

Activity #1: Institutional Focus Areas

Student

- Student Recruitment, Enrollment
- Student Retention, Completion, Graduation
- Student Career Success
- Student GPA, Test Achievement
- Student Learning Outcomes
- Student Experience, Engagement
- Student-Faculty Academic Rapport
- Alumni Lifelong Learning
- Other: _____
- Other: _____

Faculty

- Faculty Recruitment, Tenure, Promotion
- Faculty Teaching
- Faculty Service
- Faculty Research Productivity
- Faculty Grant Seeking
- Faculty Patents, Technology Transfer
- Faculty Innovation, Entrepreneurship
- Other: _____
- Other: _____

Institution

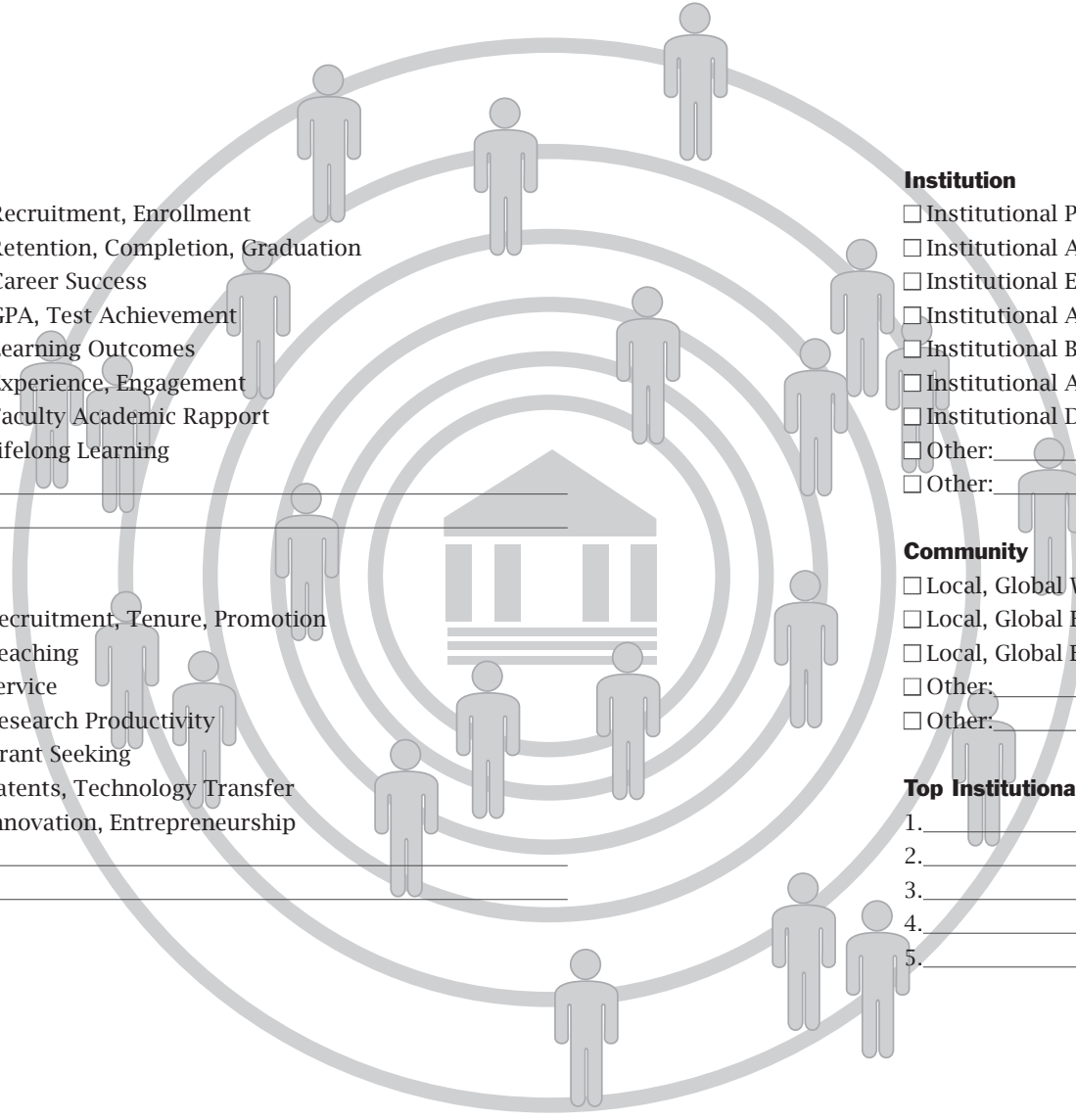
- Institutional Prestige
- Institutional Affordability
- Institutional Efficiencies
- Institutional Accreditation, Program Review
- Institutional Brand
- Institutional Athletics
- Institutional Development, Funding, Endowments
- Other: _____
- Other: _____

Community

- Local, Global Workforce Development
- Local, Global Economic Growth
- Local, Global Engagement, Community-Building, Social Inclusion
- Other: _____
- Other: _____

Top Institutional Focus Areas

1. _____
2. _____
3. _____
4. _____
5. _____





Re-thinking

Activity #1: Institutional Focus Areas

Goal: Identify focus areas relevant to an institution.

Why: To redefine library value in the context of institutional needs, goals, and outcomes, librarians need to identify what is most important to their institution.

Directions:

1. Consider institutional focus areas; add any that are missing.
2. Check off institutional focus areas that are relevant to your institution.
3. Consider the checked institutional focus areas. Circle the five areas that are most important to your institution.
4. List them in rank order. This is your core institutional focus area list.
5. Engage the T³ process.


Suggested Readings:

Oakleaf, Megan. *The Value of Academic Libraries: A Comprehensive Research Review and Report*. Chicago: ACRL, 2010. 26-30, 94.

Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011. 61-82.

"Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies?"


— Sarah Pritchard




Think

How did this activity make me feel?

What questions do I have?






Think

What do I want to learn more about?


What innovative ideas have emerged?



Talk


What does this mean for my library? For me, as a librarian?

What do we need to do differently, as a library?



Think

What does this make me want to continue to do, do better, or do differently, as a librarian?



Target

Action (Options to Consider)	Timeframe (When to Do It)	Responsible Parties (Who to Involve)	Follow Up (What to Do Next)
- Contact colleague - Make decision - Take action - Ask question - Get evidence/data	- Today - This week - This month - This semester - This year - 2-3 year plan	- Students - Staff - Librarians - Administrators - Faculty	After I complete this action, what's the next step?