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**UNCG University Libraries' Support of  
High Impact Practices**

## Executive Summary

This report addresses the University Libraries' significant role in participating in the high impact initiatives identified by the AAC&U's LEAP Report and adopted by UNCG in its Strategic Plan 2009-14. These practices are proven to positively impact student success. By collaborating closely with faculty and Student Affairs in these activities, the Libraries contribute significantly to student success and retention. This report provides examples primarily from the 2012-13 academic year.

### The High Impact Practices

- First-Year Seminars and Experiences
- Learning Communities and Residential Colleges
- Common Intellectual Experience
- Writing Intensive Courses
- Internships
- Capstone Courses
- Undergraduate Research
- Service Learning
- Collaborative assignments
- Diversity/Global Learning



The University Libraries strongly support all of these high impact initiatives through a variety of programs, initiatives and resources:

- A dedicated librarian who focuses on the First-Year Experience for 50% of her time and is embedded in the curriculum. Nearly 200 class sessions are provided each year for first-year students. The Libraries also participate actively in Student Affairs first-year activities and recruiting events. The Special Collections and University Archives (SCUA) Department collaborated with a professor in the English Department in using primary resources to develop critical thinking skills with over 200 freshmen.
- Assigned liaisons to all Learning and Living-Learning Communities. With over 25 communities this is a major initiative at UNCG. The Libraries collaborate closely with all LLCs and liaisons provide information literacy sessions, satellite reference and co-curricular programming.

- A strong print and electronic collection. The Libraries' resources provide needed support for Writing Intensive Courses, Capstone Courses and Undergraduate Research. Most electronic resources are available 24/7 from any location. SCUA provides unique manuscript and archival resources, in both print and digital formats.
- A liaison for each UNCG department or program. Liaisons provide individual or small group research consultations for students and faculty, as well as information literacy sessions, collections information and general communication between the Libraries and the unit.
- Online research and instruction support. The Libraries develop LibGuides (online research guides) that identify and provide access to useful information resources. In addition, there are over 50 tutorials that students and faculty may use 24/7 from any location.
- Opportunities for students. Internships, primarily for graduate students in Library and Information Studies, are available in many departments of the Libraries. Each year the Libraries award an Undergraduate Research Award to recognize a paper or project that successfully uses information resources.
- Support for digital media. The Digital Media Commons, in collaboration with Undergraduate Studies' Digital Action, Consultation and Training Studio (DACTS), provides resources and services for students to create and refine multimedia projects, an important 21<sup>st</sup> Century skill.
- Space for collaboration. The Libraries provide a variety of group spaces that students may reserve online to work on collaborative projects. Some rooms are equipped with technology, and all have white boards.
- A strong commitment to diversity. Diversity among the staff and diversity awareness in customer service practice is supported through staff assignments, hosting international guides, staff training and resource development.



## **UNCG University Libraries' Support of High Impact Practices**

### **INTRODUCTION**

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In its 2009-14 Strategic Plan, The University of North Carolina at Greensboro drew from *College Learning for the New Global Century*, a report published in 2007 by the National Leadership Council for Liberal Education & America's Promise of the Association of American Colleges and Universities (AAC&U). Commonly referred to as the LEAP report, it identified ten high impact practices proven to contribute to student success and retention. These practices were further discussed in George D. Kuh's *High-Impact Educational Practices* also published by the AAC&U in 2008. UNCG adopted many of these practices in its strategic goals for student learning, found primarily in Goals 3 and 5 of the Strategic Plan ([Appendix I](#)).

This report addresses the Libraries' significant role in contributing to the following major high impact initiatives adopted by UNCG and thus to student success and retention, with examples given from the 2012-13 academic year:

## The High Impact Practices

- First-Year Seminars and Experiences
- Learning Communities and Residential Colleges
- Common Intellectual Experience
- Writing Intensive Courses
- Internships
- Capstone Courses
- Undergraduate Research
- Service Learning
- Collaborative assignments
- Diversity/Global Learning



As evidenced in its mission statement ([Appendix II](#)), the UNCG University Libraries are strongly committed to participating in high impact practices. The Libraries contribute to student learning in myriad ways through:

- A strong collection that supports academic curriculum and research.
- A dedicated information literacy program.
- Close collaborations with teaching faculty, learning communities and Student Affairs.
- Guides and portals for easy access to information resources.
- Learning spaces for group and individual study.
- A commitment to diversity and global learning.

