Annual Report 2010 - 2011
For the year 7/1/2010 - 6/30/2011

Division of: Academic Affairs
Department of: Library Administration
Submitted by: Alberico, Ralph Anthony
Year-End Executive Summary: - 2010-2011 was another eventful year for Libraries & Educational Technologies (L&ET). Much of the year was spent reorganizing in response to a changing environment and recruiting to fill numerous vacant positions. The learning commons philosophy now informs service in all locations. One of the hallmarks of that model is collaboration. Existing partnerships -- with General Education, CARS, JMU IT, the Center for Faculty Innovation and within the Virtual Library of Virginia (VIVA) were strengthened. And new partnerships were established with students through a new advisory committee and the JMUTeach program. Partnerships also expanded to include the JMU Learning Centers, and IT and educational technology agencies across the state.

The library liaison program continues as a focal point for interacting with academic programs. Liaison librarians, including new hires continued to earn the respect of faculty in JMU academic programs even as the number and size of academic programs stretch the ability of liaison librarians to provide service. Increasing numbers of faculty participated in faculty development programs and the Center for Instructional Technology (CIT) expanded offerings to support blended and distance learning. CIT programs and faculty attendance have increased. Use of campus learning systems and enrollment in blended and online courses also continued to increase.

Assessment has become a major area of emphasis. We created a new office of Planning and Assessment and hired a director and full-time staff person for that office. We have chosen the Balanced Scorecard framework to structure assessment activities and we are in the process of developing a strategy map and organizational performance indicators. During the review period L&ET participated in both the LibQual+ and JMU Technology Satisfaction surveys and overall satisfaction with our services and programs remains high.

Improvements were made to both physical and virtual environments, for example, a major re-carpeting project in Carrier Library and extensive design work on the library and CIT web sites. Visits to the physical libraries and online library and educational technology resources continued to increase.

The library continued to expand collections and to increase e-collections with notable additions of e-books and online video. Usability testing continued and new online services, most notably, a new discovery service were added in order to improve accessibility, discoverability and usefulness of collections.

We have been affected by the great recession but we have managed to adapt without inflicting unnecessary pain or inconvenience on the communities we serve. Our faculty and staff have been incredibly productive and have been responsible for service and scholarly contributions on the campus, in the state, nationally and internationally. The quality and commitment of our faculty and staff continues to be our single greatest strength.
Unit Mission Statement: Libraries & Educational Technologies: Enriching our communities by building learning and information environments where people connect with ideas and each other to discover, create and share knowledge.

Changes in the Mission Statement: None

Unit Accomplishments: Academic Programs

• The CIT collaborated with Library and IT Training to facilitate orientation sessions (online and face-to-face formats) for distance Nursing students
• The CIT successfully installed and deployed the SafeAssign plagiarism software within the Blackboard online learning environment and offered multiple workshops on technical and pedagogical strategies. The CIT collaborated with the Library and the CFI on workshops to introduce technical and pedagogical aspects of using SafeAssign anti-plagiarism software
• The CIT created a Faculty Mentor Development Program to build mentoring skills and resources for faculty who mentor other faculty in the area of online instruction
• The CIT coordinated the 8th CIT Teaching and Learning with Technology Conference for faculty from JMU and surrounding universities and colleges
• The CIT coordinated 6 immersive faculty development experiences for a total of 45 faculty, including for the first time a Classroom Technology Sandbox
• The CIT created, designed and implemented the first Maymester Institute for Online Course Development; a semester-long program starting in January designed to relieve undue stress on faculty who teach in the Maymester and CIT staff who help them prepare supplemental learning resources.

Innovative Delivery
• The Libraries devised procedures for supporting mobile devices for user access to content and for staff use of such devices. The CIT created mobile-accessible version of its web site. The library led an effort to improve mobile access to information content and worked with IT to recommend technical approaches to making mobile content more accessible.
• The CIT conducted a pilot program for using local Wordpress blog installation in academic instruction; the pilot was successful and clear path forward was identified
• The Interlibrary Loan Purchase on Demand (POD) program criteria approves the purchase of the current plus 2 previous years of University Press titles. We’ve increased the amount purchased from 31 books last year to 141 books year to date.
• The Libraries have contracted with CCC Get It Now Service to navigate multiple publisher websites and standardize the purchase of journal articles when appropriate.
• Departmental delivery of ILL items for JMU faculty & staff has increased almost 50% over last year, rising from 342 last year to 512 year to date. (Interlibrary Loan)

Efficient Use of Resources
• The Dean and Associate Dean for Technical Services both served on the VIVA Steering Committee. The Associate Dean serves as chair of the VIVA Resources for Users Committee and the Dean serves as chair of the VIVA Resource Sharing Committee. The Associate Dean played a lead role in negotiating a multi-million dollar cost sharing deal with Wiley that expanded access to full-text journal articles for libraries throughout the state while achieving substantial cost savings
• JMU Libraries implemented OCLC’s Direct Request service. Journal articles are systematically routed to users, and book requests are only processed upon arrival in the libraries. As a result, request processing time is streamlined, and users received requested materials more quickly.
• The Libraries’ Acquisitions and Cataloging Departments reorganized and implemented new procedures to streamline workflows and maximize utilization of staff resources, including shelf-ready receipt of library materials. (Acquisitions; Cataloging)

Quality Enhancement Plan
• The CIT collaborated with Academic Affairs to develop an interactive web site for the JMU QEP process

Assessment
• The library completed the LibQual+ library customer service quality survey.
• The library was selected to participate in the Association for Research Libraries 2011 Balanced Scorecard initiative.
• The CIT Assistant Director of Faculty Development was selected as a CARS Assessment Fellow and developed a draft assessment plan, including a rubric, for assessing the quality of online courses
• The CIT purchased copies of the SLOAN-C Consortium’s "A Quality Scorecard for the Administration of Online Programs." We will study in 2012 and determine how best to integrate into strategies for assessing DL/BL programs and structure
• The CIT is leading an effort to acquire a web-based course evaluation system for online courses and possibly all JMU courses

Facilities
• Because space and facilities issues have emerged as a major challenge for L&ET we initiated an L&ET Master Space Planning process this year. Carrier Library in particular is overcrowded and in need of major refurbishing and it is challenging to balance the competing space needs of users, staff, and collections. The L&ET Master Space Planning Steering Committee is in the process of identifying specific space needs and challenges through consultation with L&ET units and review of relevant planning information
and will be drafting an L&ET Master Space Planning document.

• Classroom Technology Services completed numerous projects: upgraded projectors in several rooms across campus (e.g., 25 projectors in Miller Hall to widescreen), installed new podiums in 21 rooms, upgraded the Extron systems in HHS, and replaced the CRASS systems (class recording system for SCOM) in Harrison

• The library and CIT increased SAN (Storage Area Network) storage capacity to accommodate growing demand for delivery of and access to video and rich media

• The CIT actively participated in the acquisition of Cisco Telepresence units on campus as part of the 4-VA Project

Ratings & Recognitions

• The Madison Digital Image Database received the 2011 Shenandoah Valley Technology Council award for Innovation in Higher Education.

Other Noteworthy Accomplishments

• Jeff Clark had been the campus copyright guru for many years and with his retirement we realized we needed a new campus strategy to deal with a myriad of copyright issues. We became institutional members of the Center for Intellectual Property and identified key staff to participate in the CIP educational programming. Brian Cockburn has nearly completed the Center for Intellectual Property’s Certification Program in Copyright Leadership in Higher Education and as a final project in that program he is developing a “Copyright Triage” website to serve as a JMU resource for copyright and intellectual property information. The goal is to provide broad-based education to the JMU about copyright issues and to provide faculty, students, and staff with the information and resources they need to make good intellectual property decisions.

  The Library, CIT, CFI, and University Legal Services are involved in shaping the content of the “Copyright Triage” website.

