***Part I***

Audiences

* Non-library faculty
* CSU Administrators

 -Local Campus

 -Chancellor’s Office

CO & Campus

* Academic Student> Affairs

-Student Leaders (Campus and State wide)

* CSU Admin
* CO and Campus

General student population

State Legislature

Trustees

Stakeholder

Who are they?

* 2 ULMS staff members.
* 23 campus libs and moss landing
* CO-AVC
* Lauren Blanchard (Co. Sr. leadership)
* Campus leadership (AKA Provost) at individuals
* Students enrolled at CSU campuses
* Library Staff at 23 campuses (big investment already)

#1 Stakeholder Needs and Wants

* Functioning ULMS to provide access to resource
* Predictable and Sustainable cost model
* Continued transparency with process
* Equitable and Fair cost allocation distribution
* Clear connection to GI 2025 and student success
* Constructive resolution to current dilemma that does not appear negative to SOLS.

#2 Current Realities

* Fewer and competing resources
* Co. move towards decentralization
* Trust issues between Co. SDLS and Library Dean (Distrust- Paternalistic approach to helping Dean’s)
* Competing needs for resources
* The degree to which Co. AVC is asking/ advocating for add’l Library resources (Communication enhancement needed)
* Lack of direct contact with Senior Co.

Academic Affairs leadership →results in, diminished influence for library needs

* More people at Co. and more Co. effort to control policies related to the campuses

#3 Capacity and Strategic Position

* CSU libraries under-resourced-potentially unable to assume $$ needed in ULMS Staff
* We (SCU Library Deans) should can, take a larger role in determining types of positions for ULMS; goals and expectations for the positions; evaluating people in positions.
* If Co. wants control of Positions, then they should pay for it.
* CSU Library Deans/Co. Needs to mature the ULMS meeting operations. Provide leadership and roadmap for anything.

#4 Ethical Implications

* Sources of funds for ULMS appropriate to the use.
* Fiduciary accountability and responsibility
* Going toward, need to ensure ethical/appropriate use of different types of funding.
* Do No Harm! Do not jeopardize what we already have in our libraries (Resources)
* Do No Harm → students first
* Equitable distributions of costs!

***Part II***

#1 STAKEHOLDERS

1. CSU Students: easy access, good grades, reduced costs.
2. CSU Faculty: materials relevant to their fields/ curriculum.
3. Campus Administrations: ↓ fac complaint, ↑ stewardship of funds, ↑ campus reputation, ↓ money as possible ($ spent on campuses)
4. C.O./Trustees: Student graduate fast, equity, efficiency, economic impact
5. ATS (Ac. Tech. Svcs): status quo,good partners (respect, support, appreciation), to stay relevant, keep their jobs.
6. COLD: meet students/ faculty/ admin needs, efficiency, trust, professionalism more adequate) funding, best negotiated deal, libs remain relevant.

#2 Evolving Environment

1. New Governor
2. Failing Economy
3. Changing Demographics
4. Cost Recovery Fee Discovered! (Non-Transparent Budget)
5. Inflation of Cost of e-resources
6. Unreliable Funding

#3 Capacity/ Strategic Positions

* Symbiotic, collective interest
* Inherent inequalities. Campus size/budget
* Vulnerability (enrollment ↓, admin turnover)
* Knowledge/staff expertise
* Marginalized influence, invisibility?
* Need to make a direct case between resources and student success

#4 Ethical Implications

1. Transparency/ Trust
2. Social justice/equality
3. Perception of Fairness
4. False educational promises

**Part A**

(+)

* New Software tools
* Balance lecturel group process
* Interaction with group
* Models and practice applying them
* Managed approach to issue discussion
* Developed something concrete
* Know the others needs
* Medicine wheel example
* Outsider view
* Mega issue focus (advocacy)

(△)

* Concerned about

-Follow through

-Integration into work plan

-Sustainable

* How to bring those missing?
* What consistent message to share back to campus
* How to know successful?
* Need to move more
* Breaks- plam them more

**Part B**

14. Express our value

* Agree on shared/ compelling vision
* Agree on strategy
* Training/ prof. Dev. of Advocacy

“We are the hidden secret to (G12075) Student success”

|  |  |
| --- | --- |
| *Audience to express our value* | *They Need*  |
| GI 2025 Hierarchies (Campus and C.O)  | Certainty of student success impact  |
| President/ Provost/ Cabinet | Positive wins, flexible and support showcase  |
| Deans/ Chairs | Student recruitment, retention, 4yr  |
| Faculty  | Research resources  |
| Students  | 24/7 equipment,Technology, Welcoming environment, Textbooks |
| Academic Senate and Associated Students  |  |

We are the lifeline and more

Wireframe Key to Success

Research shows ..