## FIRST-YEAR SEMINARS AND EXPERIENCES

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**Background:** UNCG offers a strong first-year program to help students adjust to both academic and social aspects of college life.

**University Libraries initiatives:** The University Libraries provide significant curricular and co-curricular support for first-year students and the faculty and staff that work with them:

- A librarian, Jenny Dale, with the title “First-Year Instruction Librarian” spends 50% of her time coordinating information literacy for first-year courses, which includes collaborating with appropriate faculty, designing classroom and online content, developing guides, training other librarians and delivering instruction. She also serves on the UNCG First-Year Task Force to ensure that the Libraries are integrated with other first-year activities. In addition, Ms. Dale served on the Undergraduate Student Excellence SAS 100 Comprehensive Course Evaluation committee, for which she reviewed course materials from SAS 100, the required course for students on academic probation, and used designated rubrics to evaluate them. She also serves on The [Rawkin' Welcome Week](#) Committee, which integrates her into the planning process for “Welcome Week” activities that encourage new students to explore campus resources, services and activities. A

description of Jenny’s work with the First-Year Experience Learning Community is provided later in this report.



- During the 2012-2013 academic year, the Libraries’ First-Year Instruction Program provided 165 library instruction sessions, including:
  - Assignment-based library instruction for 65% of English composition (ENG 101/102) sections.
  - Assignment-based library instruction for 85% of Basic Communication (CST 105) sections.
  - Assignment-based library instruction for research-based Freshman Seminar (FMS) courses.
  - Interactive information literacy sessions and tours for students in FFL 100 (Exploring Self, World, and Future).
  - 18 classes conducted by Special Collections and University Archives for first-year courses (ENG 101, FFL, ISL).

- In 2011 and 2012, University Archivist Erin Lawrimore worked with Professor Hephzibah Roskelly (Department of English) on a project designed to bring English 101 and 104 courses into [Special Collections and University Archives](#) (SCUA) to perform primary source research and develop critical thinking skills through document analysis. Ms. Lawrimore worked with each class's PhD-candidate instructor to develop and institute assignments in which students used University Archives resources to uncover the history of UNCG. Through this project over 200 freshmen were introduced to SCUA, archival resources, document analysis, and the history of UNCG.
- The Libraries staff a table at activities fairs for recruiting events (e.g. [Destination UNCG](#), [SOAR](#) and Fall Kick-Off). We promote the Libraries to students and their families, answer questions and provide brochures and swag.
- The Libraries are represented on the First-Year Read Committee. We co-sponsor speakers and develop resource [guides](#) to support using the book in courses and other programs.
- One Rawkin' Welcome event is held each year in Jackson Library. In Fall 2013 the Student Libraries Advisory Committee held an orientation aimed at first-year students to include information on services and resources with prizes and refreshments. The Libraries will also sponsor several "Blackboard 101" sessions, which were developed in 2012 in partnership with the Students First Office, in order to provide new students with an orientation to the Blackboard learning management system.
- Steve Cramer, the Libraries' liaison to the Bryan School, provides research strategies workshops for each BUS 105 section. There are usually ten sections in the Fall semester and one in the Spring, with 25-30 students per section. In the Fall, several of the sections are linked to the business-related learning and living-learning communities.
- For five years, Sarah Dorsey, Music Librarian, has been embedded in Musicology 135, required of all first-year Music students. Each year she reaches over 100 students through several class sessions and graded library assignments. The integration of the librarian into the curriculum of the music majors greatly improves the research skills of these students.

