

What “Assessment” Means to Us: A Case Study of a Department-level Assessment Framework within a University Library

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Abstract

In 2022-2023, the Learning & Outreach Services (LORS) department within the University of New Mexico’s Libraries responded to post-pandemic challenges with a renewed focus on project-driven strategic planning, setting an annual goal to develop a LORS-specific assessment program. The LORS assessment team grappled with how to operationalize the literature on library assessment at a level that makes sense for a department of 12 librarians within a larger library organization. This paper summarizes the assessment team’s approach to developing a consensus-driven assessment framework tailored for our department’s scope and context. The framework includes a guidance document, an impact map, and templates. The lessons learned from this effort could prove applicable for similar groups at other institutions. Our assessment framework (particularly the templates) is suitable for reuse and remixing.

Introduction

Like many other organizations, UNM University Libraries has experienced an extended period of turbulence over recent years. From the immediate and lingering impacts of the COVID-19 pandemic to numerous high-level leadership transitions in our library administration, the period since 2020 has been characterized by both change and disruption. Obviously, it is impossible to control when and how uncertainty arises, but a proactive approach can help employees and teams weather the storm.

In 2022-2023, the Learning & Outreach Services (LORS) department responded to a challenging environment with a renewed emphasis on strategic planning specifically for our unit. During this time, LORS existed as one of the largest departments within the library, holding the majority of faculty-status librarians. With twelve employees, it housed almost all of the library’s subject liaison librarians, as well as a four-person Learning Services team dedicated to leading the library’s instruction program. Guided by dual aims to focus on areas where our department held decision-making agency and to facilitate more cohesive collaboration among our members, we used our strategic planning to push toward a more project-centric approach.

Our strategic planning entailed a full-day planning retreat to establish a guiding vision, and then a series of conversations to set project-based goals aligning with that vision. Among that first suite of five goals, we planned both discrete efforts (e.g., a curriculum mapping project) and work designed to increase our capacity for effective projects through building departmental

infrastructure (e.g., capturing and consolidating procedures and best practices for hosting outreach events). Falling in the latter category, LORS set the following 2022 annual goal:

Develop an assessment program: quantitative and qualitative, big and small, a program designed to get feedback on what we are doing, our impact, and how we can improve.

The LORS director assigned three members to the assessment team charged with completing this goal (which included the authors). As a subsidiary task (suggested by a team member and with strong encouragement from the University Libraries' dean), the assessment team also agreed to research the viability of implementing library-related learning analytics at UNM as a potential assessment project and use that information-gathering to write a subsequent proposal to library administration. Ultimately, developing the program stretched into a two-year effort with one team member cycling off and another joining the assessment team for the second annual goal cycle. This paper summarizes the assessment team's approach to developing a consensus-driven assessment framework tailored for our department's scope and context, focusing on how we defined values to guide assessment efforts and created useful tools to promote long-term program sustainability. For the sake of clarity, this paper presents our approach as a linear process; however, please note that, in reality, the assessment team worked in an organically recursive fashion and at times sporadically given that all the team members had myriad competing work responsibilities.

Step-by-Step Development Process

From the start, the assessment team wanted to base our program development work on holistic, wide-ranging conversations among team members that incorporated robust, frequent input collected from the entire department. Although it made sense to delegate most of the hands-on labor to a smaller team, we felt strongly that any resulting assessment program would fail without sufficient buy-in from everyone who would ultimately share in the responsibility of implementing and maintaining over time the system we would put in place.

We also used the following guiding principles to govern our efforts:

- *Sustainability*: We considered long-term maintenance, workload, efficiencies, and new ways of doing old things a priority throughout development.
- *Justice, Equity, Accessibility, Diversity, and Inclusion (JEADI)*: We consistently viewed our approach using a JEADI lens, particularly with regards to wanting to protect stakeholder privacy and support inclusive outreach.
- *Integration into the wider College of University Libraries & Learning Sciences*: Although we were developing a department-specific assessment program, we sought to identify other partners to work with as appropriate. We also kept in mind how we would communicate about our work beyond LORS.
- *Expertise*: We also considered individual or group professional development activities in support of this goal.

The assessment team decided to set a routine meeting every three weeks, using a Microsoft Teams channel and virtual meetings for communication. To gather feedback from our colleagues, we also relied on a mix of report-outs at regular LORS meetings to spur real-time discussion and multiple methods of asynchronous communication (i.e., Google Jamboards, Qualtrics).