• During the water leak in Special Collection on February 16, 2011 the staff of Libraries & Educational Technologies, along with other university units, worked in unison to respond to the crisis. Despite the severity of the water damage—there were NO TOTAL LOSSES. One ledger’s boards were discarded, and some inks bled in the Chesapeake and Railway Collection which ironically survived warehouse fire and water damage in 1982. Special Collections provided full services with little turnaround time and did not have to turn away a single patron during the recovery. The Libraries’ Preservation Officer worked with Jini Cook in Property Management for bi-weekly access to the old RMH Food Service freezer, and successfully transported, thawed, dried, and re-housed 22 separate collections representing 48 boxes of material and hundreds of folders with the help of Collection Salvage Team members, student assistants, interns, and L&ET volunteers. The last box was re-shelved on April 20th.
• Julia Merkel from the Library preservation unit designed and installed: “Dressing for Education: The Fabulous Fifties” with Theatre Professor Pam Johnson over Spring Break March 4-7. This is the third exhibit in the Centennial Series. Content draws heavily on both Theatre’s Historic Clothing Collection and JMU archival material in Special Collections.

• Five manuscript collections were processed during this past year, representing 20.42 linear feet of archival material. The collections were processed with support from two History Department Graduate Assistants and two undergraduate History interns under the direction of the Special Collections Librarian. The collections include: WLR Foods Digital Records, 1948-2002 (bulk 1984-2000), SC# 3003; Wampler Business records, 1918-1972, SC# 5024; Warden Ledger Collection, 1806-1880, SC# 5023; Sheetz-Dellinger Photograph Collection, 1870-1956, P0001; and Ronald E. Carrier Collection, 1965-1998, PR 2000-0516B. Each collection has a finding aid which were also rewritten in EAD for inclusion the Virginia Heritage Projects statewide repository (Special Collections)

• All 138 oral histories associated with the Shenandoah National Park Oral History Collection have been processed and will be available online, with no access restrictions to all users.

Note: We have frozen this report, effective June 30, 2011 even though we are still in the process of gathering and compiling statistical and financial data for the FY2010-2011. Statistical data and other updated information about L&ET programs and services will be issued in an annual report which will be published in Fall 2011.

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**Major Office / Departmental Accomplishments (Objectives, Results, Use of Results) by unit for the past fiscal year**

**Characteristic 1:** 20060000001

**Goal 1:** 20060000001

**Objective:** 20100000606

**Short Description:** -PROV-LIBR ASSESS COLLECTIONS for quality, comprehensiveness, format appropriateness, usage, and space in order to align collection building strategies with user and curriculum needs. adjust allocations and make investments needed to keep up with annual cost increases for subscriptions and licenses, to support new, expanded, or interdisciplinary academic programs, to participate in user-initiated selection opportunities where appropriate, and to backfill items canceled by VIVA.
Long Description: -Rigorous collection planning and assessment ensures that collections are aligned with user needs and support established, emerging, or interdisciplinary academic areas. JMU Libraries collects resources in a variety of formats but with the priority on electronic formats in order to provide our users the highest degree of access. Strategies will address shifts to selection of new kinds of content, such as e-books and streaming audio/video, and interdisciplinary study. Work in this area needs to be broad enough to include teaching content and to address requests for datasets, images, video, and learning objects. We also need to establish priorities for permanent acquisition and leased collections. We need to investigate and implement on-demand, user-initiated selection, starting with an e-books project. Collections, such as reference, government documents and microforms, need to be part of the overall collections analysis. Greater analysis of collections is likely to result in new models for allocation of funds and for making decisions about collections. Collection planning and assessment will enable us to develop priorities for ongoing support and identify possibilities for non-renewal in the face of potential budget reversions.

Linked to Previous Objective: 20090000804
Linked to Previous Objective Short Description: -VP-LIBR ASSESS COLLECTIONS for quality, comprehensiveness, format appropriateness, usage, and space in order to align collection building strategies with user and curriculum needs. SEEK FUNDING and make investments needed to keep up with annual cost increases for subscriptions and licenses, to support new, expanded, or interdisciplinary academic programs, to participate in user-initiated selection opportunities where appropriate, and to backfill items canceled by VIVA.

Steps to Reach Objective: -1. Continue to revise collection development and fund allocation policies and procedures to address user and program needs and changing options for acquiring and delivering content. 2. Continue on-demand, user-initiated selection, starting with an e-book project. Evaluate effectiveness of on-demand services. 3. Acquire and allocate funds to address ongoing annual cost increases and to pick up licenses and subscriptions when VIVA cancels a title that is still useful to JMU 4. Continue to partner with other Virginia institutions to form cooperative arrangements that provide the greatest return for its investment. 5. Analyze collection usage and publishing trends in order to inform selection decisions for permanent acquisitions and leased collections. 6. Finalize and implement a plan for selecting and managing government publications. 7. Continue to refine support structures and training for liaison librarians with regard to collection development.

Assessment / Evaluation Methods: -Collection metrics include usage data,
usability testing data, benchmarking against other institutions and established core lists for specific disciplines; analyze fund accounting and collection financial data and trends; analyze cost per use data; compare collection use data and interlibrary loan requests; LibQual and student and faculty surveys.

**Accomplishments:**

- In order to provide a broad base of format for content, JMU Libraries acquired resources of digitized maps (Sanborn Maps), resources with streaming video/audio capabilities (Counseling and Therapy in video, Dance in Video, Films on Demand, Education in Video), and interdisciplinary resources (Latinobarometro, Essay and General Literature Index, Papers of James Madison, BBC College of Journalism Online)
- In response to a VIVA journal collection cancellation, JMU Libraries examined these journal collections to adjust allocations in order to ensure continued access to high use titles.
- In January 2010 JMU Libraries implemented an e-book patron driven acquisition program with the goals of enhancing the amount of electronic books available to faculty, students, and staff in order to provide our users with information regardless of physical location to address information needs as they arise as well as support the University’s push toward stewardship to the natural environment by increasing the amount of material available with minimal environmental impact. As of June 2011, 217 electronic books were purchased based on user requests through this workflow.
- Beginning in September 2009, JMU Libraries began purchasing titles requested through Interlibrary Loan that met established criteria (the project is known as ILL purchase on demand). In FY10, 6 titles were purchased. After revising the criteria, in FY11, 122 titles were purchased.
- Based on an initial review of ebook usage from leased collections, several high use collections from ebrary were purchased to retain permanent access to these titles.
- Based on an initial review of the Libraries’ federal depository profile by the former government documents librarian, staff deselected almost 3,000 titles from the profile which were no longer relevant to the Libraries’ collections. Based on these de-selections, staff are weeding tangible government documents for a user-oriented and manageable documents collection.
- Staff monitored publisher offerings of journal backfiles and key backfiles were purchased based on curriculum needs and the ability to offer optimum access and reclaim space by replacing print and microform holdings.

**Use of Assessment/Evaluation Results for Program Improvement:**

- Usage statistics for print and electronic journals packages that were part of the VIVA collections were evaluated using cost/use and curriculum relevance in order to recommend additional allocations from JMU Libraries to cover the cost-sharing of Wiley-Blackwell in the state.
For the Interlibrary Loan project circulation statistics were evaluated and of the books purchased under this program all have circulated at least once and many have circulated multiple times. Physical materials purchased through other traditional avenues have an average of a 50% circulation rate. Additionally faculty provided feedback in support of the program. Workflow analysis for acquiring materials through ILL Purchase on demand for Spring Semester determined that these materials arrive within 3-4 days, similar to the timing through regular ILL processes.

Usage statistics and curriculum relevance were considered in selection of e-book collections.

Characteristic 2: 20060000002
Goal 2: 20060000002
Objective: 20100000605
Short Description: LIBR-Implement tools and strategies to integrate and improve knowledge discovery, information retrieval, services and instruction in a user-centered online environment.