## LEARNING COMMUNITIES AND RESIDENTIAL COLLEGES

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**Background:** Learning Communities are a major initiative at UNCG. Goal 3.3 called for all first-year students to be in a learning community by 2014. Goal 3.6 aimed for more meaningful connections between classroom and co-curricular experiences.

UNCG established the Warren Ashby Residential College in 1970, one of the country's first living-learning communities. The University now offers over 20 learning communities and two academic communities in a wide variety of subject areas and experiences.

**University Libraries initiatives:** The University Libraries collaborate closely with Learning Communities in a variety of ways. Each community has a librarian liaison assigned to it in order to provide a variety of services, including information literacy sessions, satellite reference, co-curricular programs and general communication between the Libraries and the community. In 2012-13 liaisons provided 41 information literacy sessions for Learning Communities. Below are more specific examples of the services these liaisons provide for several communities:

### **First-Year Experience (FYE)**

The First-Year Experience (FYE) is designed to assist freshmen in transitioning from high school to college, both academically and socially.

- Jenny Dale serves as the Libraries' liaison to the First-Year Experience program and actively works with this program. Activities with First-Year Experience in 2011 through 2013 included:
  - Satellite office hours in Reynolds Hall (the residence hall in which FYE is based).
  - An invited presentation called "Back on Track" in Spring 2012 to help second semester students identify academic resources on campus.
  - Development and maintenance of an [FYE LibGuide](#).
  - Tour for 18 students (conducted by Amy Harris Houk).

## Warren Ashby Residential College (WARC)

The [Warren Ashby Residential College](#) at Mary Foust Hall is an inclusive two-year program that offers a unique living and learning environment for a co-ed student community of approximately 120 freshmen and sophomores, with a limited number of Upper-Class Mentor participants.

- Lynda Kellam has been embedded in the Warren Ashby Residential College since 2010, is considered part of their faculty, and has created a [WARC LibGuide](#) for the use of WARC students. She works with the students and faculty in a variety of ways by providing:



- 2-4 office hours a week in the residence during the academic year.
- Research and assignment consultations (7 – 10 a year).
- Training a WARC student to be a Libraries resource for students in the residence hall.
- Information literacy sessions (2-4 each year).
- A stand-alone Political Science class for WARC students.
- Participation in WARC events including graduation and conferences.

## Summer Launch

Summer Launch is a living-learning community that brings students to campus two weeks early to provide extra time for the transition from high school to college.

- Jenny Dale serves as the Libraries' liaison to the community. In 2012, Jenny Dale and Emily Mann provided an interactive tour and information literacy session for Summer Launch students.

## Grogan College

Grogan College is one of UNCG's longest running living-learning communities, and includes a number of specialized academic interest communities.

- Jenny Dale serves as the official liaison, but several librarians work with these communities based on subject area. Activities with Grogan College in 2012-13 included:
  - Information literacy sessions for five of the eight ISL 101 sections offered in Grogan College.

## Exploratory Studies

Exploratory Studies provides first-year students with the opportunity to “try on” potential majors before selecting the one that’s best for the individual.

- Jenny Dale serves as the Libraries’ liaison to three Exploratory Studies Learning Communities – General, Humanities, and Social Science. Activities with these three communities in 2012-13 included:
  - **General:** Provided an interactive library tour and information literacy session for students in their ISL 101 class, as well as an assignment-based library instruction session for these students in their paired course, CST 105.
  - **Humanities:** Provided a research session for ISL 101 students in the Humanities learning community.
  - **Social Sciences:** Worked with Ariane Cox to develop an assignment on career research in the social sciences and then provided a library instruction session to support that assignment.

## Sustainable Entrepreneurship: Spartan Startup

This community is open to freshmen and sophomores studying entrepreneurship who want to be in a community with other innovative entrepreneurs.

- Steve Cramer serves as the liaison to the Sustainable Entrepreneurship learning community and living-learning communities, and provides [instruction](#) each semester through BUS 105, ENT 130, and ENG 103 (usually two sessions between these three classes each Fall and each Spring). He also attends the student teams’ final presentations.

