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Background
The Libraries has in the past had strategic plans of various durations, from two years to five years. The past three Strategic Plans have been timed to coincide with the biennium legislative process in order to align resources with directions. Given that our previous plan (2009-2011) officially concluded in June 2011, before our budget was firm, and that we have proceeded on many of the initiatives associated with or deriving from that plan, this plan expands the two-year time frame to take us through the next biennium through June 2015. We should recognize however that the pace of change is not slowing, and this plan will have to be flexible to meet the challenges of the future, even the near future.

We are faced with a future that may become our "new normal" -- a library with a cumulative loss of about 17 positions in the last 4 years. We have been adapting as we go, through reorganizations, consolidations, reassignments, and in some cases, doing less with more and in others, doing less with less. The focus on the next biennium provides the opportunity to wrap up the assessment/annual report for the current biennium, celebrate our successes, consider what we need to continue, drop, and/or evolve. It also provides us with the opportunity to continue to recognize that change is constant, that we will continue to need to adapt and evolve, and that this new environment provides opportunities to experiment and innovate, even as we make careful decisions about the ultimate investment of resources.

Several documents inform the Strategic Plan, including


- The Listening to Departments exercise focusing on brainstorming the answers to campus questions such as what makes us unique.  [http://staff/index.php/Surveys](http://staff/index.php/Surveys)
Vision
The UNLV Libraries will define the new academic research library—bringing people and information together in innovative ways. As UNLV emerges as a leading urban research institution, the Libraries will pioneer dynamic, user-focused methods of reaching, connecting, and engaging learners.

Mission
In support of the University’s mission and shared values, the Libraries contribute to and support self-sufficient learners who can discover, access, and use information effectively for academic success, research, and life-long learning.

Organizational Values
The University Libraries value:
- the centrality of users in our service, planning and decision-making;
- the application of emerging technologies for innovative library services;
- intellectual freedom, confidentiality, and ethical use of information;
- librarians as partners in the educational mission;
- a campus culture that underscores the importance and value of libraries;
- enriching the life of the Southern Nevada community;
- a talented, diverse and empowered faculty and staff;
- collegiality, cooperation, teamwork, and collaboration;
- collective and individual responsibility for excellence and quality;
- active contribution of library faculty to the knowledge base of the profession;
- evaluation and continuous improvement;
- open, clear, and honest communication at all levels;
- efficient and effective management of resources
Ongoing Activities
While this plan articulates strategic directions that will be emphasized in the current and next biennium, the Libraries are committed to ongoing and significant activities that while not explicitly addressed in the strategic plan, are absolutely essential to the work of the Libraries.

These include:

- Build new and manage existing collections.
- Provide access to resources, staff, and services.
- Maintain the information technology infrastructure.
- Maintain the currency of our websites and integrity of our discovery tools.
- Order, pay for, catalog and process information resources collections in all formats.
- Offer frontline and virtual service to users.
- Provide expert research and information assistance.
- Educate users.
- Manage human and financial resources.
- Maintain external relations program that includes communications, publications, and donor cultivation and stewardship.
- Maintain clean, secure, and inviting physical spaces.
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Strategic Plan with Directions and Actions
The plan consists of eleven strategic directions. Each direction has a section of Outcomes/Indicators/Evidence of Success and a section for Action Items. The plan does not include all actions which divisions may undertake to forward a direction, just as ongoing actions to support the library’s work are not included in the Strategic Plan. An attempt was made to include actions that reflect larger initiatives, serve to focus our efforts, justify investing resources, and ultimately help define us as an organization and/or move us forward. It is expected that each Division will continue to have additional actions specific to its work.

The Libraries’ senior management team collectively owns and is responsible for the organization wide strategic directions and the collection of evidence that documents impact. Each member of Directs owns at least one of the directions, and is annotated accordingly. The point person for each strategic direction will also be responsible for coordinating the assessments and drafting the reports to indicate impact.

Direction 1
Direction Owner: Jen Fabbi
Collaborate with faculty and others to implement the new undergraduate education proposal and integrate library collections and services into curricular and co-curricular educational experiences for students.

Actions
1. Design and deliver Faculty Institutes on integrated course design.
2. Integrate Special Collections into first and second year classes.
3. Assess library integration into the first year seminar courses being developed as part of the revised general education.

Outcomes/Indicators/Evidence of success
- Collaborators value the library’s role in undergraduate education.
- Faculty includes Information Literacy learning outcomes in their syllabi.
- Faculty introduces and reinforces Information Literacy learning outcomes through assignment design and scaffolding.
- Faculty requires increasingly sophisticated demonstration of student IL learning outcomes as students proceed to graduation.

