



**2021-2024
WVU LIBRARIES
STRATEGIC
ROADMAP**

WVU Libraries Strategic Roadmap

The 2021-2024 WVU Libraries Strategic Roadmap identifies 14 initiatives we will undertake to meet the five goals outlined within WVU's Strategic Transformation to 1) be an exemplary land grant university that advances and promotes West Virginia and the Appalachian region; 2) be a leader in the creation and dissemination of knowledge, 3) be a unified university library that is collaborative, integrative and effective; 4) be a model of social equity; and 5) be a university that advances a culture, climate, and organizational structure that promotes sustainability, well-being, and an enriched quality of life. This three-year roadmap was developed through ongoing input from library employees through department and committee membership. We envision the Strategic Roadmap to be an iterative and flexible document to guide the various ways we can meet the changing needs of our diverse community.

Contact Us:

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library.wvu.edu/about/strategic-roadmap

GOAL 1

Be an exemplary land-grant university library that advances and promotes West Virginia and the Appalachian region

Initiatives

Build strategic partnerships across WVU and with community groups

In recognizing that collaboration can foster creative approaches to meet the needs of the WVU community, WVUL will work to develop partnerships with relevant groups across the University and in our communities.

Sample actions:

- Continue partnerships with Center for Service Learning, Humanities Center, Office of Graduate Education and Life
 - Develop ways for community members to be more involved in the process of collecting community archives
-

Expand access to and breadth of collections, including collections focusing on West Virginia and Appalachia

WVUL's collections support the educational mission of WVU as a land-grant university. In doing so, we commit to collecting resources that reflect local, state, and regional interests, while identifying and addressing historic and systemic collection gaps.

Sample actions:

- Undergo Name Authority Cooperative (NACO) training to enable KARM to create specific name authorities specific to West Virginia
 - Develop the Feminist Activist Archives in the West Virginia Regional History Center
-

Participate in University initiatives focusing on West Virginia and Appalachia

To meet our land grant mission in a collaborative, integrative, and effective way, WVUL will support University-wide initiatives focusing on advancing education, healthcare, and prosperity in West Virginia and Appalachia.

Sample actions:

- Support the WVU Press by continuing to purchase items from them
- Support the WV P20 Program by providing library resources to enrolled students

GOAL 2

Be a leader in the creation and dissemination of knowledge

Initiatives

Be a leader in teaching equity-informed information literacy

Librarians will lead information literacy instruction for WVU by centering equity-driven approaches. Critically evaluating information for research and learning requires teaching students how to think about systemic inequities in society and how those inequities inform the development and dissemination of knowledge.

Sample actions:

- Create educational modules that highlight archival collections focusing on underrepresented groups in West Virginia
 - Integrate culturally-responsive and culturally-inclusive teaching practices into instruction
-

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Pursue alternative research and publishing models to improve access to materials in anticipation of rising collections costs and budgetary restrictions

WVUL will pursue alternative research and publishing models to improve access to collections for WVU student, faculty, and staff. This goal will require creative and collaborative approaches to balance disciplinary and budgetary needs.

Sample actions:

- Continue to advocate and negotiate for open access, e.g. by adding pre-prints or post-prints to the Research Repository
- Maintain current level of support for OA efforts; when possible, review additional avenue of OA support with the goal of eventually achieving the 2.5% commitment

GOAL 3

Be a unified university library that is collaborative, integrative and effective

Initiatives

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-

Be proactive in assessing and implementing process-driven work

We strive to continuously assess and improve our collaborative efforts through engaging in process-driven work. Process-driven work will foster more collaboration, sharing, and replication so there will be less uncertainty or duplication of effort. Adopting iterative, flexible, and process-driven approaches will better position us to meet the changing needs of library users.

Sample actions:

- Make committee decision-making transparent by documenting via Confluence and the WVUL website
 - Adopt a project management philosophy to improve the process for everyone involved regarding ease, communication, and effectiveness
-

Engage in inclusive decision-making based on assessment and data

Since decision making can favor the perspectives and values of those in power, e.g. department heads and committee chairs, decision makers will balance incorporating relevant assessment and data while being inclusive of diverse groups. Assessment may include both qualitative and quantitative methods.