Step 1: Collect Feedback Early

Prior to the assessment team's first meeting, we used a Google Jamboard to capture LORS librarians' preliminary ideas and concerns related to the goal of developing an assessment program. Divided into three sections, the Jamboard asked LORS members to add notes answering the following prompts:

- My hopes for this goal
- How I can support this goal
- Things to consider

The collected notes expressed willingness to explore but also hesitation. Based on the notes, the assessment team recognized the need for a deliberate approach to decision-making around what to measure and why, as well as a need for cohesive messaging around assessment. Generally, LORS members indicated skepticism toward using metrics to prove anything to external audiences and apprehension of quantitative analytics morphing into a "numbers game" with high stakes attached to increasing or decreasing arbitrary measures. However, the group conveyed interest in using their own observations to improve their work with some individuals latching immediately to the idea of instruction assessment in service of everyone becoming the best teachers possible.

Step 2: Identify Influential Readings

The assessment team's work began with targeted reading. This section provides an overview of the material we found most helpful and formative for the way our assessment program development evolved over time.

Fleming-May and Mays proved a useful starting point. Their first chapter begins by defining assessment, and expands on library-specific variables that impede easy assessment work. The introduction also explores why libraries use assessment, which straddles the internal facing, with goals like efficiency efforts and keeping errors in circulation work low, alongside more public efforts, which target raising visibility and building and maintaining political capital. The team also examined subsequent chapters that explored different frameworks for assessment, and methods for analyzing the data, once collected.¹

Zaugg et. al discussed the critical step of "closing the loop," i.e., making data-based decisions and actions using the assessment tools and procedures in place.² This need was confirmed by previous experiences of assessment team members. The team also used previous work by the

same author, which describes both a library assessment framework and the pre-work that goes into its development, as a springboard for some of our own efforts.³

An ongoing challenge that became apparent as we navigated our selection of articles and chapters involved scale. Many of the publications identified in our initial environmental scan described assessment at an institutional level for an entire library or at a granular level for individual projects. Although such literature possibly exists, resources pitched at the departmental/unit level never surfaced during our continued searching, requiring our team members to talk through elements of others' assessment approaches that made sense or didn't for a LORS-specific program.

The group also read several articles on learning analytics in libraries. The majority were case studies that described the adoption of learning analytics at schools to help establish quantitative data that supports a statistically significant correlation between library use by students and student success, defined in various ways, including persistence and completion rates, semester and cumulative GPA, and academic engagement and skills development.⁴ Ultimately, the assessment team found Hwang and Hanson's discussion of privacy concerns persuasive,⁵ and some of Nicholson et al.'s criticisms of the assumptions and motivations underlying library learning analytics projects resonated with us.⁶

Finally, we received some serendipitous validation of our approach in the form of a personal anecdote about fitness trackers shared by the director of the UNM Office of Institutional Analytics in a letter opening the office's summer newsletter for the campus community. Director Heather Mechler invoked Goodhardt's Law, which warns to avoid letting the numbers one measures become the end goal, instead of a bellwether, and she acknowledged that complex phenomena such as good health or student success cannot be determined via one specific, narrow measure while she encouraged readers to remain "clear-eyed" and "honest" when defining goals and measuring their completion.⁷ Although a small signpost, this newsletter felt salient and grounding for us.

Step 3: Conduct an Internal Environmental Scan

The targeted reading phase of the project prepared us for another round of soliciting input from the department as a whole. We used Qualtrics to develop and distribute a brief questionnaire to our colleagues to both capture a snapshot of their current assessment practices and to probe their views on how LORS could use assessment to guide our decision-making and improve our work. Refer to Appendix A for the full text of the questionnaire.

At that time, LORS librarians mostly contributed to library-wide assessment efforts involving collecting library usage statistics for submission to the Association of Research Libraries (ARL) or the Integrated Postsecondary Education Data System (IPEDS). They collected and reviewed data related to LibGuides, event attendance, user experiences with the library's website or spaces, and collections usage (i.e., e-resources). Some LORS librarians also participated as individuals or groups in class-based instruction assessment (e.g., student surveys, post-tests)

for one-shot sessions, research clinics, or courses in which librarians serve as the instructors of record.

The results from the questionnaire allowed the assessment team to develop both a list of questions that LORS librarians wanted to ask and ideas about how to use assessment tools and processes to answer those questions. Importantly, the questionnaire also provided a sense of specific areas where LORS librarians felt they did not know enough about whether they had useful impact. Sentiments within the results indicated group aspirations to achieve more consistent levels of service and outreach across audiences, better awareness of the impact that our collections and various instruction modalities have on the communities we serve, and enhanced ability to effectively set the agenda for our department to manage our time, workload, and resources rationally.