Long Description: This is a continuation of a multi-year initiative to provide seamless, integrated and intuitive, online access to library materials, scholarly information, information systems, learning resources and learning systems. The goal of this work is to help students and faculty do their work in ways that are simpler and which make more sense. Faculty and students should be able to combine the online services and resources that we provide in ways that further their own educational goals. The options for knowledge discovery are changing rapidly, and the progress toward a usable website is iterative. We must continue to support open standards and interoperable systems and continue to develop the infrastructure needed for future improvements. Aspects of this objective for this year include: implementing tools that enable better integration of information resources into the users’ environment; working to match user expectations of the online environment; improving users’ ability to be more self-sufficient for information needs; implementing tools for both novice and advanced users; providing tools that faculty and students can adapt, customize, and integrate in ways that meet personal needs; performing usability testing on access points to tailor tools for user needs. Specific examples of anticipated outcomes include recommendations regarding “next generation” catalogs, a pilot Quick Search which searches multiple interfaces from a single search box, an electronic theses and dissertations program, a pilot of Shibboleth for off-campus access to selected subscription resources, and improved navigation for the libraries website based on user input.
Linked to Previous Objective: 20090000803

Linked to Previous Objective Short Description: -Implement tools and strategies to integrate and improve knowledge discovery, information retrieval, services and instruction in a user-centered online environment.

Steps to Reach Objective: These activities will take place in FY11:

1. We will evaluate Innovative Interfaces Encore and the EBSCO discovery interface services, identify resource needs associated with those tools and make a recommendation for deployment of a new discovery system.
2. We will continue to collaborate with the Graduate School and the Honors Program to migrate from paper to electronic theses submission and access.
3. We will continue to expand usability testing and user focus group activity.

Assessment / Evaluation Methods: -Website statistics; usability testing data; input from students and faculty in focus groups and other group activities; input from user input forms on the web.

Accomplishments: - Quick Search launched in Fall, 2010 using EBSCO Discovery Service software. As a development partner, JMU significantly influenced software development. Combines library catalog with selected high-quality article databases and open access resources in one search interface. From Aug 2010-May 2011, users began 190,000 search sessions and retrieved over 121,000 online, full-text items using Quick Search.
   - Custom links set up in Quick Search to link users more directly to full text and related resources. Users followed over 70,095 of these links from August 2010-May 2011.
   - In Spring, 2011, eight additional databases were added to Quick Search and tested for local relevance (e.g. Elsevier, JSTOR, PsycArticles, ArXiv).
   - Improved navigation on the library web site, with a special focus on the research pathway including Quick Search.
   - “Background Information” web page designed to provide an alternative to Wikipedia and to showcase online reference sources such as the Encyclopedia Britannica
   - “Free Media for Creative Use” web page design to provide videos, audio, and images available through Creative Commons, JMU licensing, or public domain.
   - “Resources Available to Alumni” page created listing collections that alums can use after graduation.
Reduced information overload on the home page by moving links to secondary pages, renaming remaining links, using more intentional graphics, and making more use of the footer area.

Improvements to Hours, Contacts & Maps Pages
- Reviewed and improved pathways to hours, contact information, and features for each library location.
- Streamlined processes for local metadata uploads to EDS from Libraries’ additional content systems (LEO, ERM, Periodical Locator), reducing allocation of staff time and allowing for the possibility of daily LEO uploads.
- Implemented Shibboleth as an alternate authentication mechanism for EBSCO, vendor for the Libraries’ discovery tool (EDS) and large general databases. Established process with University IT for activating additional Shibboleth instances in Summer 2011.

Use of Assessment/Evaluation Results for Program Improvement: - 25
- 25 users (5 faculty, 20 students) participated in a usability test of the library home page. Results used to guide interface improvement.
- 10 users (2 faculty, 8 students) participated in a usability test of Quick Search. Results used to inform interface customizations, web site integration, and overall planning / direction for this tool
- Web and system usage statistics gathered and analyzed to inform interface customizations, web site integration, and overall planning / direction for this tool.

Characteristic 5: 20060000005
Goal 5: 20060000005
Objective: 20100000651
Short Description: -Enhanced Academic Culture
Long Description: -Given the importance of a high quality academic culture for student and faculty success, explore faculty perception of and propose strategies to enhance the scholarly environment of the university.

Linked to Previous Objective: 20090000862
Linked to Previous Objective Short Description: -Enhanced Academic Culture

Steps to Reach Objective: -Continue to collect and review information from faculty
about perception of academic culture at JMU.

- Collaborate with faculty to develop suggestions for enhancing academic culture/scholarly environment at JMU.

- Finalize "academic culture" proposal to submit to university Provost.

- Triangulate academic culture data from faculty with student focus groups through Conversations with Students.

**Assessment / Evaluation Methods:**
- Analysis and integration of qualitative data from faculty focus group and individual interviews.
- Proposal submitted to Provost.

**Accomplishments:**
- During the fall semester Beth completed her work analyzing the data from 50 individual interviews with faculty where they discussed the issues posed by the focus group participants. Building on the focus group and interview data, the CFI partnered with the Provost of Academic Affairs (Jerry Benson), the VP of Student Affairs (Mark Warner), and the Speaker of the Faculty Senate (Bob Jerome) to conduct “Conversations about Academic Culture” sessions open to all JMU faculty and staff. These sessions were designed to move the conversation about academic culture and rigor forward by including the faculty voice in a meaningful dialogue about the issues presented by Beth’s work. Over 240 faculty and staff attended 3 sets of conversations designed to focus the conversation and move toward actionable goals for this project. Between each set of conversations the CFI (Hurney and Eck) met with Benson, Warner, and Jerome to reflect on the process and implement opportunities to keep the process moving. After the final set of conversations, the CFI helped with the design and implementation of the First Year Experience Task Force and the Madison Institute on Academic Rigor.

**Use of Assessment/Evaluation Results for Program Improvement:**
- We based our work for this objective on the results from the academic culture focus groups that we organized for the 2009-10 academic year.

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**Characteristic 8:** 20060000008

**Goal 8:** 20060000008

**Objective:** 20100000603

**Short Description:** PROV-LIBR-Move from learning commons philosophy to coordinated programs and services phased in over a 4 year period. In FY11 emphasis will be on developing new services, renovating spaces in the Carrier Library, and coordinating programs across all L&ET agencies and between L&ET and other campus agencies that provide academic support to students.
Long Description:  
-Finalize strategic plan for Learning Commons service at JMU.
   • Establish a student advisory committee.
   • Assess student information seeking behaviors, expectations, and preferences.
   • Implement recommendations for a learner-centered space plan for Carrier Library.
   • Complete and implement core service standards.
   • Continue to collaborate with other JMU departments to broaden and distribute services transparently.
   • Lead the university’s Freshman Reading endeavor.
   • Develop a plan for making Carrier Library the intellectual and cultural center of West Campus.
   • Create Public Services marketing materials appropriate for identified demographics.
   • Recruit public services positions in a manner consistent with our learning commons service model.
   • Prepare an FY11 Budget Initiative to address facilities and other resource needs associated with Learning Commons services

Linked to Previous Objective: 20090000802

Linked to Previous Objective Short Description: PROV-LIBR-Move from learning commons philosophy to coordinated programs and services phased in over a 4 year period. In FY10 emphasis will be on coordination of services with other JMU agencies and facilities work needed to support the learning commons philosophy in the Carrier Library and the Music Library.

Steps to Reach Objective: Fill vacant positions

Identify resource needs and seek funding as appropriate.

Assessment / Evaluation Methods:  
-Continue to use focus groups, surveys (including LibQual), usage data, observation and other methods to assess student needs and modify plans accordingly.

