Team #: Academic Library B
Type of Information Organization: Academic Library

Chief Executive Officer (CEO): Terri Gotschall
Director Of Research (DOR): David Atkins
Action Plan Leader (APL) #1: Sarah (Gail) Farrell
Action Plan Leader (APL) #2: Kaycee Shiley

Curriculum Material Center Branch of UCF Libraries
Strategic Plan

Submitted for LIS5408
On April 13, 2014
Part #1: Background

Level 3 - “Global” - the External Environment:

The Curriculum Materials Center (CMC) is one of the 11 branches of the University of Central Florida Libraries. With a population of over 60,000 students, UCF is the second largest public university in the nation and is one of the 11 public universities in the state of Florida (Binette, 2012). The CMC is located on UCF’s main campus located in Orlando, FL. According to the 2012 census, 249,562 people call Orlando home (“United States Census Bureau,” 2012). UCF is a community partner with many large companies in the Orlando area, especially those located adjacent to the main campus in Research Park.

The primary customer base for the CMC is the students and faculty of the College of Education as well as local educators, including home school teachers. According to the UCF Libraries 2012-13 annual report, the CMC served over 74,000 patrons, the majority of which were undergraduate students (“UCF Libraries,” 2013b).

In 2013, UCF celebrated its 50th anniversary, with the slogan, “Still Reaching for the Stars.” The College of Education has proven the statement quite true since the graduate school is ranked 98 in the nation; the Counselor Education program earned a top-10 ranking, while the Special Education program ranked 16 in the US News and World Report (“U.S. News & World Report,” 2013).

Level 2 - “Organizational” - the Internal Environment:

UCF employs 11,078 people. The CMC makes up only a fraction of the total employees, with just four full time employees and six student assistants.

The UCF Libraries organizational structure conforms to Gareth Morgan’s model one - the classical bureaucracy. Figure 1a is the entire libraries’ organizational chart. Figure 1b is just the CMC’s portion of the chart. It clearly demonstrates the hierarchical model.
The State University System of Florida developed the following governance:

“‘The Board of Governors’ new Strategic Plan 2012-2025, Board’s Annual Accountability Report, and Institutional Work Plans assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System’s commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment” (“UCF Libraries,” 2013a).

The UCF Libraries is governed by the Management Council which is comprised of the director, associate directors and the department heads.

The UCF Libraries annual budget for 2012-13 was $9,946,011. The key line items for the CMC are salaries, $350,718, materials, $17,800, and $3,000 for technology.

Providing access to the technology and equipment used in education is necessary in order to help prepare students fully for the workforce. The CMC provides
access to: computers, laptops, copy machines and scanners. It also provides many
technologies that educators will need on the job, including: laminators, smart boards,
projectors, die cutters, multimedia applications, digital cameras and camcorders.

With a small staff the primary communication is face-to-face and email. The secondary method is the intranet. This system allows them to report building maintenance issues, supply requests, and other requests that are handled through the main branch. Communication through the intranet request form can seem sluggish during high traffic times.

Employees, upon being hired, receive orientation, diversity training and a packet of information which includes their job description, employee handbook, new employee checklist, mission and vision statement, maps, login instructions, directory lists and the staff memoranda series. Employee evaluations are conducted annually to review job responsibilities and performance. Monthly staff meetings at the CMC provide a time for staff and supervisors to review and adjust day-to-day operations and ongoing special projects. The CMC department head keeps the line of communication open and usually speaks with the staff face to face.

Staff development and growth are always encouraged. Staff members are welcome to attend conferences and webinars with the department head’s approval. They are encouraged to share their ideas and to be involved at UCF.

Customer service is paramount for CMC staff. The department head developed a Service Standards Rubric. The categories include:
- Patron Greeting and Desk Interaction
- Patron Communication
- Patron Assistance
- Communication with Co-workers
- Knowledge of the CMC
- Knowledge of the Library

Training sessions were then provided to the staff. After the completion of the sessions, the department head used the secret shopper program and user surveys in order to assess customer service satisfaction. The overall outcome was positive and customer service training is provided to new employees.