## **AToMS (Achieving Together in Mathematics and Science)**

This community helps prepare students specializing in science and mathematics for their academic coursework, career aspirations and graduate or research work.

- Amy Harris Houk is the liaison to [AToMS](#) and offered the following services in 2012-13:
  - Met with two sections of approximately 20 students twice in the Fall to provide an introduction to library resources in the sciences.
  - Met with two sections of the same students in the Spring semester to provide instruction on searching for articles for a research paper.

## **UNCG Teach**

The UNCG Teach Learning Community provides students within the Pre-Education major with a unique opportunity to explore the field of Education.

- Amy Harris Houk is the liaison to UNCG Teach and offered the following services in 2012-13:
  - Coordinated an introduction to library resources for two sections of approximately 24 students each in UNCG Teach (Mary Krautter taught one of the sessions).
  - Met with 7 students (who were in the Fall semester class as well) in the Spring semester to provide instruction on searching for articles for a research paper.

## **Men Begin Achieving Results Collectively (MBARC)**

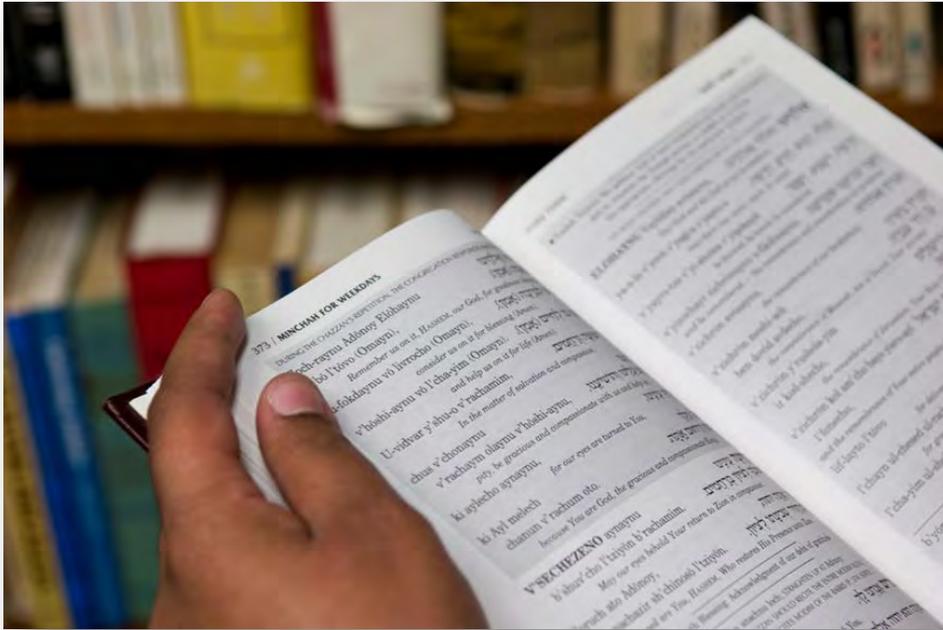
(MBARC) provides support to minority male freshmen.

- Amy Harris Houk is the liaison to MBARC and offered the following services in 2012-13:
  - A library instruction session for 14 students in the Fall semester.

## **Mosaic**

Mosaic is a LLC in Phillip-Hawkins Hall for students interested in expanding their understanding of social justice, multiculturalism, and global citizenship.

- Nataly Blas worked with Mosaic in 2012-13 with the following activities:
  - A library instruction session for 14 students in the Fall semester.
  - A "lab session" to help students locate resources for their Social Justice Board/Presentation.
  - A [LibGuide](#) that highlights library resources relevant to social justice.
  - One-on-one research consultations to help with LLC final projects and/or any other course.



## Leaders Emerging and Development (L.E.A.D)

This Living-Learning Community, housed in Cone Residence Hall, focuses on leadership development within the UNCG and surrounding communities.

- Kathy Crowe served as liaison to L.E.A.D. In Fall 2012 the community was paired with a section of CST 105 as part of the Integrative Studies program. Activities with L.E.A.D. in 2012 included:
  - A general interactive library tour to get students familiar with the Libraries' services and resources.
  - An information literacy session with the CST 105 class.
  - A "lab session" where students came to work on research projects with assistance from Ms. Crowe.