Accomplishments:  
• Established a library student advisory committee which meets at least once a semester.
• Administered LibQual survey to assess student and faculty opinions of service quality in spring 2011. Results are being analyzed and will be presented in July.
• Preliminary gate counts for FY11 indicate at least 10% increase in traffic in ECL and Carrier over previous year. (Final figures available after end of June.)
• Partnered with Learning Centers to offer tutoring services from the Writing Center and Science and Math Learning Center in ECL and Carrier Library.
• Kathy Clarke chaired the Preface Steering Committee and the libraries provided support for the freshman reading program.
• Expanded media production support for students with additional workstations and assistance in Media Resources Center.
• Marketing committee sponsored several initiatives to promote library services. Also refined and coordinated marketing through digital signs in each location.
• Engaged community through various activities such as poetry board and graffiti wall in Carrier, library Facebook account, book exhibits, and celebrations of poetry month and banned books week.
• Implemented core service competencies and staff training in ECL and Carrier Libraries. Currently working on combining the core competencies across the libraries and implementing a joint training program.
• Filled key leadership positions: ECL Assistant Director and Director of Media Resources.
• Filled several library specialist positions in ECL and Carrier Learning Commons.
• Developed learner-centered space plan for Carrier Library and folded into a Master Space Planning process for all of Libraries and Educational Technologies.
• Made several space improvements related to Carrier Learning Commons, notably new carpeting in some of the worst areas of the building.
• Submitted Library Enhancement budget initiative for 6 year plan.
• "Learning Commons Forum" activity planned for July where staff will review current state of learning commons implementation and identify priorities for next steps in strategic plan.

Use of Assessment/Evaluation Results for Program Improvement:
Continued to make good progress on implementing Learning Commons programs and services across the Libraries. The "Learning Commons Forum" planning event in July will engage staff in setting priorities for next year.

Characteristic 11: 20060000011
Goal 11: 20060000011
Objective: 20100000652
Short Description: -Support and highlight faculty accomplishments
Long Description: -To provide internal and external recognition of faculty accomplishments, CFI will support the development of proposals for the SCHEV Outstanding Faculty Awards and also work with others to support and highlight faculty scholarship.
Steps to Reach Objective:  
- Continue to perfect system to solicit and support nominations for SCHEV Outstanding Faculty Award program.
- Work with other relevant units to highlight and celebrate faculty publications.
- Provide support for faculty inquiry and publication in scholarship of teaching and learning (SoTL).
- Highlight contributions of faculty and others to CFI programming.
- Develop proposal and implement strategies to highlight faculty publications.
- Pilot Scholarship Symposium during May Symposium.
- Feature faculty scholarship at January Symposium.
- Work with CFI Library Liaison to feature faculty scholarship.
- Continue to implement process of selecting Provost Award for Excellence in Part-Time Teaching.

Assessment / Evaluation Methods:  
- Success of JMU proposals for the SCHEV Outstanding Faculty Awards program.
- Selection of awardee for Provost Award.
- Documentation of various ways faculty productivity and scholarship are highlighted.

Accomplishments:  
- James Madison University submitted 8 proposals for the State Council of Higher Education in Virginia outstanding faculty award program and was honored with 2 of the 12 awards. Robert Kolvoord from the College of Integrated Science and Technology and the School of Engineering received the Teaching with Technology award. Barkley Rosser from the College of Business received one of the general awards. Two JMU faculty, Sallie King (CAL) and Kristen St. John (CSM) were named as finalists. The CFI plans to continue supporting JMU faculty for this external recognition and begin coupling the process with the submission of applications for the Fulbright Scholars honor.
- Internally, we highlighted faculty and graduate student research accomplishments through the Madison Research Fellows, Graduate Research Fellows, and Celebration of Madison Scholarship programs. Additionally, we highlighted the accomplishments of 77 JMU faculty and staff by showcasing their presentation or facilitation skills in one of our many workshops or institutes and providing documentation to their departments or units regarding their contribution.

Use of Assessment/Evaluation Results for Program Improvement:
-We used evaluation data from the 2010 OFA nominees to strengthen the 2011 process and mentoring. We also use feedback from facilitators on ways to enhance the experience they have working with the CFI.

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**Characteristic 14:** 20060000014  
**Goal 14:** 20060000014  
**Objective:** 20100000766  
**Short Description:** PROV-LIBR-Continue to monitor and enhance learning systems and environments including, course management software and hardware, technology classrooms, learning spaces in our facilities and infrastructure for managing and delivering digital content.

**Long Description:** L&ET manages a number of critical systems and environments that are essential to teaching and learning at JMU. Those systems and environments include the Blackboard course management system, the synchronous communication tool, Elluminate, over 200 technology equipped classrooms, learning spaces in the libraries and CIT, and locally developed systems such as MDID and JMUTube. The learning environment also includes a number of media production and distribution services. Each of those environments requires ongoing maintenance, research and development, and training and user support. During FY10 we will upgrade to Blackboard version 8 and install a plagiarism detection building block. We will continue to maintain and expand technology classrooms and explore the implications of supporting emerging video standards. We will continue development work on MDID and we will evaluate and implement repository software for electronic theses and dissertations. An area of special emphasis will be rich media. Priorities for rich media include production support for streaming video and audio. We will collaborate with IT, Marketing and other campus agencies to refine support for rich media users within our own organization and campus-wide.

**Linked to Previous Objective:** 20090000805  
**Linked to Previous Objective Short Description:** PROV-LIBR-Continue to monitor and enhance learning systems and environments including, course management software and hardware, technology classrooms, learning spaces in our facilities and infrastructure for managing and delivering digital content.

**Steps to Reach Objective:** Expand the capabilities of Blackboard by installing new
versions and add-ins and building blocks as appropriate. Implement SafeAssign plagiarism detection building block. Explore alternatives to Blackboard and other supported learning systems. Develop specifications for next generation technology classrooms and build at least one pilot classroom to those specifications. Implement repository software for electronic theses and dissertations. Continue development work on MDID, JMUTube and other systems for supporting production, capture, storage and distribution of rich media content. Work with other campus agencies to develop technology standards and common approaches to storing and distributing rich media content. Continue to expand our media equipment inventory and to make improvements to student support in the Media Center. Define the scope of “rich media” services and the highest priority issues to focus on first. These will include:

• Web-delivered video, in formats suitable to PCs and mobile devices;
• Standardization of delivery formats;
• Effective technical guidance for preparing content for playback devices;
• Effective network infrastructure, access and storage for media delivery on campus;
• Effective handling of privacy, security and copyright issues in all rich media projects;

Expand student support services for production, importing, editing, encoding and delivery of rich media. Share and/or coordinate tools and standards developed with other campus offices that use rich media. Redesign classroom teaching systems to complement the use of rich media in group settings.

Assessment / Evaluation Methods:  
-Continually monitor system performance, usage of core systems and classrooms and user satisfaction with infrastructure supported by L&ET. Survey and/or conduct focus groups with faculty and student users re: rich media services.