The CMC offers patrons access to circulating library materials, a production lab, and equipment. Faculty members may place items for their courses on “Course Reserve,” which allows students to check out the course reserve for limited time periods. This program allows resources to be shared among students in a timely and economical way. Staff members also produce programs, such as their Hunger Games Day and Rainbow Fish story time. These programs are lead and produced by the staff and involve volunteers from other departments. Staff members also participate in library committees. The department head works closely with the cataloging and acquisitions department in purchasing and obtaining circulating library materials.
Level 1 - “The User/Information Match” - the Intimate Environment:

Intellectual Freedom Policy:

The CMC Library uses the American Library Association’s (ALA) Office for Intellectual Freedom as a guide for their Intellectual Freedom Policy, and relies heavily on the Library Bill of Rights to shape many of the libraries policies. This policy supports the rights of library users to read, search for information, and exercise their right to free speech as guaranteed by the First Amendment. A person's right to read is fully supported by the library, and the policy addresses controversial materials within the context of an individual's freedom to read statement. The CMC’s policy is found within their Collection Development Policy and links to an outdated ALA webpage (“ALA,” 2008b).

Access to Information Policy:

A person’s right to free and equal access to information is a basic right in our democratic society, and is supported by the library. Again the CMC uses ALA resources to define its Access to Information Policy, but, unfortunately, through inactive web pages. The library supports the acquisition of controversial materials and the rights of users to have easy access to all types of library resources (“ALA,” 2004a).

Privacy Policies:

The CMC’s Privacy Policy states that confidentiality and privacy are necessary for intellectual freedom and are a fundamental part of ethical librarianship. The policy covers the confidentiality of library materials and records, privacy of personal information of students, faculty, and other users, seeks to eliminate any patron usage tracking methods, and upholds state laws regarding library records. The policy statements are found on the ALA’s website (“ALA,” 2008a).

Information Security Policies:

The library’s Information Security Policy includes measures to protect against loss and the unauthorized access, destruction, use, or disclosure of the data. The policy makes sure certain measures are included into the library's environment as part of its continuing commitment to risk management. These steps aim to prevent corruption of data, block unknown or unauthorized access to library systems and information, and provide reasonable protection of private information contained in the library system (“ALA,” 2004b).

Ethics Policy:

The ALA’s Code of Ethics serves as the CMC’s Ethics Policy. The code is a list of broad statements to help guide ethical decision making. The statements cannot cover all possibilities, but present a means for dealing with ethical dilemmas. The code echoes the intellectual freedom, privacy, access to information, and security policies of the library. It also outlines a standard of professional behavior and support for colleagues and possible future information professionals. The Code of Ethics addresses
personal interests and biases by stating that librarians should never let their personal beliefs interfere with their professional duties (“ALA,” 2008a).
Part #2: Vision and Mission

Vision Statement:

Original Vision Statement:
“The University of Central Florida Libraries, a center for discovery and intellectual enlightenment, offers outstanding resources and services in support of a large metropolitan research university. The Libraries partner with academic, professional, and local communities in sharing and developing resources, and fostering life-long learning and information skills.” (“UCF Libraries”, n.d.a.)

Updated Vision Statement:
“Cultivating intellectual enlightenment through outstanding resources, services, and partnerships for lifelong learning...”

The reason why the primary tenets of this vision statement should be kept is because the goals of the CMC are a part of the overall mission of the University of Central Florida Libraries. Within the objectives of the CMC’s development policy, it states that “the clientele is the same as that of the rest of the library system” with the objective to create partnerships, such as sharing of materials with other institutions (“CMC Development Policy,” n.d.) The CMC also aims to provide great resources/services for this branch of the library. Both goals are shared by each branch of the UCF library system. The only change that occurs for this vision statement relates to turning it into a more succinct and memorable phrase.

Mission Statement:

Original Mission Statement:
“By providing information resources and services, facilities and technology, the University of Central Florida Libraries supports learning and teaching, research, creation of knowledge, intellectual growth, and enrichment of the academic experience.” (“UCF Libraries”, n.d.a.)

Updated Mission Statement:
“The University of Central Florida Libraries’ mission is to aid the academic community in order to support learning, teaching, research, knowledge creation, intellectual growth and enrichment of the academic experience through information resources, services, facilities and technology.”