Sample actions:

- Make committee decision-making transparent by documenting via Confluence
 - Develop an assessment plan early on in a project lifecycle
-

Provide excellent equity and data-informed library services

To meet the changing needs of students, faculty, and staff at an R1 land-grant university, we will provide excellent services by integrating relevant data in an equitable way to better understand the landscape and to improve services.

Sample actions:

- Identify ways to better meet the needs of non-traditional student populations (e.g. international, commuting, and veteran students) through inclusive processes that respect and include students' perspectives
- When creating safety procedures and working with UPD, consider whether it is safe for everyone, e.g. for people of various races, genders, and other social identities

GOAL 4

Be a model of social equity

Initiatives

Be intentional about recruiting, hiring, and retaining Black, Indigenous, and people of color

We aim to build on previous work in recruiting Black, Indigenous, and people of color by developing a plan to assess and improve hiring and retention practices. This work is contingent on developing a climate where Black, Indigenous, and people of color feel supported and able to influence policies, practices, and values.

Sample actions:

- Track the hiring, retention, and promotion of Black, Indigenous, and people of color in faculty and staff positions over time to identify action areas
 - Examine the framework for success in the WVUL Residency Program
-

Normalize accessibility and Universal Design in our physical, digital, and instructional spaces

The pursuit of teaching and learning should be accessible to everyone, regardless of their individual ability. Universal Design and Universal Design for Learning work to make physical, digital, and instructional spaces accessible to all users and learners by breaking down barriers.

Sample actions:

- When reviewing new products or services, review their accessibility for different groups
 - Review and prepare to adopt the new WCAG 2.2 release for future compliance for websites and applications
-

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GOAL 4 (cont.)

Be a model of social equity

Explore ways to make the Libraries a safe and affirming space for all, but especially for library users who belong to minoritized social groups

As Library users interact with WVU in both digital and physical spaces, WVU employees will assess ways to make all Library spaces safe and affirming for all.

Sample actions:

- Conduct safety and kindness building audits to assess areas for improvement
- Build an all gender bathroom at the Downtown Campus Library

GOAL 5

Be a university library that advances a culture, climate, and organizational structure that promotes sustainability, well-being and an enriched quality of life

Initiatives

Cultivate an organizational culture that prioritizes well-being and work-life balance

WVUL will develop a work culture that prioritizes well-being and work-life balance by recognizing and building ways to support employees

Sample actions:

- Create a document affirming a workplace commitment to work-life balance and make that commitment explicit for new employees
 - Build a culture where saying no is an option, e.g. “we work; we do not overwork”
-

Grow as a Learning Organization

As one of the five disciplines in the Learning Organization, mental models describe the generalizations and assumptions that people have about the world around them. WVUL employees will work on developing mental models that allow room for an open exchange of ideas and making mistakes, as well as flexibility and listening. Instead of assuming that we know others' intentions, we will develop a culture where it is safe to learn and improve together. At the same time, we expect people to be proactive in learning about and practicing respectful modes of communication.

Sample actions:

- Adopt the DEIA Guidelines for Respectful Spaces and Discussions
 - Be willing to switch directions after close listening and learning new information
-

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Identify ways to implement sustainable practices

WVUL will assess existing processes and policies to develop and adopt a sustainability plan in alignment with the American Libraries Association's addition of sustainability as a core value. Sustainable practices will be environmentally sound, economically feasible, and socially equitable.