Accomplishments:  
•Upgraded Elluminate virtual classroom tool
•Successfully upgraded Blackboard Database Server
•Successfully installed and deployed the SafeAssign plagiarism software within the Blackboard online learning environment and offered multiple workshops on technical and pedagogical strategies
•Redefined and filled the Learning System Support Specialist position; position includes more system analysis and maintenance than previous position
•Hosted a demonstration of Blackboard 9, specifically MobileLearn, Online Course Evaluation, and ePortfolio; invited faculty to attend and provide feedback; upgrade is scheduled for August, 2011
•Officially started process of investigating various learning management systems and online learning tools for possible replacement of Blackboard in 2014; we are sending two CIT staff members and a JMU Procurement Officer to Blackboard World Conference in July, 2011 to identify key learning management system components.
• Continued to explore Google Earth, a rich media application; hosted a Google Earth Showcase for the University and community
• Held meetings with the new Director of Media Resources and Public Services staff to discuss strategies for collaborating on media support for students; a meeting is also planned with the Communications Student Learning Center staff
• Through systematic evaluation, determined that implementation of the DSpace open source repository software for electronic theses and dissertations (ETD’s) was not feasible in its current release. Instead, the Libraries worked with the Honors and Graduate Offices to devise an email-based submission system for ETD’s, which would then be archived on and accessed via the Libraries’ servers. This system has been successfully implemented and a full year’s worth of ETD’s have been collected. However, the growing complexity of ETD’s with accompanying media files and the growth of JMU’s international programs continue to necessitate workarounds for a number of issues most of which could be solved by a true repository software.
• Successfully implemented a new personal response (clicker) system (Turning Point) for the University
• Started developing plans for implementing faculty and student user groups in Fall, 2011 to assess user needs for online learning tools and systems
• Collaborated with IT to conduct annual Technology Satisfaction Survey; results indicate increases in use of video delivery, JMUtube, MDID, web-accessible mobile devices, online collaboration tools (e.g., Google Docs, Microsoft Web Apps), Social Networking sites, blogs, lecture capture
• Classroom Technology Services completed numerous projects: upgraded projectors in several rooms across campus (e.g., 25 projectors in Miller Hall to widescreen), installed new podiums in 21 rooms, upgraded the Extron systems in HHS, replaced the CRASS systems (class recording system for SCOM) in Harrison
• Increased SAN storage capacity to accommodate growing demand for delivery of and access to video and rich media
• Launched official pilot of MDID 3
• Prepared for RFP process to acquire an online course evaluation system for all online distance courses
• Procured enough iPad mobile devices so that all CIT staff can familiarize themselves with a mobile tablet technology that is rapidly becoming a highly significant component of the University learning environment; adopted the Apple Volume Licensing Program so that mobile apps can be easily purchased and accounted for
• Actively participated in the acquisition of Cisco Telepresence units on campus as part of the 4-VA Project
• Conducted a pilot program for using local Wordpress installation in academic instruction; successful pilot and clear path forward was identified
• The Madison Digital Image Database received the 2011 Shenandoah Valley Technology Council award for Innovation in Higher Education.
Use of Assessment/Evaluation Results for Program Improvement:
-This year's activities established a strong foundation for significant transitions that are likely to occur in the learning environment in the near future (e.g., significant growth in use of web-accessible mobile devices for academic engagement.

Characteristic 15: 20060000015
Goal 15: 20060000015
Objective: 20100000614
Short Description: -LIBR Develop a comprehensive assessment plan and promote a culture of assessment.

Long Description: -In order to allocate resources effectively, ensure that our programs are meeting their stated goals, balance cost and benefit and support student learning outcomes we need to develop a comprehensive assessment plan that specifies metrics for determining our success and methods for gathering, managing, analyzing and presenting data on the effectiveness of our programs, services, collections and facilities. Toward that end we will hire a new director of assessment and planning and follow-up on the recommendations developed by our Assessment Task Force.

Linked to Previous Objective: -
Linked to Previous Objective Short Description: -
Steps to Reach Objective: -complete a comprehensive assessment plan
-recruit and hire a director of assessment and planning
-develop a data repository for assessment and program evaluation data
-establish core performance indicators and a methodology for measuring those indicators
-develop recommendations on organizational assessment methodologies
-align recruiting and personnel performance plans with organizational goals and objectives
-increase internal and external professional development activities to promote a culture of assessment

Assessment / Evaluation Methods: -continue with existing surveys, learning outcomes measures (e.g. ISST) statistical reporting and usability testing programs
-develop new metrics and methodologies for evaluating service and program effectiveness
-continue with existing approaches to measuring collection use and cost-benefit
Accomplishments:  

-Nisa Bakkalbasi was hired to direct a new Office of Planning and Assessment. Our relationship with the Center for Assessment and Research Studies (CARS) has strengthened and Nisa is overseeing the work of three Graduate Assistants from the CARS assessment program. Work is well underway on developing an assessment plan and promoting a culture of assessment. Our Management Council was reconstituted and under Nisa's leadership, the Management Council focuses on strategic planning, assessment and program evaluation.

We have chosen Balanced Scorecard as an assessment framework and we were selected to participate in a cohort of new Balanced Scorecard institutions sponsored by the Association of Research Libraries (ARL). Our Director of Planning and Assessment along with the Director for Carrier Library Public Services and the CIT Assistant Director for Faculty Development will participate in Balanced Scorecard training sponsored by ARL with involvement from Ascendent, a consultancy that was involved in the initial development of Balanced Scorecard and its application in non-profits. Jim Self, the Director of Management Services at the University of Virginia Library did a presentation on Balanced Scorecard for all L&ET staff in early June 2011. We anticipate completion of an assessment plan based on the Balanced Scorecard early in the Fall 2011 semester.

Data definitions and data collection protocols were developed by the Office of Planning and Assessment in order to improve consistency and comply with established standards. Our response to the ALS and ACRL surveys was informed by the need to comply with standard data definitions.

A preliminary report on compliance with sections 2.9 and 3.8 of the SACS requirements was prepared in the summer of 2010. The report will be updated prior to the SACS visit in 2013. The LibQual+ survey was administered in March 2011 and results will be used to inform decision-making and to provide evidence of organizational effectiveness to SACS. Over 2500 JMU students, faculty and staff responded to the survey. An analysis of survey results will be presented to library staff in July 2011. We also collaborated with IT on the annual Technology Satisfaction Survey which showed increased demand for and use of video and other rich media services.

We continue to gather information on collection costs and usage and that information is used to inform collection development decision-making. More details on collection assessment may be found in the Accomplishments section of the Assess Collections for quality ... objective.

Use of Assessment/Evaluation Results for Program Improvement:  

-A
Balanced Scorecard (BSC) strategy map will include objectives and performance measures in each of the following four categories: 1. Customer Perspective, 2. Financial Perspective, 3. Internal Processes Perspective and 4. Learning and Growth Perspective.

Objectives and performance measures within the Balanced Scorecard framework will be linked to budget and resource allocation priorities. Those performance measures will be used for assessment and strategic planning throughout the entire organization. Project and budget initiatives are linked directly to individual BSC objectives and measures. Performance measures along with a new purpose statement and strategy map will inform future direction of the organization.

**Characteristic 15:** 20060000015

**Goal 15:** 20060000015

**Objective:** 20100000626

**Short Description:** LIBR Develop a comprehensive staffing plan that addresses current needs of students and faculty and organizational challenges. Reorganize existing work units and functions in order to best achieve our mission. Recruit and hire new employees to replace numerous faculty and classified vacancies anticipated for FY11.

**Long Description:** - engage employees and other stakeholders in identifying personnel and professional development needs
- identify funding needed to fill vacant positions
- change the organization chart to reflect organizational needs
- engage the entire organization and others in recruiting, hiring and training new employees for vacant positions

**Linked to Previous Objective:** -

**Linked to Previous Objective Short Description:** -

**Steps to Reach Objective:**
- develop a personnel budget
- develop position descriptions to support goals and objectives
- advertise, recruit, interview, hire and train new employees

**Assessment / Evaluation Methods:**
- we will keep track of each search process and the person hired for each position
Accomplishments:  - In response to large scale retirements associated with the WTA program along with changing organizational needs, the responsibilities associated with many positions have been redefined and the L&ET organization chart has changed substantially. Activities in this area during the review period included recruiting and filling 7 new librarian positions, 2 AP faculty and 17 classified staff positions. Accomplishments include creating a new Office of Assessment and Planning and hiring a director and classified staff person for that office, filling a Director of Instruction position and increasing staff support for instructional programs, moving the Music Library and Media Resources under the purview of Library Public Services and hiring a new Media Resources director, reorganizing Library Technical Services and filling the position of Director of Scholarly Content Systems, moving Technology Classroom support to the purview of the Center for Instructional Technology and reorganizing the CIT to better coordinate on-campus and online services and to differentiate support responsibility for campus technologies, distance learning and blended learning. The L&ET Management Council has been reconfigured with an emphasis on strategic planning. Details on new organizational structures and processes may be found on the Library Staffweb <http://staffweb.lib.jmu.edu/>

Use of Assessment/Evaluation Results for Program Improvement:
- data on recruitment and annual employee performance evaluations are used to determine whether our staffing plan has been successfully implemented. Staffing needs are continuously assessed by the Dean's Executive Council and the L&ET Management Council, especially at the point when an incumbent leaves a position.

