload of each member of the library faculty.
   2.2. Define and affirm the value of mentorship, creativity, continual learning, innovation, and collaboration as a part of every staff member’s work.
3. Develop and implement a strategy for creating sustainable innovation and excellence in our Information Literacy teaching program, considering and including:
   3.1. Normalizing appropriate workloads for Information Literacy librarians by defining a reasonable scope for the SUNY Potsdam information literacy program,
   3.2. The potential for adding additional librarians to the teaching team through use of modules, tutorials, and templates, or other innovative paths to efficiency,
   3.3. Participation in appropriate General Education projects and discussions,
   3.4. The need to support information literacy skills for online and distance students and courses.
4. Fully implement, train for, and assess the current staffing model in Collection Building.
   4.1. Re-examine the original Collection Building plan for ILL and Acquisitions and consider any short-term steps towards achieving those goals.
   4.2. Evaluate work assignments and daily workflow in combined ILL and Acquisitions roles.
   4.3. Improve clarity in expenditure and budget processes.
   4.4. Continue evolving the role of the Shared Services ILL Specialist, inclusive of the relationship with SUNY Canton.
5. Affirm and make explicit the role and responsibilities of the Crane Librarian in the College Libraries administrative structure, parallel to analogous work done by the library faculty as a whole regarding workload and distribution of responsibility.
6. Carefully and thoughtfully integrate the ITC into the management and operational structure of the College Libraries, building on mutual strengths and assessing gaps to be filled.
7. Review and revise as appropriate the mission and goals of the ITC, and begin integrating ITC functions and philosophies with the College Libraries.
8. Review and adjust College Libraries service desk staffing plans, considering the use of permanent staff and the increasing minimum wage, making recommendations for necessary changes to hours and services as warranted.
9. Finish the ongoing transition to a single service desk training and staffing model for Crumb and Crane Libraries, inclusive of hiring, training, staffing, communication, and management tasks.
   9.1. Plan and implement minimum modifications to the Crumb Circulation Desk to accommodate new workflows.
10. Continue exploring methods of balancing efficiency in student employee training and time use at all service points against the need to fully use all employee resources effectively, while ensuring that productivity standards for all student employees are consistently applied regardless of department.
11. Formalize our work toward marketing and programming in the College Libraries.
   11.1. Write and implement a College Libraries marketing plan.
   11.2. Implement a broadly constituted Marketing and Programming Committee to distribute the tasks of planning and executing of events and outreach programming across multiple engaged staff members.
   11.3. Normalize outreach and marketing efforts across both Crumb and Crane Libraries.
12. Expand College Libraries technology training for staff.
13. Implement an effective internal communication infrastructure for libraries staff.
14. Consider and evaluate the appropriateness of moving to a CMS – either stand-alone or the College template – instead of a page-built site.

15. Provide support and assistance to CTS-driven campus technology infrastructure projects that will improve and stabilize College Libraries’ technology services, including but not limited to enhanced wifi deployment and cloud-based student printing.

16. Formalize and regularize our deselection processes, and reinstate and regularize government document deselection projects.

17. Move all student and faculty financial transactions to the Student Accounts office, allowing the Libraries to eliminate Aleph blocking workflows for fees, and bringing Libraries processes in line with emerging campus standards for cash collection.

18. Develop and implement a plan, including a sustainable budget, for unified large-format printing for Academic Affairs.

Resource Dependent Action Items:

19. Showcase libraries’ use of Moodle for student employee management as a campus best practice.

20. Expand the Technology Help Desk service, in conjunction with the CTS Help Desk, to cover more hours of need.

21. Continue improving and upgrading technology furniture to facilitate appropriate use of campus technology resources.

22. Investigate the feasibility and potential campus desire for additional measures that would help facilitate student use of archives, including but not limited to online tutorials and an archives-focused undergraduate course.

23. Investigate, pursue, and implement donor and grant opportunities to fund a project archivist position that will encompass the processing and digitization of the major composers of the Crane School of Music (beginning with Arthur Frackenpohl), the David O’Brien Martin papers, and the Bertrand Snell papers.

24. Develop a plan for the efficient processing of previously acquired non-accessioned materials, and fully appraise and accession the backlog in storage.

25. Develop and implement a minimal standards digitization workflow for patron requests, project digitization, and in-house use.

26. Draft appraisal guidelines to assist the archivist in the selection of archival material at the time of acquisition, and develop a collecting policy to help guide the collection development of manuscript and book special collections.

27. Develop a plan for the efficient processing of previously acquired non-accessioned materials, and fully appraise and access the backlog in storage.

28. Begin creating and converting finding aids in compliance with Describing Archives: A Content Standard (DACS) and Electronic Archival Description (EAD) standards.

29. Develop and implement a workflow for the acquisition, preservation, and the accessibility of born-electronic records.
Goal 5: Improve services to faculty

1. Effectively communicate the role, purpose, and impact of the College Libraries to the campus administration as part of the ongoing leadership and budgeting transitions of the College.
   1.1. Clarify and affirm our instructional support role in this community.
   1.2. Share and discuss results of 2013 Ithaka survey with various community groups.
   1.3. Intentionally collaborate with other campus groups that have influence over faculty opinion.
   1.4. Clarify and affirm the current and future relationship between the College Libraries and the Sheard Literacy Center.