The UCF libraries’ original mission statement follows the general guidelines of a mission statement in that it provides enough detail to support the vision statement without being too cumbersome. The mission statement should, in other words, be general enough to support the larger goals of the university, but specific enough to make the university libraries stand out against other similar university libraries. In this case, the libraries’ mission has very specific strategies that it will use to carry out the
broad vision statement. In order for this mission statement to follow the rules for this assignment, however, it had to be re-constructed in the order of the ‘who, what, why, and how’ outline.
Part #3: SWOT

Internal Strengths:
1. Staff Credibility (knowledgeable and friendly)
2. Resources (online databases; ILL; specialized resources, such as: CMC the Arts, CMC Geography and History, CMC Language, CMC Literature, CMC Philosophy and Psychology, CMC Posters, CMC Religion, CMC Social Sciences, and the Kappa Delta Pi Collection; subject bibliographies; textbooks; videos; games; manipulatives)
3. Services (CMC research guides, CMC Ellison Blocks, TILE, computer access with specialized educational software, production lab, study rooms, photocopiers, netbooks, laptops, scanners, DVD burners, headphones, opaque projectors, die cuts)
4. Visitor and alumni services (open to public, educators don’t have to pay borrowers fee)
5. Class orientation (face-to-face or online)
6. Technology: online renewals, basic online help from the main UCF branch library (instant chat/email)

Internal Weaknesses:
1. Operation hours (not open on Sundays, football days, or semester breaks)
2. Study rooms (only two and no reservation, 2 hours per room)
3. FCTE study guides (in-library use only, 2 hour checkout)
4. Printing (.10 cents per black/white page, .50 cents per color page)
5. CMC no specific virtual librarian (only email contact option)
6. Easily accessible parking ($5/day without a permit)
7. Lack of resources in other languages

External Opportunities:
1. Relationship with other UCF Library branches
2. Student volunteer program
3. Off campus transportation by UCF shuttle (19 nearby apartment complexes as well as the local KnightLYNX public transportation)
4. Create local programs with nearby K-12 schools
5. Diverse population
6. Partnership with Orlando Museum of Art

External Threats:
1. Competitors (USF) and other institutions
2. Lack of private funding
3. Local public libraries (more options for guests)
4. Government funding
5. Discouragement of new teachers due to the changing education system
Part #4: Strategic Outcomes and Strategies

Strategic Outcomes:

1. Students have access to the newest technology.
2. Offering increased services to users.
3. Expanding programs and services to increase diversity awareness.

Strategies and Support Statements:

Strategy Area #1: Technology  
Supporting Statement: We will create more virtual services for education majors, including excellent service through CMC enabled virtual chat and reference services.

Strategy Area #2: Customer Service  
Supporting Statement: We will enhance the services offered to students for the improvement of academic excellence.

Strategy Area #3: Diversity  
Supporting Statement: We will encourage cultural awareness in the education program through more diversity programs and services in the CMC.
Part #5: Action Plans

Action Plan 1: An Education Department Speaker Series on Language and Diversity

Action Plan Leader: Sarah (Gail) Farrell

Rationale:

The University of Central Florida (UCF) is located within the Orange County district—an area that is 23% Hispanic with 27% of the area being bilingual ("State and County Quick Facts," 2014). The campus at UCF reflects this same diversity with a student population being 20% Hispanic, which is the largest minority group at this particular university ("UCF Current Facts," 2013). Because the Association of College and Research Libraries (ACRL) hopes to foster diversity initiatives with "inclusive community-wide service" as well as advocating for "programs that are reflective of cultural backgrounds of the library’s constituent populations," this speaker series is relevant and important for the CMC ("Diversity Standards," 2012). Moreover, this issue is one that can "explore the many problems related to second-language learning and dialect differences," which can help "to determine implications for general language-learning practices" (MacCalla, 1968, p. 289).

By implementing this speaker series, the CMC will be highlighting faculty contribution to the following programs within the Education Department: Spanish World Language Education, TESOL, as well as the English Language Arts program ("Degrees and Programs," 2014). Moreover, since the area’s public libraries are already hosting programs on ESL services, the CMC should also be taking advantage of this opportunity to reach out to the community ("Learn a Language," 2014). Furthermore, this program serves the mission statement of UCF in that it promotes partnerships for lifelong learning. The speaker series will be open to the public, presented by UCF faculty, hosted by the CMC, and presented within the main UCF library. All of these components allow for outreach, specifically student and faculty connection, interdepartmental affiliations, and outreach to teachers in public/private schools within the county. Also, because most of the steps for this series are in-house, the budget for this series is relatively low.