Characteristic 17:  20060000017
Goal 17:  20060000017
Objective:  20100000649
Short Description:  - CFI infrastructure
Long Description:  - Continue to enhance CFI viability, visibility, and infrastructure to meet needs of expanded CFI programming for faculty and academic unit leaders.

Linked to Previous Objective:  20090000853
Linked to Previous Objective Short Description:  - CFI infrastructure
Steps to Reach Objective:  - Develop and propose a long range staffing model for CFI.
- Fill any open positions for CFI Faculty Associates.
- Pilot a model of CFI Scholarship Consultants.
- Continue to increase the number of trained CFI TAP Consultants.
- Pilot implementation of Student Consultant Team to replace SGA for Take Prof to Lunch.
- Pilot an assessment decision-making framework for CFI program data collection.
- Create a customized innovation plan to assess the value, resources, timeline, priorities, and potential impact of new CFI initiatives.
- Explore ways that faculty use the CFI website to access programs.
- Increase CFI scholarship productivity.
- Review and improve publicity strategies with special attention to May Symposium.

**Assessment / Evaluation Methods:**
- Selection of new Faculty Associates.
- Data collection and dissemination system is able to be used by relevant CFI staff.
- Written plan for vetting proposed CFI program innovations.
- Submission of two manuscripts authored by CFI staff.

**Accomplishments:** The CFI hired a new executive director, Carol A. Hurney, a new assistant director, Edward J. Brantmeier, and added four new faculty associates (Andreas Broscheid, Samantha Prins, Trevor Smith, Carole Nash) to the CFI team during the past academic year. Overall, the CFI team spans 5 colleges and 9 departments strengthening the breadth of disciplinary perspectives and experiences that inform CFI program development.

The transition phase for Dr. Hurney was enhanced by the contributions of Karen Santos (retiring executive director), Ralph Alberico (Dean of L&ET), and Jerry Benson (Interim Provost for Academic Affairs). Dr. Hurney worked with the CFI team to evaluate the CFI mission, goals, and strategic planning. The fruits of these efforts will be implemented in 2011-12. Dr. Hurney continued to promote CFI viability and visibility by participating in the Academic Council, teaching in the Biology department, engaging in scholarly endeavors in biology, teaching, and faculty development. Dr. Cara Meixner was promoted to Assistant Director in July, 2010. Her contributions to the planning and implementation of CFI initiatives have only been enhanced by this new administrative role. Dr. Edward Brantmeier began his CFI career at the end of January. His expertise in peace education and scholarship was an excellent springboard into the development of new programming initiatives, Faculty Flashpoint Series and Celebration of Madison Scholarship.

The new faculty associates helped to broaden the perspective of the CFI by adding four new departments to the CFI team. Andreas Broscheid is in the political science department. Samantha Prins represents the Mathematics and statistics department. Trevor Smith is a recent graduate from the history master’s
program. Finally, Carole Nash teaches in the integrated science and technology department and is a recent recipient of the distinguished teaching in General Education award. These faculty associates strengthened CFI programs (Arboretum Collaborative, SoTL scholars, GA/TA Colloquium, and Faculty Workshop Series) and assisted in new program development (Graduate Research Fellows and Scholarship Consultants).

Use of Assessment/Evaluation Results for Program Improvement:
Activity evaluation reports from satisfaction surveys indicate that faculty are seeking novel faculty development experiences. Broadening the disciplinary landscape of the CFI support

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<thead>
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<th>Characteristic 17:</th>
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<tr>
<td>Goal 17:</td>
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<td>Objective:</td>
<td>20100000650</td>
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<td>Short Description:</td>
<td>PROV - CFI program improvement and expansion</td>
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<tr>
<td>Long Description:</td>
<td>Expand content and delivery of high quality professional development designed to meet needs of faculty and academic unit leaders. Continue current programs and expand focus on variety of faculty groups (early career faculty, mid career faculty, part-time faculty, GA/TAs, unit leaders &amp; mid-level coordinators).</td>
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Linked to Previous Objective: 20090000852
Linked to Previous Objective Short Description: PROV - CFI program improvement and expansion

Steps to Reach Objective: -Maintain and extend professional development in the areas of teaching, scholarship, service, and leadership.
-Identify people from within and outside the university to facilitate professional development.
-Obtain input regarding professional development needs from faculty subgroups with emphasis on mid career faculty and GA/TAs.
-Pilot implementation of Early Career Faculty support groups.
-Improve programming for GA-TAs.
-Pilot collaborative implementation of program to support faculty in managing student behavior needs.
-Continue to collaborate with a variety of JMU offices/departments to co-sponsor the professional development including May Symposium and January Symposium.
-Develop, publicize and implement a menu of leadership supports for academic departments/units (retreat facilitation, mission/vision/values, team building, MBTI, etc.)

-Continue to increase individual consultations provided to faculty in teaching and scholarship.

-Review and improve Faculty Interest Group (FIG) program.

-Continue to provide support for sustainability curriculum innovation through Arboretum Collaborative program.

-Pilot STEM Fellows program to enhance pedagogy in STEM courses.

**Assessment / Evaluation Methods:**

- Schedule of professional development opportunities developed and publicized by the Center for Faculty Innovation. Schedule will include a range of areas of focus as well as formats.

- Data collected for each professional development program. Data will indicate 90% of participants were very satisfied or satisfied with the experience.

- Conduct all professional development programs as scheduled and publicized.

**Accomplishments:**

The Center for Faculty Innovation made significant improvements to many programs and events. Most notably, we improved the course design element of the Arboretum Collaborative to help the faculty meaningfully incorporate sustainability content into their courses. We performed needs assessments for part-time faculty and mid-career faculty to enhance programming opportunities for these faculty. We implemented new learning goals for New Faculty Orientation and the Faculty Workshop series to help guide session development for these foundational CFI programs. Additionally, we developed a comprehensive facilitator’s guide and single page “Bright Ideas” as handouts to replace multi-page handouts at workshops and institutes. We continued to enhance the Take Your Professor to Lunch program by training a student team to give presentations and select lunch recipients. We also improved the Teaching Analysis Program by switching to the learner-centered format. The CFI hosted 8 outside facilitators to bring their expertise, diverse perspectives, and insights into faculty life to the Faculty Workshop Series, May Symposium, and the Visiting Scholars Series. Finally, the CFI implemented online evaluation surveys using the Qualtric’s platform to align with the sustainability goals and initiatives at JMU.

Overall, CFI events (January Symposium, May Symposium, New Faculty Orientation, and Special Events) received a combined quality rating of 4.38 (standard deviation, 0.79) out of 5, with 5 representing “excellent.” The remaining CFI activities received the combined rating of 4.47 (standard deviation, 0.67).