2. Communicate the mission and goals of the libraries to the campus community.
   2.1. Communicate the value of the Libraries’ assistance to student success.
   2.2. Increase campus awareness of the libraries’ role in information literacy and teaching support.
   2.3. Plan and host faculty outreach events to serve Libraries’ communications goals.
   2.4. Build and strengthen relationships with the Center for Student Research.

3. Develop and implement a strategy for creating sustainable innovation and excellence in our Information Literacy teaching program, considering and including:
   3.1. Normalizing appropriate workloads for Information Literacy librarians by defining a reasonable scope for the SUNY Potsdam information literacy program,
   3.2. The potential for adding additional librarians to the teaching team through use of modules, tutorials, and templates, or other innovative paths to efficiency,
   3.3. Participation in appropriate General Education projects and discussions,
   3.4. The need to support information literacy skills for online and distance students and courses.

4. Begin active advocacy for Open Access initiatives at SUNY Potsdam, focused on existing and emerging national, SUNY-wide, and SUNY Potsdam College Libraries initiatives.

5. Continue assessing the purpose and success of our web presence to our many constituencies, and evolving the College Libraries web services in response to that assessment.
   5.1. Consider building a faculty portal on the College Libraries website to enhance understanding of policies, services, copyright, etc. and enhance support of faculty research and scholarship.

6. Explore the role of the Crane Library in our emerging Performing Arts landscape, including:
   6.1. the interdisciplinarity of Crane School-Performing Arts collaborations as the new Performing Arts Center opens,
   6.2. the interweaving of the Crane School and Liberal Arts courses of study,
   6.3. the potential need for media and technology literacy in the arts,
   6.4. the location and management of physical collections between two facilities once Crane begins serving a “mixed program” population,
   6.5. the need for expanded services, resources, or infrastructure in Crane Library as more students inhabit the complex,
   6.6. the potential shift in expectations as new faculty and programs begin to see the Crane Library as “theirs.”

7. Assess the services of the ITC in light of evolving campus initiatives for faculty development and build an appropriate plan to meet and support faculty needs.

8. Explore the feasibility of expanding technology training for campus faculty and staff, in conjunction with existing College Libraries staffing and programs.

Resource Dependent Action Items:

9. Consider and propose models to provide document delivery services to faculty to facilitate research and scholarship.

10. Create online communications infrastructure to facilitate faculty-library discussion.

11. Explore the possibility of implementing on-demand research services for faculty.
12. Work with departments to ensure integration of appropriate Information Literacy instruction in department-level learning outcomes.

13. Build a scholarship assistance lab for faculty engaged in research and creative endeavors.

14. Support new and updated courses for faculty wishing to take advantage of the Archives and Special Collections to meet their teaching and learning objectives, and reach out to courses that are logically linked to the archival program in order to offer project support and tailored classroom instruction.

15. Support the oral history projects begun by Drs. Heisey and Hersker, and Public Affairs, creating a deep and rich online-accessible primary source collection of SUNY Potsdam’s history.
Goal 6: Market our strengths to our community

1. Communicate the mission and goals of the libraries to the campus community.
   1.1. Communicate the value of the Libraries' assistance to student success.
   1.2. Increase campus awareness of the libraries’ role in information literacy and teaching support.
   1.3. Plan and host faculty outreach events to serve Libraries’ communications goals.
   1.4. Build and strengthen relationships with the Center for Student Research.
2. Effectively communicate the role, purpose, and impact of the College Libraries to the campus administration as part of the ongoing leadership and budgeting transitions of the College.
   2.1. Clarify and affirm our instructional support role in this community.
   2.2. Share and discuss results of 2013 Ithaka survey with various community groups.
   2.3. Intentionally collaborate with other campus groups that have influence over faculty opinion.
   2.4. Clarify and affirm the current and future relationship between the College Libraries and the Sheard Literacy Center.
3. Begin creating a library of strategic influence documents that will direct the incoming administration regarding library goals and needs.
   3.1. Update the Minerva Center plan to reflect the work of the last 5 years and to accommodate the potential variations on proposed library construction projects in 2014-2016.
   3.2. Gather data to support and then request a systematic, predictable budget increase for the College Libraries.
   3.3. Gather data to support and then propose a hiring plan for coming years.
4. Formalize our work toward marketing and programming in the College Libraries.
   4.1. Write and implement a College Libraries marketing plan.
   4.2. Implement a broadly constituted Marketing and Programming Committee to distribute the tasks of planning and executing of events and outreach programming across multiple engaged staff members.
   4.3. Normalize outreach and marketing efforts across both Crumb and Crane Libraries.
5. Continue assessing the purpose and success of our web presence to our many constituencies, and evolving the College Libraries web services in response to that assessment.
   5.1. Consider building a faculty portal on the College Libraries website to enhance understanding of policies, services, copyright, etc. and enhance support of faculty research and scholarship.
6. Develop a Crane Library strategic plan to supplement and assist in the 2016 College Libraries Program Review.

Resource Dependent Action Items:
7. Showcase libraries’ use of Moodle for student employee management as a campus best practice.
8. Formalize an Outreach Internship to maintain our social media presence.
9. Build on our successful Outreach efforts, and expand our impact to build community, access, and understanding of libraries services.