Steps/Timeline/Responsibility: [who we will need to use for the steps: All CMC Staff, Education Subject Librarian, Senior art specialist, Website master, Associate Director of Public Relations]

Step #1: CMC staff meeting to discuss speaker series event and announce grant proposal approval
Timeline: August 18
Responsibility: All CMC staff and Education Subject Librarian

Step #2: Contact and confirm faculty members for series (2 faculty members for Fall 2014 semester)
Timeline: August 25—September 5
Responsibility: Education Subject Librarian

Step #3: Designate and confirm area for both events and time with building coordinator (main UCF library)
Timeline: September 12
Responsibility: CMC Department Head

Step #4: Work on creating marketing techniques for first speaker (posters, email announcements, announcement on web page, newspaper articles, TV/News)
Timeline: September 8 - 26
Responsibility: CMC Library Technical Supervisor, Senior Art Specialist, Website Master, Associate Director of Public Relations

Step #5: Make sure all marketing promotion has been fulfilled
Timeline: September 29 - October 10
Responsibility: CMC Library Technical Assistant 1

Step #6: Create evaluative surveys for first speaker event
Timeline: September 29 - October 14
Responsibility: CMC Department Head, Associate Director of Public Relations

Step #7: Catering supplies are procured or ordered
Timeline: October 11
Responsibility: CMC Library Technical Assistant 2

Step #8: Hold first speaker series and conduct survey
Timeline: October 18
Responsibility: All CMC Library Staff, Associate Director of Public Relations, Education Subject Librarian

Step #9: Evaluate surveys for first speaker event
Timeline: October 18 - 27
Responsibility: All CMC Staff, Associate Director of Public Relations

Step #10: Work on creating marketing techniques for second speaker (posters, email, announcement on web page, newspaper articles, TV/news) with survey results in mind
Timeline: October 27 - November 10
Responsibility: CMC Library Technical Supervisor, Senior Art Specialist, Website Master, Associate Director of Public Relations

Step #11: Create email surveys for event participants for second series
Timeline: November 3 - 24
Responsibility: CMC Department Head, Associate Director of Public Relations

Step #12: Make sure all marketing promotion has been fulfilled
Timeline: November 10 - 17
Responsibility: CMC Library Technical Assistant 1

Step #13: Catering supplies are procured or ordered
Timeline: November 30
Responsibility: CMC Library Technical Assistant 2

Step #14: Hold second speaker series
Timeline: December 6
Responsibility: All CMC Library Staff, Associate Director of Public Relations, Education Subject Librarian

Step #15: Send out email surveys to event participants
Timeline: December 8
Responsibility: CMC Department Head

Step #16: Evaluate surveys for next speaker series for Spring 2015
Timeline: December 15 - January 5
Responsibility: All CMC Staff, Associate Director of Public Relations

**Gantt Chart:**
Time Frame August 18, 2014 – January 5, 2015

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Week Number</th>
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<td>CMC Department Head</td>
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<td>CMC Library Tech Sup</td>
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<td>Sr. Art Specialist</td>
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<td>Webmaster</td>
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<td>Asst. Dir. Public Relations</td>
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<td>CMC Library Tech 1</td>
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<td>CMC Library Tech 2</td>
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<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Program Coordinating</td>
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<tr>
<td>Marketing/Promoting</td>
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<tr>
<td>Survey Creation</td>
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<tr>
<td>Survey Analysis</td>
<td></td>
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<tr>
<td>Event</td>
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</table>