1. ↑ Data use, ↑ student success
2. Affordability
3. Collaboration ↑Group Study
4. Space
5. Equity-Access- Carpoles
6. Innovation- Business etc.

|  |  |
| --- | --- |
| Student Say  | Faculty Say  |
| SanitaryWelcoming living roomFlexibility- adaptable to their needsVariety of spaces Resource rich Technology enables  | They have research pluralInformation Lit. (needed institution) Espertize (seminars) |

Timeline (Michelle’s group)

1. Today: Rough draft of talking pts
2. Talking pt. Script developed and emailed to COLD- two weeks January 25

Patrick N., Emily B.

Audience?

1. Gather supported date for communication

Visual document to faculty
E of February 28

Phase 2

February 2020

* Contract with economist to our current consortial buying practices and make rec
* Scope of work
* Appts with candidates

**Part C**

Defining Issues

Buying Power

1. ECC Funding- Equal access to core resources regardless of campus. Finding sustainable scholarship model.
2. Library as place to meet pedagogical needs. Leveraging our space.
3. (Defining) Controlling the perception of libraries
4. Place to make knowledge
5. Interdisciplinary (people)
6. Library as ultimate student success center
7. Heard voice
8. Player in curricular consideration
9. Effect of changes in the libraries ability to meet student needs
10. What is a library?
11. Contribute to economic justice (OER for example)
12. School comm messaging/ leadership
13. Student Success

-Graduation rate

-Make connection between this and libraries

-Library Resources

-Need to communicate this and be believed

1. Expressing our value
2. (Method) Students need to express our value

-folks hear and say “Wow!”

-Power in the collective

1. How libraries contribute to critical thinking and student learning SLO’s information lit.
2. Moving beyond just numbers
3. Take advantage of the collective

-Efficiency

-Power

-Shared vision

-Cost savings

-Resources

1. Create Brand /Collective Identity
2. Libraries as leaders (critical and essential) in transformation

-In the forefront

Cultural shift

1. Internal Stakeholders, messaging need strengthening

-Value

-Importance of what we do/ have contribute

**Part D**

Talking Points (Proposed)

* Digital resources not free
* Library central to student learning
* Access is social justice
* Undergraduate
* Research is impossible without library research

Recommendations

1. COLD leaves today with agreed upon talking points to share in meetings with admins and faculty
2. COLD members each request

National Libraries week in April

Libraries Transform

Social Media

-Cyril-Volunteered [reporting back in 2 weeks]

Shared Communication system/ project management tools

 -Confluence?

**Part E**

Message: CSU Libraries- Our Students academic home away from home and the threshold to their future

Audience: AA/SA (C.O., Admins, ASI) (Campus and Campuses systemwide)

Libraries perceived as essential student success hubs.

|  |  |
| --- | --- |
| + | - |
| S.S is a ↑ priority  | Libraries perceived as warehouses for books or student unions |
| Basic needs initiative in CSU  | Differing amounts of competition for the title across campuses |
| 80% learning outside of classrooms (informal)  | Other groups provide inst on soft/ essential skills |
| Open many hours for all students | Critical thinking also done in the classroom  |
| Allies in this work across campus  | Lack of recognition of direct contribution to instruction  |
| Pedagogy calls for studentInteraction (group-projects) We meet the needs for spaces |  |
| Major partners in students learning to think critically about information in changing environment.  |  |
| Leaders in teaching into lit (WASC)-skills for lifelong learning |  |

House of Success

Design:

* January 15- flip chart to SF
* January 16- flip chart to SFSU (meet Paul). Jen sets up google doc, paulj@sfsu.edu
* January 31- Paul has a draft
* February 1- shares with CSUSB (Robbie)
* February 11- draft for small group

Content:

* Pillar information Data
1. Emma
2. Carlos } February 1
3. Steph
4. Jen
* Call for quotes- Adriana

**Part F**

Library Foster Student Success

1. Distribute current Draft to COLD

-Ask for your favorite

a.) Student quotes b.) Faculty quotes

1. Research Articles and quotes to incorporate
2. Graphic Design (february daft) -[Internal, Distributed, External]- Draft approval process
3. Distribution Plan →March

CSU Libraries Network website

Reconcile with Advocacies

April 7-13: Share your story, video?

Waxi Library Week: (Hashtag) Association

Cyril

Tools/ Strategies

* Articles that show library use= ↑ student success
* Hire PR (external)/ Data to communicate our value
* Compelling infographic

Libraries and Student Success

* Instruction and learning impact
* Affordability- Textbooks
* Student testimonials
* Impact of Place: data and research
* Faculty testimonials
* Impact of Technology Use
* Creativity, HIP (Presentations) Social research needed, social learning (Impact)
* Profile our prospect and research, match with our story

Scope

1st Phase

Start and end

4-6 months January-end of July

May

Students Learning Success: Consciousness raising Ally development

2nd Phase-Asks?

Milestones:

* Budget discussions : See COLD guideline
* Budget decisions: priorities to OVC end of January: See COLD guideline
* New fiscal year dispersed decided end of fiscal year
* Strategic milestones

eo Feb

April