**Use of Assessment/Evaluation Results for Program Improvement:**

Program evaluation survey results influence the design and delivery of all CFI activities. We focus on ways to improve program design, implementation, and mode of delivery. We also use survey results to align outcomes with program goals. This process is under constant revision and improvement.
the 2010-11 programming year, we performed satisfaction surveys for the following CFI activities
- Arboretum Collaborative
- Faculty Book Discussion
- Faculty Interest Groups
- Faculty Networking
- Faculty Workshop Series
- Film Discussion
- GA/TA Colloquium
- Graduate Research Fellows
- Madison Research Fellows
- Madison Teaching Fellows
- Off Campus Professional Development
- Other Workshops
- Take Your Professor to Lunch/Coffee

**Characteristic 17:** 20060000017

**Goal 17:** 20060000017

**Objective:** 20100000599

**Short Description:** PROV-LIBR-Continue to expand faculty development and instructional programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

**Long Description:** This is a continuation of an ongoing objective to support the work that faculty do by expanding our instructional technology and information literacy programs and services. Much of our mission can only be accomplished by working with and through faculty. Our organization has a strong relationship with the faculty and the services we provide are already well integrated with academic programs. Continued expansion of faculty development activities will extend our ability to support the academic mission of the university. Augmenting and improving learning technology support and services is critical. We should continue to build partnerships with faculty to develop technology-enhanced learning experiences. An important aspect of this objective for the coming year is to hire a new director for the Center for Faculty Innovation and to develop a productive working relationship between the CFI, CITT and Libraries. Another important aspect of this objective involves hiring new leaders for our instructional and distance learning programs and re-envisioning the nature and purposes of those programs.
Linked to Previous Objective: 20090000801

Linked to Previous Objective Short Description: PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

Steps to Reach Objective: Draft a position description and hire someone to provide leadership for instructional programs. Recruit and hire a director for the Center for Faculty Innovation. Recruit and hire someone to provide leadership for distance and online learning programs. Engage our organization and the JMU community in discussions about our instructional and faculty development programs.

- Continue to engage library liaisons in online (synchronous and asynchronous) library instruction
- Engage other academic partners, e.g., student services, in online instruction and support
- Continue to design and schedule a variety of professional development opportunities for faculty; options may include formats such as hybrid, distance and multiple week and may be offered during the fall and spring semesters as well as the summer

Offer faculty development support for use of “cloud computing” technologies in the curriculum.

- Work with IT to offer training and development activities to faculty and staff about academic use of Microsoft Windows Live and related tools.
- Work with IT to implement student email service and collaboration tools and to integrate those tools with faculty and staff tools.
- Develop new sandbox projects, workshops and faculty development opportunities on cloud computing tools and technologies.
- Sponsor forums where faculty who use cloud computing in their courses can learn from one another

Assessment / Evaluation Methods: We will develop metrics for measuring the effectiveness of our faculty development programs and begin systematically collecting data about those programs. We will continue to support existing learning outcome assessment instruments (e.g. ISST) and investigate development of additional instruments.

Accomplishments: We hired a Director of Instruction for the Library and an Executive Director for the Center for Faculty innovation (CFI)
The library, through our liaison and instructional programs continued to work with faculty on design and delivery of classroom instruction, one-on-one consulting and subject and course specific research guides; data on instruction sessions and enrollment will be available after the end of the current fiscal year; liaison annual reports providing details on faculty development activities associated with specific academic programs will also be available later in the summer of 2011.

CIT established a Distance and Blended Learning Workgroup in the CIT; includes two Instructional Technologists, Assistant Director of Faculty Development and E-Learning Programs, and Charles Harris, our Faculty Associate. Increased level and effectiveness of coordination and planning for distance and blended learning programs.

CIT created, designed and implemented the first Maymester Institute for Online Course Development; a semester-long program starting in January designed to relieve undue stress on faculty who teach in the Maymester and CIT staff who help them prepare supplemental learning resources. Successfully accomplished these goals.

CIT Assistant Director of Faculty Development was selected as a CARS Assessment Fellow; developed a draft assessment plan, including a rubric, for assessing the quality of online courses.

CIT purchased copies of the SLOAN-C Consortium's "A Quality Scorecard for the Administration of Online Programs." Will study in 2012 and determine how best to integrate into strategies for assessing distance and blended learning programs and structure.

CIT staff served on planning committee for the CFI's January Symposium and May Symposium; starting to plan collaboratively with the CFI for 2011-12 faculty development programs.

The Library offered 3 workshops for faculty during the May Symposium: Refworks, New Business Resources, and New Arts & Humanities Resources.

Librarians collaborated with colleagues in the CIT on other workshops.

CIT, Library and CFI collaborated on workshops to introduce technical and pedagogical aspects of using SafeAssign anti-plagiarism software.

Library and CFI staff worked together on program planning a faculty facilitator training in support of the Preface first-year reading program.

Our new Director of Instruction has launched a process involving librarians and library staff members working with General Education Cluster One faculty and CARS to evaluate and enhance information literacy programming, the Go for the Gold tutorial and the ISST assessment instrument.

An instruction committee was established to review the mission and purpose of our instructional programs and has developed recommendations in each of those areas.

Use of Assessment/Evaluation Results for Program Improvement:
-Results of this year's activities included better coordination and planning across the CIT service units and reduced stress for faculty and staff; an agreement to achieve better coordination and planning between CIT and CFI to reduce duplication of service, reduce confusion among faculty about the distinction between the two organizations, and leverage their complimentary services and goals.

Other Accomplishments and Recognitions:

Unit Challenges: -The biggest challenge in Libraries & Educational Technologies is human resources management. This challenge has two dimensions: 1.) Recruiting and developing faculty and staff who are well prepared to serve the needs of our community during a period of great technological change and fiscal austerity 2.) Identifying resources to adequately compensate and support both new and experienced faculty and staff.

During the review period there was a great deal of staff turnover. While most of the positions that were vacated have been filled, we still face the organizational challenge of helping new employees adapt to our organizational culture and to acquire the skills needed for them to be successful in their jobs. Furthermore, now that we have filled most of the positions vacated by WTA retirements, our salary compression and inversion problems have worsened; adding to the problem is inadequate funding to pay for role changes and In-Band Adjustments (IBAs) that have already been approved but not funded. Exacerbating the problem is a persistent wages deficit; our wages accounts do not include sufficient funding to cover all of the services now provided by wages employees in multiple facilities. This year we had to move close to $200,000 from other sources (including lapsed WTA salary savings) to cover deficits in wages accounts. As a result, we may be forced to scale back services provided by wages employees even as morale among experienced full-time faculty and staff who have not received salary increases in over four years is suffering. And we are non-competitive in recruiting, especially for librarian and AP faculty positions.

Another significant challenge is expanding enterprise. Demands for new services from our community, the university and the state are overlaid on the need to continue supporting existing enterprise. In addition, much new enterprise is driven by technology and a changing information and learning environment. It is thus necessary to continuously evaluate the need for strategic investments and to develop and seek out resources required to invest in news services, programs and technologies. Some of the challenges are market driven, for example, the announcement by our library system vendor that a significantly more expensive new version of the Innovative Interfaces Millennium system will be released in 2012. Organizationally, we are struggling to develop processes to help us make strategic decisions about what to get rid of in order to accommodate new enterprise but opportunities to sunset existing programs and services in order to free up resources to support new enterprise are limited. The six-year budget initiatives we submitted in June 2011 specify resource needs in the following areas, all of which are associated with the challenges
we face during the next FY:

• Expansion of classroom technology infrastructure
• Acquisition and support for software and other supplementary learning resources
• Increased functionality for the campus learning management system
• Upgrade or replacement of the library system and related discovery services
• Renovation and space needs in the Carrier Library

Objectives for next fiscal year (including objectives from assessment results and program reviews):

Characteristic 2: The university will be innovative in its programs and services.

Goal 2: Establish a process to assess societal needs; recommend and implement new and innovative programs.

Objective: 20110000166

Short Description: L&ET 2.2: Campus-Wide Teaching, Learning and Research Tools
Goal 2: Enhance virtual environments to empower learners and scholars.

Long Description: L&ET will engage in research and development projects that explore the feasibility of adopting new and emerging technologies.

Linked to Previous Objective: 20110000089
Linked to Previous Objective Short Description: PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

Characteristic 2: The university will be innovative in its programs and services.

Goal 2: Establish a process to assess societal needs; recommend and implement new and innovative programs.

Objective: 20110000171
Short Description:  L&ET 4.2: Tech Classrooms
Goal 4: Develop physical environments, which reflect our mission by supporting learning, research, teaching and the work of our organization.