**Budget:**
After submitting a proposal to the NFNF Grant (National Foundation of No Funding), the CMC received a $2,604 grant to improve community relations between
the Education Department faculty and students, as well as the Education Department and other departments on campus, and lastly, its connection to the community-at-large. This grant allows for a “greater success” of services “despite huge reductions in state support” (Arthur, 2011, p. 268). The budget for the $2,604 is as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Hours Worked</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional Materials for the Series</td>
<td>$150/event</td>
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<td>$300</td>
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<tr>
<td>Salaries (include benefits packages)</td>
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<tr>
<td>Department Head</td>
<td>$38/hr</td>
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<tr>
<td>Library Technical Asst. Supervisor</td>
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<td>Sr. Art Specialist</td>
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<td><strong>Salary Subtotal</strong></td>
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<td>Refreshments Table</td>
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<td>Overhead cost for use of room</td>
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<td>UCF Grant Fee</td>
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<td><strong>Total Cost</strong></td>
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<td><strong>$2,604.00</strong></td>
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</table>

Budget numbers are based on the UCF Operating Budget from 2013-2014 and based on Michael Arthur’s conference paper, “Looking for money in all the right places” (2011).

**Evaluation:**

The internal sources for this evaluation will be based on two qualitative/quantitative surveys. At the first speaker event, a paper-format survey will be given out asking for feedback on the general impression of the series and how to improve the series. The projected outcome/objective for this survey will be a 70% satisfaction rate. The second speaker series will keep these evaluative results in mind and apply appropriate changes. At the second speaker series, the CMC will gather email information from participants and send out email surveys with, again, qualitative and quantitative data sets. The projected outcome for this survey will be a 90% satisfaction rate. In order to incentivize survey taking, there will be one twenty-five dollar gift certificate given out to a random participant (one gift certificate per speaker series). The CMC will also judge the effectiveness of this speaker series by looking at series-centered reference materials; for example, are TESOL materials getting more use after the series. A few other factors to consider are the following: is there an increase in enrollment in the language programs in the Education Department after this series and is there an increase in minority enrollment.
The external sources of evaluation inform the internal in that the external sources show what the growth trends are in the area. This is why external sources should be “constantly and consciously researched” in order to make sure the library is reaching the appropriate community members (Koontz, 2008, p. 3). The use of census statistic records will help the library determine if the area still has a community with certain demographic and geographic needs. Moreover, the evaluation of the outcome of this series can be analyzed on whether, or not the participants gained “new knowledge, increased skills, or modified behavior” (Rudd, p. 20). One way to assess this external outcome is to speak with those in the community, i.e. are school teachers in the county public schools able to use the knowledge from this diversity series to improve their students’ success. Lastly, this series can be evaluated by noting how many new partnerships are formed with the CMC.

**Action Plan 2: Room Reservation Capability**

**Action Plan Leader’s Name:** Kaycee Shiley

**Rationale:**

According to the University of Central Florida Library’s annual report for 2012-2013, the Curriculum Materials Center (CMC) served over 74,000 customers during the year. Despite the large amount of patrons, the CMC only has two study rooms available to groups, and has seating for up to 40 students. Currently, there is no method of room reservation for the group rooms, which leaves its use on a first come, first serve basis. With the large amount of users, it’s important to ensure that the needs of the users are being met with a minimal amount of frustration to prevent users from looking elsewhere for those needs to be met.

According to Massis (2012), group study has become a regular occurrence on college campuses, and the need for a quiet place to study is still relevant, even in today’s society where social interaction is prevalent. The CMC offers very specific resources for education students, and educators in Orlando, and as such, should ensure that the resources are easy to access. Customers should be able to reserve the study rooms to ensure that they have access, eliminating the barrier of chance. The potential is present for students to stop trying to access the group study rooms if the rooms are never available when they attempt to use them.

LibCal is a calendar program that would allow patrons to reserve the study rooms either at the CMC (using a designated computer), or online with a personal device. By taking advantage of the LibCal program that the UCF libraries already own, the program itself would be at no cost to the CMC. Financially, the cost of implementing a calendar sign up program would be relatively minor to the CMC; however, approval would have to be granted for the CMC to utilize two of the calendars. The shift would best be implemented over the summer so the staff can have an opportunity to be trained on the program, and any challenges can be resolved at a lower traffic time.
**Steps/Timeline/Responsibility:** [who we will need to use for the steps: All CMC Staff, Education Subject Librarian, Senior art specialist, Website master, Associate Director of Public Relations, Director of the Libraries]

Step #1: The Department Head of the CMC will meet with the Director of Libraries to discuss and agree upon the CMC using LibCal.
Timeline: Completed by May 5
Responsibility: The Department Head and the Director of Libraries

Step #2: A designated computer will be purchased, setup, and the LibCal program installed in the CMC.
Timeline: May 5 - 12
Responsibility: Website master

Step #3 (Concurrent with Step #2): Staff will work collaboratively to decide on a set of guidelines that will govern the study rooms to best fit the needs of the CMC (i.e., how much time can a group reserve in one sitting, availability to individual users, etc.).
Timeline: May 5 - 12
Responsibility: The Department Head will have the final say; however, input from the three Library Technical Assistants will be solicited.