Direction 2
Direction Owner: Peter Michel
Ensure collections are available and aligned with areas of research, curricular foci and UNLV strengths and multiple methods are available to deliver collections at time and point of need.

Actions
1. Invest one-time money to fill collections gaps.
2. Link to campus Digital Measures initiative to grow IR in a strategic manner.
3. Outsource a project to integrate federal and state government publications into the general collection and to weed designated items.
4. Align regional collecting with UNLV research interests.

Outcomes/Indicators/Evidence of success
- Faculty and students judge collections to be sufficient for research, teaching, and learning, and fully support and meet the requirements of their courses and curriculum.
- Use of Collections increases 10% per year.
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- Faculty support and university administration defends the allocation of funds to the library for effective collections materials and access, within the constraints of the university's overall budget.

Direction 3
Direction Owner: Jason Vaughan
Undertake focused planning and sustained expansion of infrastructure to transform the libraries' unique/underexposed physical collections into comprehensive digital collections that support interdisciplinary research and life-long learning.

Actions
1. Create and implement a digital collections content plan.
2. Engage in an internal and external marketing and instructional initiative.
3. Pursue a multifaceted approach to digitization of materials, by leveraging production capabilities of new digitization lab, combined with digitization outsourcing for appropriate sets of materials.
4. Leverage LSTA track record and experience to write a more competitive national grant.
5. Add new content to the IR that includes university publications and regional and local government publications and technical reports.

Outcomes/Indicators/Evidence of success
- Advance digital collections program planning, resulting in the organized growth of collections that can be seen at both a research and expository level.
- Digital collections are used in the K-12 environment.
- Use increases as new collections are added or existing collections are enhanced.
- Educators (UNLV faculty, K-12 educators, external libraries/museums/cultural heritage organizations) recognize the value of our digital collections.
- Users/peers help inform the development of new digital collections by sharing how they have used existing collections as well as their future needs.
- External funding agencies fund digitization grant proposals.

Direction 4
Direction Owner: Tamera Hanken
Assess and refine existing library website and other end-user interfaces and virtual services, applying appropriate new technologies and tools and informed by user preferences, with a focus on end-user self-sufficiency for research and lifelong learning.

Actions
1. Utilize responsive design principles to ensure the library website works optimally across all devices and platforms, including mobile.
2. Establish Social Media policies, consistent messaging, and targets.
3. Systematically migrate content to the Drupal platform, based on information architecture review and in conjunction with homepage redesign.
4. Develop Knowledge Base and populate with content to provide self-sufficient Q&A to the most frequently asked questions in the library.
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Outcomes/Indicators/Evidence of success
- Users characterize the library interface as easy to use and designed for intuitive navigation.
- Users use the libraries’ website(s) and ancillary services (chat, etc. services) – 20% increase.
- Usability testing finds that users can navigate with little difficulty, they judge the site clear and graphically appealing, and they recommend the library’s web pages to others.
- Users are able to access the Library’s resources and services using a post-PC (mobile) device and find it often to be a comparable method to the PC web browser experience.
- Users find the Library’s social network presence a useful resource for up-to-date information on content relevant to their area of interest or study.

Direction 5
Direction Owner: Vicki Nozero
Monitor and evolve physical spaces to ensure they respond to and are informed by next generation technologies, user expectations, and patterns in learning, social interactions, and research collaboration.

Actions
1. Develop content for exhibit gallery and multipurpose room.
2. Implement signage, wayfinding, and display systems.
3. Complete Lied space planning and redesign of instruction classrooms to meet user needs for the next ten years.
4. Support graduate students by working with them to integrate academic programming into their new commons space.
5. Create space in Lied Library that showcases cutting edge technology and encourages users to experiment with it.

Outcomes/Indicators/Evidence of success
- Library spaces are available for a variety of purposes (e.g. research, media production), in the mode preferred by individual users (silent spaces, comfortable space, group spaces, tech-enabled spaces, etc.)
- Users judge implementation of technology in library spaces to be cutting edge.
- Users judge library spaces sufficient for their learning, social, and research needs.
- Users rate the library as the number one MOST responsive and effective space on campus.
- Users can quickly find directional, promotional, and events information.

Direction 6
Direction Owner: Tamera Hanken
Encourage, support, and recognize staff innovation across the organization to emphasize experimental approaches in initiatives designed to effectively support our users.

Actions
1. Fund and assess multiple experimental/pilot projects to stimulate innovation and support users.
2. Prepare staff for Drupal deployment through information sharing and "sandbox" opportunities.

Outcomes/Indicators/Evidence of success
- Staff peers and campus administrators value and support staff efforts to develop innovative and creative user focused services.
• Users judge the Libraries' services as innovative (cutting edge) and supportive of their academic success.
• Staff judges the organizational climate as one that supports risk, innovation and creativity.
• Staff creates a pool of innovative ideas at the department, division, and library levels.