Sample actions:

- Coordinate with facilities to develop and implement a sustainability plan
- Assess and revise processes and procedures to make them as sustainable as possible

Glossary

- **Actions** describe work at the department and committee level that contribute to specific library-wide initiatives. Actions should be data and equity informed when possible.
- **Accessibility** is the degree to which something is usable by as many people as possible. While often thought about in relation to the built environment (e.g., buildings), accessibility also includes products, devices, services, academics and more. WVU DDEI
- **Alternative research and publishing models** address the economic sustainability of research content outside of traditional academic publishing. Some of these models include campus-based publishing, collective funding, innovative incubation, and publishing cooperatives and collaborations. SPARC
- **Assessment** describes the systemic process of documenting and using quantitative and qualitative data to evaluate and improve collections, instruction, programming, services, spaces, and more to best meet library users' needs.
- **Collections** include print and digital materials such as books, periodicals, videos, as well as primary resources such as manuscripts and archival materials. While some of these materials are purchased, others are licensed.
- **Data-informed** practices consider the collection and use of data within a larger context to make informed decisions that impact the human experience. Read more about the difference between data-informed and data-driven practices [here](#).
- **Equity** is the process of ensuring that everyone has what they need to be successful. Equity takes into account historical context to understand why different communities have different needs, and how to best meet those needs. When someone says, "I believe in equity; I treat everyone the same," they are missing a key part of this concept. Sometimes equal treatment is inequitable. For instance if we treat a veteran with a severe disability such as having both legs amputated exactly the same as other students in terms of providing access to buildings we have not created equity. If that veteran is required to attend a seminar on the second floor of a building with no elevator, we have not considered what would be truly equitable. Many examples are more subtle than this one, but they are no less important. WVU DDEI
- **Equity-informed** practices consider historical and existing contexts to ensure that different communities have what they need to be successful.
- **Goals** are high level and mapped to the campus goals identified in WVU's Strategic Transformation.
- **Inclusion** describes a climate in which historically marginalized people feel valued, supported and encouraged to succeed. A truly inclusive environment goes beyond allowing diverse people to be present. They are encouraged to be full participants with access to decision-making processes affecting them. All stakeholders' perspectives are listened to and considered with respect, and people from diverse backgrounds can influence the policies, practices and values espoused by the organization. WVU DDEI
- **Initiatives** are library-wide projects, programs, and services that cross departmental and committee reach.

Glossary (*cont.*)

- **Learning Organization** describes an organization that prioritizes learning towards transformative change. The core components of the Learning Organization include mental models, personal mastery, shared vision, systems thinking, and team learning.
- **Minoritized social groups** describe groups with a shared social identity who have historically been marginalized through institutional or systemic processes. Avoid using the term “minorities” as a euphemism for racial or ethnic groups and be specific about which social group you are referencing when possible. For example, developing an all gender bathroom is an equity-driven practice to meet the needs of transgender library users rather than all library users who belong to minoritized social groups.
- **Organizational culture** describes the norms, symbols, beliefs, and history within the organization that inform how people behave. Organizational culture can impact how we recruit and hire, interact with colleagues, teach information literacy, partner with community groups, make decisions, and more.
- **Process-driven** work prioritizes the use of planning and documentation practices in alignment with the Learning Organization. When we share processes associated with our projects and services, we can learn from each other’s successes and mistakes and reduce the need for duplicative efforts.
- **Stakeholders** are groups of people who are impacted by the strategic roadmap. They include employees, students, faculty, staff, and community members.
- **Sustainability** consists of practices that are environmentally sound, economically feasible and socially equitable. Libraries play an important and unique role in promoting community awareness about resilience, climate change and a sustainable future. They are also leading by example by taking steps to reduce their environmental footprint. ALA Core Values
- **Universal Design (UD)** is defined as the design of products and environments to be useable by all people, to the greatest extent possible, without the need for adaptation or specialized design. The seven principles of UD include equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use. UD in libraries considers how different users navigate our physical and digital spaces, e.g. furniture, shelving, and web accessibility. Section 508: Universal Design and Accessibility
- **Universal Design for Learning (UDL)** is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL guidelines consider engagement (the “why” of learning), representation (the “what” of learning), and action and expression (the “how of learning). Read up on UDL and review the UDL Guidelines from CAST to better understand how to adopt UDL principles.