Step #4: Library staff to be trained on the LibCal program.
Timeline: May 12 - 16
Responsibility: Website master will teach the four CMC employees how to use the program. The Department Head and Library Technical Assistants are responsible for learning the program.

Step #5: LibCal will go live.
Timeline: May 19 (Second week of summer classes)
Responsibility: The Department Head will work collaboratively with the Public Relations Manage to ensure that a mass e-mail is sent to all education majors notifying them of the new calendar program. The Department head will put in a request to the CMC webmaster to add the LibCal information to the website, as well as instructions on how to reserve a study room online. The Library Technical Assistants will print out basic flyers that were designed by the Senior Art Specialist to place around the CMC notifying patrons of the new scheduling program.

Step #6: Create Summer semester evaluation survey
Timeline: July 14 - 21
Responsibility: CMC Department Head, Associate Director of Public Relations

Step #7: Email survey to LibCal users
Timeline: July 28
Responsibility: CMC Department Head

Step #8: Assess survey results and make adjustments
Timeline: August 11 – 18
Responsibility: All CMC staff

Step #9: Fall semester evaluations to be emailed out
Timeline: November 17 - 24
Responsibility: CMC Department Head, Associate Director of Public Relations

Gantt Chart:
Time Frame April 28, 2014 – November 24, 2015

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<td>LibCal Meeting</td>
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<td>LibCal Software Installation</td>
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<td>Survey Analysis</td>
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Budget Table:
The majority of the cost goes towards the salaries of the university employees involved in the process. Due to that fact, very little additional cost would be incurred by the CMC, as the college would already be paying library staff, IT staff, and a web developer. Efforts will be made to locate a laptop within the university library that is no longer being used to reduce costs even further; however, the following budget accounts for the cost of a new computer in the event one cannot be allocated.
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Hours Worked</th>
<th>Total</th>
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<tr>
<td>Dell New Inspiron 15</td>
<td>$470</td>
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<td>Flyers for the CMC</td>
<td>$10</td>
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<td>$10</td>
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<tr>
<td>Qualtrics Survey Gift Certificates</td>
<td>$25/event</td>
<td></td>
<td>$50</td>
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<tr>
<td>Salaries (include benefits packages)</td>
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<tr>
<td>Department Head</td>
<td>$38/hr</td>
<td>15</td>
<td>$570</td>
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<tr>
<td>Library Technical Asst. Supervisor</td>
<td>$25/hr</td>
<td>9</td>
<td>$225</td>
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<tr>
<td>Library Technical Assistant 1</td>
<td>$16/hr</td>
<td>6</td>
<td>$96</td>
</tr>
<tr>
<td>Library Technical Assistant 2</td>
<td>$16/hr</td>
<td>6</td>
<td>$96</td>
</tr>
<tr>
<td>IT Representative</td>
<td>$15/hr</td>
<td>2</td>
<td>$30</td>
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<tr>
<td>Website Master</td>
<td>$30/hr</td>
<td>1</td>
<td>$30</td>
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<tr>
<td>Senior Art Specialist</td>
<td>$27/hr</td>
<td>5</td>
<td>$135</td>
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<tr>
<td>Public Relations Manager</td>
<td>$53/hr</td>
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<tr>
<td>Salary Subtotal</td>
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<td>$1,288</td>
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<tr>
<td>Total</td>
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<td>$1,768</td>
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</table>