## Cornelia Strong College

Strong is a residential college that helps students grow academically, socially, and globally through a shared living environment.

- Mark Schumacher was a founding fellow of Strong College in 1994 and has served as liaison since then. His activities include:
  - Participating in weekly teas and lunches with students and other faculty fellows.

## COMMON INTELLECTUAL EXPERIENCE

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**Background:** In 2013 the Office of Learning Communities implemented a new course entitled ISL 101: [Collaboration, Communication, and Inquiry](#). All first-year students enrolled in learning communities take this course, which includes collaborative inquiry, information literacy, integrated learning, critical thinking, and communication skills. These smaller classes are paired with larger general education classes, meaning that all students in a particular section of ISL 101 are also enrolled with their classmates in another course, providing opportunities for integrated learning across courses.

**University Libraries initiatives:** The Libraries provided much support for the ISL program in its first year of implementation:

- Information literacy sessions and/or interactive tours for 21 out of 26 sections of the course in Fall 2012. A [LibGuide](#) identifies resources for students.
- The First-Year Instruction Librarian delivered a workshop in May 2012 for new ISL 101 instructors about information literacy and critical thinking, and worked directly with two ISL 101 instructors to design research-based assignments.

## WRITING INTENSIVE COURSES, INTERNSHIPS, CAPSTONE COURSES, UNDERGRADUATE RESEARCH, SERVICE LEARNING

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**Background:** The writing intensive courses at UNCG emphasize UNCG's ongoing commitment to "infuse critical thinking, communication, and information literacy throughout the undergraduate curriculum." (Goal 3.5) Students use writing to formulate, analyze, interpret, evaluate, process content, and engage with multiple perspectives on important questions and problems related to a particular subject or field of work. Many UNCG departments require capstone courses, identified in Strategic Plan Goal 3. 4; these often require in-depth research. Many majors also require or greatly encourage internships. UNCG's Office of Undergraduate Research works with faculty and students to promote undergraduate research through assistantships, poster shows and travel awards. The Office of Leadership and Service Learning (OLSL) at UNCG offers programs for experiential curricular and co-curricular leadership and service-learning initiatives.

**University Libraries initiatives:** Much of the Libraries' support for these high impact practices overlap with its initiatives, and is therefore described in tandem. The University Libraries play an important role in ensuring that students have the ability to locate relevant items for their projects, that the desired materials are easily available and that students learn how to use these resources effectively through these services:

- Each academic department or program has a Libraries' liaison assigned to it to provide resource, research and service support. Liaison services include:
  - Individual or small group consultations for research projects and assignments. In 2012-13 liaisons provided over 1600 such consultations.
  - [Classroom instruction](#) for courses with an emphasis on those that require research. In 2012-13 the Libraries provided 702 tours or class sessions. 7 of these were online workshops. The Libraries' activity in this area grew 18% between 2008 and 2012.
  - [LibGuides](#) (research guides) that identify and provide access to useful information resources. Guides are developed for each major or program, individual courses and specialized materials, such as primary sources or newspapers. In 2012-13 LibGuides received 363,673 hits.
  - LibGuides for [citation styles](#). These are very popular, as evidenced by the fact that they tend to get more "hits" than almost any other library page.
  - Over 50 [online tutorials](#) available 24/7 that provide instruction in research methods and specific resources.