Direction 7
Direction Owner: Scott Smith
Address changing institutional and organizational directions through training, recruitment, and retention strategies.

Actions
1. Create a visiting faculty and/or intern position(s) to bring new thinking and skills to the organization as well as to share our expertise with new professionals.
2. Align recruiting language and materials to reflect changes in the organization’s directions.
3. Target professional development to support Strategic Plan directions.
4. Administer pulse/climate staff survey.

Outcomes/Indicators/Evidence of success
• The Libraries employs a variety of methods to bring ideas and skills into the organization.
• Staff actively participates in recruitment.
• Staff rates the library as a place they want to work.
• Staff perceives that there is organizational support to develop their skills to meet organizational needs.
• Skills needed in the organization are identified and embedded in position descriptions for new or replacement positions.
• Staff identifies new perspectives and/or skills brought into the organization as a result of filling visiting faculty/intern positions.

Direction 8
Direction Owner: Patricia Iannuzzi
Contribute to institutional mission through engagement with external communities.

Actions
1. Create and implement an institute for K-12 educators, with a focus on integrating research-based learning into the secondary curriculum.
2. Create and implement a Business workshop series, as well as other initiatives aimed at different segments of the external community.
3. Create Oral history projects for Las Vegas historic neighborhoods and the Latino community.
4. Develop and promote services for UNLV Alumni.

Outcomes/Indicators/Evidence of success
• Library contributions/collaborations with business and K-12 enhance performance and skills in those communities.
• Library collaborations with business and K-12 contribute to the view that UNLV is important for a strong community.
• Special Collection projects contribute to the view that UNLV is integral to regional identity.
• The business community judges engagement with the library to be valuable.
• The K-12 community judges engagement with the library to be valuable.
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Direction 9
Direction Owner: Jeanne Brown
Collect, analyze and use data and other assessments for continuous improvement and to document and share the library’s value to the institution.

Actions
1. Administer a campus wide user survey and engage in follow up activities as appropriate.
2. Explore techniques to better depict the library with data (e.g. through presenting data more visually, identifying trends through data mining, etc.).
3. Engage in research project – informed by the national value research agenda and the GWLA project on student learning outcomes – to document the value of the Libraries to the institutional mission.
4. Implement student learning assessment for library instructional sessions.
5. Divisions identify and collect data to document Strategic Plan outcomes, indicators, and evidence of success.

Outcomes/Indicators/Evidence of success
- Staff throughout the library use data for decision making.
- Best practices in data visualization are employed to present data in compelling ways, so that data itself tells a story.
- Campus stakeholders and visiting accreditors perceive the library as engaged in continuous improvement, and using data to analyze operations and impact.
- Library constituents describe the library’s value in their own words.

Direction 10
Direction Owner: Patricia Iannuzzi
Communicate libraries value and expertise to campus and external communities.

Actions
1. Work with Imagine Communications to develop products and approaches for the external audience.
2. Use internal Campus Communication and Marketing Committee to coordinate distribution of information to end users and the campus.
3. Use Social Media effectively for communication.
4. Communicate to the campus the critical role of the internationally recognized Center for Gaming Research in providing timely and reliable information on the gaming industry.

Outcomes/Indicators/Evidence of success
- External communities demonstrate support for the library through participation in library – sponsored events (increase by 20%).
- External communities demonstrate support for the library through donations large and small.
- Campus communities demonstrate appreciation for the library through protecting the library in difficult economic times.
- Faculty and students value expertise of library staff.
- Research consultations increase by 10%.
- Annual giving increases by 10%.
- Number of donors increases by 10%.
Direction 11
Direction Owner: Jason Vaughan
Maintain and enhance the libraries' overall IT infrastructure to provide library users and staff with the space, security, speed, and ease of access expected for a 21st century academic research library.

Actions
1. Research, recommend preferred choice, and implement next generation ILS / Library Services Platform.
2. Investigate, implement, and develop ongoing technology infrastructure for functions such as a library directory system, room scheduling, showcasing collections and other exhibits, streaming media, visualization of data, etc.
3. Investigate support requirements and begin to develop expertise in supporting Apple OS X /iOS environments.
4. Research, recommend preferred choice, and replace Safari media distribution system.
5. Research, recommend preferred choice, and replace self check technology.

Outcomes/Indicators/Evidence of success
- Issues affecting access to networked resources are anticipated and minimized, with less than 1% downtime.
- Staff judge that the technology available provides functionality needed for their jobs.
- Students evaluate the library as cutting edge in technology.
- Students judge library technology as appropriate for their needs to access library collections and complete their academic work.
- Faculty and students judge collections to be discoverable and accessible, however and whenever they need them.