**Evaluation:**

An electronic survey would be sent out via school e-mail at the end of the summer semester to elicit feedback from those who used the LibCal program. In addition, the computers at the CMC would be available to complete the survey. The Qualtrics survey program can be used at no additional cost. The survey would include questions regarding the ease of the program, if students registered at the CMC or on a personal device, and if there were any problems. As the summer semester generally has fewer students, this first evaluation would serve as an opportunity to solve any challenges prior to the fall semester starting. An additional evaluation would be sent out the last two weeks of the fall semester to gain feedback from a larger population, and since the fall semester has a higher student enrollment, would be beneficial in evaluating how the program held up to higher access. A twenty-five dollar UCF bookstore gift certificate would be given away with a random drawing for survey participants.
APPENDIX A: Strategic Plan Resources

General Strategic Plan Resources (resources for Parts 1 & 2):

Books:

Articles:


Websites:


**Miscellaneous:**


**Action Plan Resources (resources for Parts 4 & 5)**

- **Action Plan 1**

**Books:**


**Articles:**


**Websites:**

http://www.ala.org/acrl/standards/diversity

• Action Plan 2
Books:

Articles:

Websites:
APPENDIX B: SWOT Data Sources

Strengths:

1. **Staff Credibility (knowledgeable and friendly)**
   Annotations: Personnel records, Curriculum vitae, Professional development records, Employee evaluations, Certificates earned.
   Source: University of Central Florida Human Resources.

2. **Resources (online databases; ILL; specialized resources, such as: CMC the Arts, CMC Geography and History, CMC Language, CMC Literature, CMC Philosophy and Psychology, CMC Posters, CMC Religion, CMC Social Sciences, Kappa Delta Pi Collection; subject bibliographies; textbooks; videos; games; manipulatives)**
   Annotations: Database subscriptions, Collections, Orientation brochures, Collection categories

3. **Services (CMC research guides, CMC Ellison Blocks, TILE, computer access with specialized educational software, production lab, study rooms, photocopiers, netbooks, laptops, scanners, DVD burners, headphones, opaque projectors, die cuts)**
   Annotations: Services offered, Library collections, Library resources, Collection materials

4. **Visitor and alumni services (open to public, educators don’t have to pay borrowers fee)**
   Annotations: Visitor policies, Alumni use
5. **Class orientation (face-to-face or online)**  
   Annotations: Library orientation assignment  

6. **Technology: online renewals, basic online help from the main UCF branch library (instant chat/email)**  
   Annotations: Library policies, Library staff, and Online help desk  

**Internal Weaknesses:**

1. **Operation hours (not open on Sundays, football days, or semester breaks)**  
   Annotations: Library policies, School policies  

2. **Study rooms (only two and no reservation, 2 hours per room)**  
   Annotations: Library services  

3. **FCTE study guides (in-library use only, 2 hour checkout)**  
   Annotations: Library services, student resources, teacher resources  

4. **Printing (.10 cents per black/white page, .50 color page)**  
   Annotations: Library policies  

5. **CMC no specific virtual librarian (only email contact option)**  
   Annotations: Library policies, Library services  

6. **Easily accessible parking - $5/day without a permit**  
   Annotations: University parking services  
7. **Lack of resources in other languages**
   Annotations: Library collections and materials

**External Opportunities:**

1. **Relationship with other UCF Library branches**
   Annotations: UCF Campuses, Library Faculty and Staff. University Services

2. **Student volunteer program**
   Annotations: Student and library surveys

3. **Off campus transportation by UCF shuttle (19 nearby apartment) complexes as well as the local KnightLYNX public transportation**
   Annotations: University Services, Transportation services

4. **Create local programs with nearby K-12 schools**
   Annotations: Orlando area public and private schools
   Source: Orange County Public Schools

5. **Diverse population**
   Annotations: Outreach program, Area diversity

6. **Partnership with Orlando Museum of Art**
   Annotations: Outreach program
   Orlando Museum of Art, [www.omart.org](http://www.omart.org)

**External Threats:**

1. **Competitors (USF) and other institutions**
   Annotations: Florida state higher education institutions, Private colleges and universities, other top rated education certification programs
2. Lack of private funding
Annotations: UCF Alumni association, Friends of the library

3. Local public libraries (more options for guests)
Annotations: Orlando Public Library system, Survey of library users

4. Government funding
Annotations: Lack of funds to match or keep up with user needs, How to create new programs with possible budget shortfalls
Source: Florida State Budget, UCF Budget, UCF Libraries Budget

5. Discouragement of new teachers due to the changing education system
Annotations: UCF college of education alumni who is returning to get a bachelor’s degree in chemical engineering after being dissatisfied with the constant negative changes in Florida’s public education system.
Source: J. Figa, personal interview, April 1, 2014.
PRESENTATION PLAN

Presentation of Plan:

The UCF Curriculum Materials Center Strategic Plan will be presented face-to-face to the Management Council, during a regularly scheduled meeting and as an online presentation to Florida State University students during a regularly scheduled class.