- The Libraries provide print and electronic resources in support of the UNCG curriculum, allowing students to explore a range of materials representing diverse points of view. Most online resources are available 24/7 from any location. Such resources help students to formulate their theses and find appropriate information resources. Resources not available at the Libraries may be easily obtained through Interlibrary Loan.
- The Libraries' [Special Collections and University Archives](#) include manuscripts and archives that may be used for primary research. [Finding aids](#) help students locate relevant materials. 27 collections have been [digitized](#) and are available online. SCUA also provides classroom instruction for courses using their resources.
- The Libraries provide internships, primarily for graduate students, who are interested in careers in librarianship or archival work. In 2012-13 we had 42 graduate assistants, practicums or interns. Each year, the Libraries usually employ 100 students, both graduate and undergraduate, and Special Collections and University Archives has opportunities for student volunteers. Working in the Libraries not only provides experience in library and information sciences but also in customer service, organizational skills and time management.
- The Libraries award an annual [Undergraduate Research Award](#) of \$500 to recognize “a project that best demonstrates the ability to locate, select and synthesize information from library resources and uses those resources in the creation of an original project in any media.” It is awarded at the Undergraduate Honors Convocation each Spring.
- The [Digital Media Commons](#), a partnership between the Libraries and Undergraduate Studies located on the lower level of Jackson Library, provides the space and resources for students to create and refine multimedia projects, including web pages, digital images, digital video/audio, PowerPoint and more. The equipment, software, space and expertise are available most hours Jackson Library is open. The DMC opened in Fall 2012 and in its first year provided 147 in-depth consultations and answered 2,201 questions at the service desk.



- Beth Filar Williams is liaison to OLSL and promotes the Libraries' services and provides workshops for staff and students.



## **COLLABORATIVE ASSIGNMENTS**

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**Background:** Many UNCG courses include group assignments to promote development of teamwork skills among students.

**University Libraries initiatives:** To support group work, the Libraries provide a variety of spaces that student may reserve. Many of these rooms are available 24/5 during the academic year.

- 4 Tower floors designated as group study floors with appropriate furniture and rolling white boards.



- 15 laboratories or group studies that students may reserve online. Several include a large plasma screen and a PC, and all have white boards. Two include a podium for presentation practice.
  - 1 presentation practice room with equipment available to record and play back presentations, which students may reserve online.
- Several group areas on the first floor with computers, appropriate furniture and rolling white boards.

## **DIVERSITY/GLOBAL LEARNING**

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**Background:** UNCG promotes diversity and global learning in a variety of ways. Inclusiveness is one of the five values of the 2009-14 Strategic Plan. The University supports an active study abroad program and hosts students from around the world through the Office of International Programs. And finally, UNCG chose Global Engagement as its Quality Enhancement Plan (QEP) for the 2014 Southern Association of Colleges and Schools (SACS) reaffirmation.

**University Libraries initiatives:** The Libraries provide the following in support of diversity and global learning:

- Mark Schumacher is liaison to International and Global Studies and Interlink, and provides tours and classes while also developing LibGuides. In 2012-13 he provided 12 Interlink presentations and 4 orientation tours for International Programs.
- Strong collections on international affairs and foreign languages and literatures.
- Vast electronic resources available to students and faculty who are studying or doing research abroad.

- Virtual reference services via chat and telephone for students and faculty who are abroad.
- A welcoming atmosphere that includes signs in several foreign languages.
- A two-year post- [MLS Diversity Residency Program](#), which employs a recent library school graduate to increase the diversity awareness of the Libraries' professional staff and offer growth and development opportunities to a new librarian. The Resident works closely with Multicultural Affairs and other programs related to diversity at UNCG. The current resident developed cross-cultural training for Libraries' staff.
- A librarian, Gerald Holmes, who spends a portion of his time as Diversity Coordinator. Mr. Holmes works with the Libraries' Administration on UNCG and Libraries priorities regarding diversity and inclusion, including [resources](#), grants, and marketing. He chairs the Libraries' Diversity Committee, which provides programs for the Libraries' staff and the Residency Advisory Committee, and also represents the Libraries on the Chancellor's Advisory Committee for the Office of Equity, Diversity and Inclusion.
- Hosting visiting librarians from China and Thailand who stayed for one to three months to work on projects and provide programming for the Libraries. In addition, several librarians have presented papers at international conferences or have been hosted at academic libraries abroad.
- In conjunction with the Library and Information Studies Department, the Libraries have been awarded three IMLS Laura Bush 21<sup>st</sup> Century Librarian grants (2009, 2011, and 2013) to support the [Academic and Cultural Enrichment \(ACE\) Scholars program](#), which provides tuition and other support for diverse students to attain their Masters in Library and Information Studies degree. The grant is designed to increase cultural diversity in UNCG's program and in the profession.
- Amy Harris Houk serves on both the QEP Steering Committee and Design Team. The Steering Committee is charged with overseeing the QEP process while the Design Team is drafting the QEP. Her activities for the committee have included attending the 2012 SACS Summer Institute, as well as participating in biweekly meetings on the QEP selection and implementation of the chosen QEP.
- In 2012 the Libraries conducted a student survey to determine if resources and services adequately serve diverse populations, including minorities, international students, the disabled and the LGBT community. Follow-up included additional staff training, enhanced access to appropriate LibGuides and addressing collections gaps.