Long Description:  L&ET will identify and implement strategic technology system upgrades in the classrooms, and develop technical standards for infrastructure that apply to all future projects.

Linked to Previous Objective:  20110000094
Linked to Previous Objective Short Description:  PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

Characteristic 2:  The university will be innovative in its programs and services.
Goal 2:  Establish a process to assess societal needs; recommend and implement new and innovative programs.

Objective:  20110000165
Short Description:  L&ET: 2.1: Improve knowledge discovery and information retrieval.
Goal 2:  Enhance virtual environments to empower learners and scholars.

Long Description:  Students and faculty require efficient, effective discovery and information retrieval tools for conducting research and completing assignments. L&ET selected a discovery tool in mid-2010 and has been carefully monitoring and testing the tool. This project will reach a major milestone by July 2012, when L&ET will be able to evaluate the selected tool based on the first two years of collection use data and a series of user studies, compare it with competitors, and evaluate new software opportunities to enhance linking and discovery.

Linked to Previous Objective:  20110000087
Linked to Previous Objective Short Description:  PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.
Characteristic 2:  The university will be innovative in its programs and services.

Goal 2:  Establish a process to assess societal needs; recommend and implement new and innovative programs.

Objective:  20110000164

Short Description:  PROV/Access, Quality, Progression: Blended or online academic programs that will enrich the experience of learners and scholars.

Long Description:  L&ET will identify and partner with colleges and departments that want to explore and implement the development of blended or online distance academic programs, especially in the areas of Outreach and Engagement, graduate programs, and undergraduate programs with courses suitable for online distance instruction.

Linked to Previous Objective:  20110000086

Linked to Previous Objective Short Description:  PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

Characteristic 2:  The university will be innovative in its programs and services.

Goal 2:  Establish a process to assess societal needs; recommend and implement new and innovative programs.

Objective:  20110000160

Short Description:  PROV/Access, Quality, Progression: Learning Commons Service Model

Long Description:  To enrich the experience of learners and scholars, L&ET will define and implement a learning commons service model that is appropriate for JMU and which emphasizes learning and user-centered services. The 2011-2012 focus in this ongoing project will be to assess the current status of the learning commons implementation across all library locations and establish a planning framework for the next steps in improving the student experience in the learning commons.
Existing library staff will be engaged in the assessment and planning, along with strategic partners in Student Success, IT, and other areas of the university. As implementation continues, additional resources will be needed for space upgrades and renovations in Carrier Library, Music Library, and the Media Resources Center.

Linked to Previous Objective: 20110000082

Linked to Previous Objective Short Description: PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

Characteristic 4: The university's students will possess optimum competencies in written and oral communication, critical thinking, information systems, quantitative literacy and scientific literacy as basic graduation requirements.

Goal 4: Establish and assess optimum competencies for the General Education program (GENED).

Objective: 20110000161

Short Description: L&ET 1.2: Information & Technology Literacy

Long Description: L&ET will improve student learning by designing instructional programs and instructional content for students and faculty that promote information and technology literacy. Last year we reviewed and re-envisioned the role of the library instruction program and hired a new Director of Library of Library Instruction. The 2011-2012 focus will be on developing the new instruction program support structure and establishing program priorities. Library Instruction program staff and liaison librarians, with support from other library departments will be engaged in accomplishing this objective.

Linked to Previous Objective: 20110000083

Linked to Previous Objective Short Description: PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.
Characteristic 5: The university's faculty will integrate scholarship, service and teaching to enhance student learning and provide a challenging and supportive environment with a heightened sense of intellectual stimulation.

Goal 5: Enhance the rigor and frequency of intellectually challenging experiences, while providing expanded and improved academic support.

Objective: 20110000163
Short Description: L&ET 1.4: Strengthen the Liaison Program
Long Description: A liaison librarian is assigned to each academic program to ensure that library services and collections meet the needs of students and faculty. L&ET will strengthen the liaison program and other partnerships with the faculty by making adjustments in response to growth. The outcomes for 2011-2012 will be 1) to complete the review and implementation of changes to the liaison program structure and 2) to provide better liaison support for cross disciplinary programs.

Linked to Previous Objective: 20110000085
Linked to Previous Objective Short Description: PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

Characteristic 5: The university's faculty will integrate scholarship, service and teaching to enhance student learning and provide a challenging and supportive environment with a heightened sense of intellectual stimulation.

Goal 5: Enhance the rigor and frequency of intellectually challenging experiences, while providing expanded and improved academic support.

Objective: 20110000168
Short Description: PROV/Access, Quality, Progression: Cultivate content in appropriate formats for learners and scholars.
Long Description: L&ET will assess collections for quality, comprehensiveness, format appropriateness, usage, and space in order to align collection building strategies with curriculum needs.

Linked to Previous Objective: 20110000091
Linked to Previous Objective Short Description: PROV-LIBR-Continue to expand faculty development programs that address curricular needs and promote innovative, effective use of technology and information resources to enhance teaching, learning and research.

Characteristic 11: The university will serve our state, region and nation, and will be recognized on a national basis.

Goal 11: Create and pursue strategic opportunities for prominence and national recognition and promote the accomplishments of our people.

Objective: 20110000802
Short Description: Contribute to the national and global dialogue on prominent and emerging issues in higher education

Long Description: Promote scholarly endeavors in the CFI that result in peer-reviewed publications and presentations. Explore opportunities for the CFI to engage in activities at the local, national, and global level that informs the work of faculty, faculty developers, and higher education administrators.

Linked to Previous Objective: -
Linked to Previous Objective Short Description: -

Characteristic 15: The university will involve the entire campus community in a well-defined, consistently used and commonly understood process for planning and decision-making that emphasizes accountability and ties resource allocation to institutional effectiveness.

Goal 15: Develop, communicate and implement a comprehensive university planning process which integrates planning, budget allocation and assessment/evaluation.
Objective: 20110000801

Short Description: Develop comprehensive assessment plan

Long Description: Work with liaisons from CARs and LE&T to develop and implement program-specific assessment protocols to measure the impact of CFI initiatives on faculty behavior, faculty attitudes, academic culture, and/or student learning. Assessment protocols may range from surveys to focus groups and will reflect the unique objectives and outcomes for each CFI activity.

Linked to Previous Objective: -
Linked to Previous Objective Short Description: -

Characteristic 15: The university will involve the entire campus community in a well-defined, consistently used and commonly understood process for planning and decision-making that emphasizes accountability and ties resource allocation to institutional effectiveness.

Goal 15: Develop, communicate and implement a comprehensive university planning process which integrates planning, budget allocation and assessment/evaluation.

Objective: 20110000172

Short Description: L&ET 5.1: Assessment & Planning

Goal 5: Be a planful and agile organization that embraces innovation while balancing priorities

Long Description: L&ET will promote a culture of assessment and planning. During a time of limited resources and increasing demands from a wide variety of constituents, our organization must ensure that we make decisions that are informed by evidence and which reflect the real needs of the communities we serve. This objective aims to increase emphasis on user experiences and feedback in planning and decision-making. This objective also seeks to develop more systematic, consistent and rigorous approaches to evaluating services, programs and collections.

Linked to Previous Objective: 20110000095
Linked to Previous Objective Short Description: -

Characteristic 16: The university will be an attractive, safe, friendly and service-oriented campus.
Goal 16: Meet or exceed constituents' expectations regarding campus attractiveness, safety, friendliness and service.

Objective: 20110000170

Short Description: L&ET 4.1: Develop an L&ET Master Space Plan

Long Description: Space planning is an increasingly complex activity within L&ET and on the campus. L&ET will develop and implement an L&ET Master Space Plan to guide resource allocation and articulate with campus planning activities. The L&ET Master Space Plan will be a useful planning and communication tool for L&ET administration.

Linked to Previous Objective: 20110000093

Linked to Previous Objective Short Description: -

Addenda: -