Step 4: Discuss Assessment in our Unique Context

At this point, the assessment team had much external and internal information from which to draw, but we still grappled with how to operationalize the literature on library assessment at a level that makes sense for a department of 12 librarians within a larger library organization. A substantial portion of our process entailed a series of exploratory conversations among assessment team members.

Our team found it beneficial to strip down relevant assessment concepts and resources in order to rebuild from the basics our departmental understanding of what we hoped to achieve with an assessment program. Our discussion created space for deep reflection on why LORS wanted to conduct assessment, as well as what are LORS' assessment values and how did we want our practices to express those values.

Ultimately, we articulated the following assessment values for LORS:

- *Envision change.* When developing our overall assessment program, as well as individual projects, LORS will know exactly why we are collecting information and how we will use that information to guide changes to our practices. Our assessment will never be driven by idle curiosity; we will always have a pragmatic reason to ask and answer assessment questions.
- *Mindfully select projects.* LORS will intentionally emphasize projects that support internal decision-making and service enhancements over other types of assessment reported on in literature the team read, particularly assessment driven by external audiences.
- *Prioritize user experience.* This not only encompasses the experiences of the library users we serve, but also the LORS librarians' affective experience of our own assessment program. This priority will guide LORS' decision-making around assessment projects and methods.
- *Respect our students.* Some examples of how we might demonstrate this value are centering the needs of students rather than our own aims, seeking student input where possible (including constructive feedback mechanisms), communicating transparently

about our assessment, ensuring assessment design that promotes an inclusive picture of students' needs, and protecting students' privacy and confidentiality.

Still intending to develop a proposal to present to library administration, our conversations turned to the possibilities presented by learning analytics. We had been struck by the extensive use of EZ Proxy data we found during our reading, and we spent some time contemplating whether convenient, accessible data effectively connected to the questions the LORS department wanted to ask. Like Nurse et. al, we wanted to approach decision-making around the data points to analyze mindfully,⁸ and we felt that LeMaistre et. al made a good distinction between output-based metrics and outcome-based metrics.⁹ It made sense to us that many learning analytics projects focused on online, licensed content (i.e., the thing libraries probably most want increased budget to support). However, with LORS' mission centered as much or more on outreach and learning than collections, we tried to identify metrics that could help us tell a story about services provided by library employees. We examined the articulated goals of learning analytics projects profiled in the literature, and we related strongly to the goal of using assessment to eliminate educational disparities where possible by evaluating the current distribution of library services and resources usage among segments of the community we serve. We also wrestled with concerns that our original ideas that prompted us to explore learning analytics were perhaps overly cynical and too focused on generating superficial evidence quickly to prove our value to external audiences, especially in light of privacy concerns. We found some authors' discussion of students' privacy too facile with risk acknowledged but assumed to be outweighed by potential benefits conveyed through learning analytics-based assessment. Within the assessment team, we questioned, "Are we comparing potential harm to potential benefits? Or is it more accurate to compare real, demonstrable harm to potential benefits?" While we still believed we could devise a learning analytics project that remained student-centered in its aims, we felt cautioned by Nicholson et. al to avoid creating a project motivated by anxiety or self-interest.¹⁰

The LORS Assessment Framework

Our discussions led us to recommend that LORS create a custom assessment framework to flexibly guide our assessment efforts. For our purposes, a framework provided a basic structure for assessment program development while remaining adaptable to our specific context and modular to accommodate our ideas about needing a suite of simple planning tools. We wanted to put rails on the road so as to not drive off cliffs, but without unnecessarily restricting ourselves either. A framework prompted us to establish priorities and roles in advance, and it allowed us to design multiple component pieces to operate in tandem. Importantly, it supported us in meeting our initial practical needs, but also promoted the more abstract goal of creating an assessment culture within LORS.

"Creating a culture of _____" can feel like a cliché in many workplaces, including libraries, but the idea of culture (with its distinctive beliefs and idiosyncrasies) did capture our department's sense that we wanted our assessment to be effective at helping us (the librarians

within LORS) with our mission and daily activities and that we wanted our group to feel comfortable with the types of assessment performed.