- Along with four other University of North Carolina system libraries, UNCG participates in a partnership agreement with the Free International University of Moldova Library to promote the exchange of publications, librarians and research projects. Libraries Dean Rosann Bazirjian chairs this initiative.
- Beth Filar Williams, Distance Education Librarian, works extensively with international Library and Information Studies students. In September 2012 she visited Parma, Italy as a guest lecturer for two weeks with the Digital Libraries Learning Program. She also “virtually mentored” LIS students from Germany.

October 2013



## **Appendix I**

UNCG Strategic Plan 2009-14  
Goals 3 & 5

**3. Offer transformational undergraduate and graduate education in which students participate in high-impact experiences that develop integrative thinking and prepare collaborative, adaptable graduates with a broad spectrum of transferable skills for life, civic participation, and work in a global society. (Education and Leadership Development)**

***3.1 Develop opportunities for graduate student participation in interdisciplinary, collaborative scholarly and creative activity. (Graduate Student Opportunities)***

3.2 Expand opportunities for graduate students to create new knowledge within their academic disciplines. (Graduate Student Research)

3.3 Implement first-year learning communities for all first-time UNCG undergraduate students to encourage integration of learning across courses. (Learning Communities)

3.4 Require all undergraduate students to complete a capstone experience (e.g., course, internship, team project, study abroad, leadership challenge) that integrates the knowledge, results, and tools from the major discipline with the foundation established through the general education program. (Capstone Experiences)

3.5 Infuse critical thinking, communication, and information literacy throughout the undergraduate curriculum. (21st Century Skills)

3.6 Increase participation in initiatives that create meaningful connections between student learning in the classroom and outside of it. (Co-Curriculum)

**5. Integrate international and intercultural experiences and perspectives into teaching, research and creative activity, and service. (Internationalization)**

5.1 Enhance international partnerships and develop sustainable global collaborative networks in learning and research with relevant institutions and organizations abroad. (International Partnerships)

5.2 Promote international investigation of global implications of environmental change that affect shared economic and social systems. (Environmental Change)

5.3 Provide access to an international experience for qualified students, faculty, and staff. (International Experience)

5.4 Ensure that faculty, staff, and students have the requisite attitudes and knowledge to interact appropriately and effectively in a culturally diverse global context. (Cultural Diversity)

## **Appendix II**

### **UNCG University Libraries Mission Statement and Goals**

The University Libraries advance and support learning, research, and service at The University of North Carolina at Greensboro and throughout the state of North Carolina.

- Provide quality information services, systems, facilities and learning environments from which the University community will gather information and conduct research
- Build and preserve print, electronic resources and other unique collections that support the University's missions and programs
- Provide leadership in information literacy programs and instructional technologies
- Establish an environment for collaborative learning and individual reflection and ensure that the Libraries' services and resources support student activities and research in partnership with academic faculty
- Provide opportunities for professional development and training of librarians and staff to ensure the Libraries' services and operations are efficient and current
- Embrace and enhance diversity throughout the University's constituencies, culture, curriculum and outreach activities
- Engage the Piedmont Triad in programs that enhance the life of the University and community and build long-term support for the Libraries
- Seek out and take advantage of appropriate entrepreneurial opportunities