- **Virtually in Class**:

  The presentation to classmates will vary from the presentation to the council. Since the student audience will not be familiar with CMC’s background information, demographics, mission or vision these items will need to be presented to the class before they will be able to understand the action plans. The in-class presentation will be conducted in accordance with the instructions for the strategic plan presentation. It will be eight minutes long, all members of the team will participate in the presentation and it will include PowerPoint slides. Again, social media will not be used to promote the presentation as only those who are enrolled in the class have access to the collaborate room.

- **Face-to-Face**:

  A request will be made to the secretary of the Management Council to be included on a regularly scheduled council meeting agenda. The presentation to the Management Council will be conducted in the time allowed on their meeting agenda. The focus will be on the Action Plans as the council members are well versed in the history, demographics, mission and vision of UCF Libraries. To keep the meeting running smoothly, and as to not distract from the materials being presented, only the CEO will give the presentation. The DOR and APLs will be presented to answer any questions following the presentation. A PowerPoint Presentation, which will include screen shots of the LibCal online study room reservation system, will be used to enhance the presentation and give clarity about the system. Promoting the presentation through social media is unnecessary as the presentation will be included on the meeting agenda.

Justification of Strategic Plan:

The team undertook a strategic plan process in order to be able to better understand the needs or the organization. The process allowed the team to go from a large picture view of the organization to a detailed plan of action. While staying focused on the vision and mission, the team was able to create action plans to help carry forward the goals of the CMC.

Both action plans support the vision and mission statements of the CMC. The first action plan cultivates lifelong learning by being open to the community. It is also sensitive to the diverse community that comprises the students and general population.
of the Orlando area. It is in line with the mission statement because it supports faculty research and enriches the academic experience of the students by providing an additional learning opportunity.

While being sensitive to the budget concerns of the organization, the second action plan provides greater customer service by providing an outstanding service to our students with little cost to the organization. Through the use of technology, the LibCal will provide easy access to the study rooms in the CMC enriching the student’s academic career.

The anticipated outcome is expected to be positive. Both action plans benefit the CMC’s number one stakeholders, the students. The first plan provides an opportunity for students to become more aware of diversity and the second plan helps facilitate their academic success. Secondary, stakeholders the UCF College of Education Faculty will benefit from having a platform to present their research findings.
APPENDIX D: Stakeholders

Action Plan: Study Room Reservation System

UCF CMC Department Head - As the department head for the CMC, it is part of her charge to forward the vision and mission of the CMC Library.

UCF CMC Support Staff - There are only three people who comprise the CMC support staff, they will need to be trained on the software and will be the front line for customer support once implemented.

UCF Library Support Staff - The UCF Library support staff will temporarily have their workloads impacted, as they set up the system and promote it.

UCF Students in the College of Education - This group is the key stakeholder once the system is in place, this group will be using the product. It will need to be easy for them to use, be convenient and improve their academic experience.

Action Plan: Speaker Series

UCF CMC Department Head - As the department head for the CMC, it is part of her charge to forward the vision and mission of the CMC Library.

UCF CMC Support Staff - The CMC support staff will temporarily have their workloads increased as they prepare for the speaker series and conduct and analyze feedback.

UCF Library Support Staff - The UCF Library support staff will temporarily have their workloads impacted, as they prepare for the program.

UCF Students in the College of Education - Students will benefit from the program by raising awareness on diversity issues.

UCF College of Education Faculty - Faculty members will be given a platform to present their research findings, practice their presentation skills and share their ideas with students, colleagues and the community.

UCF Area Community Members - Members of the public will benefit from the opportunity to hear faculty members’ presentations on diversity. Hopefully, increasing the public’s awareness of the issues.