Once we resolved to develop a framework, we established that it should outline our aims/goals and timeline, aid practical planning, provide guidance for LORS members who want to conduct assessment, and lay a foundation for communicating about assessment. The complete framework is available for download at: https://digitalrepository.unm.edu/ulls_fsp/207/

Our assessment framework includes:

- An overarching framework document
- A template for the LORS departmental assessment plan
- A template for individual assessment project plans

Although the framework document primarily existed as an internally facing document, we deliberately wrote it to be understandable to external audiences as well, for the benefit of library administrators who may request to see it, future new employees, and potentially others. The framework document articulated our consensus vision for why we conduct assessment, what types of assessments we will conduct, and the methods we will use. It contained the following elements:

- LORS' activities and context, including connections to library-wide strategic planning
- LORS' assessment approach
 - Scope
 - Principles
 - Priorities
 - Impact map
- Assessment planning process
 - Procedures and workflows
 - Resources and tools
 - Roles and responsibilities
 - Assessment reporting and archiving

An impact map (included as Appendix B) served as one key component of the framework document. The assessment team joined with the LORS director and the Learning Services coordinator to conduct a day-long impact mapping exercise using an activity adapted from Megan Oakleaf's *Academic Library Value: The Impact Starter Kit*.¹¹ This activity allowed the assessment team members to facilitate a nuanced discussion with LORS leadership to identify potential priorities for communicating about the department's work with colleagues and stakeholders and developing new assessment projects.

While Oakleaf's original activity was primarily designed to help academic libraries as a whole situate themselves in the context of their larger educational institutions' missions, the emphasis on conceptualizing value in relation to the environment, important stakeholders, and specific

outcomes scaled effectively for our department as well. We tailored the activity to meet our needs by including only library services, expertise, and resources relevant to LORS at the top of our impact mapping grid and, for our unique institutional focus areas, tying our department's current and potential impact to both the strategic priorities for the College of University Libraries & Learning Sciences (our library's organizational goals) and the recently released UNM 2040 Strategic Framework (campus-wide goals). We also added a novel category of impact where we indicated that we believed LORS had impact, but it was unlikely we could design assessments capable of proving it, in deference to envisioning a realistic scope with the limitations of our individual department (this is marked as Y- on the impact map, as opposed to designations of Y, Y+, or Y++; refer to the Impact Map Key in Appendix B for more detail).

Where the impact map indicated that LORS librarians' work had an impact but we did not currently measure it, we could now design assessment projects to collect data. For focus areas where we had evidence of impact but we were not communicating about it with stakeholders, the impact map pointed to opportunities to enhance outreach initiatives and messaging. And marks of CB ("There Could Be an impact if we did something better or differently") highlighted possible directions of growth, depending on our department's priorities. We planned to carry these insights forward into subsequent rounds of strategic planning.

Among other purposes, the framework document also functioned as an instruction manual for drafting assessment plans at both the department and project levels. It provided instructions for using the two planning templates previously mentioned.

We wanted to use the LORS assessment plan to compile a master list of current/ongoing assessment projects within our department. We also designed the LORS assessment plan template to capture details about our department's strategic planning and goal setting with the intention of using our assessment efforts to measure success in achieving our aims.

We envisioned that all LORS members who start new assessment projects will use the project-level planning template from the beginning of their work. During an initial piloting phase, we planned for this to only encompass projects relevant to LORS as a department rather than individuals (i.e., a single instructor using one-minute surveys after a one-shot for their own benefit), but we remained open to the idea that even those implementing smaller projects may want to use the template in the future. After someone has completed a project template, we expected them to share a copy with the LORS director and/or the director's designated assessment point-of-contact to transfer basic details from the project plan into the overarching LORS assessment plan.

The assessment planning process proposed in the framework also incorporated phases of reporting and updating in a routine cycle, initially envisioned happening every one or two years. The LORS director and/or their designated assessment point-of-contact would have responsibility for writing an assessment report for a specific cycle, and assessment project leaders would be expected to develop a brief report at the end of their projects. In presenting this process to the LORS members, the assessment team emphasized that all planning and

reporting documentation was intended to remain as concise as possible, favoring bulleted text over lengthy narrative.

Outcomes

Since the completion of the assessment team's work on this goal, LORS has undergone even more significant changes, to the extent that the department no longer exists. Along with leadership shifts, in summer 2024 LORS merged with two other library departments to create the new Learning, Research, and Engagement (LRE) department, bringing instruction, outreach, digital initiatives, scholarly communication, and research data services under one umbrella. The reorganized group has also de-emphasized the traditional library liaison service model in favor of splitting into two targeted engagement teams focused on undergraduate students and graduate students/faculty.

Although some of the former assessment team's previous work will need to transform and adapt to align with the needs of our larger unit, expanded scope, and need to build a new consensus, the former LORS members' solid strategic planning, including developing the assessment framework, set us up for success during this transitional period.

Always envisioned as a collection of living documents subject to revision as needs evolved, the framework will guide conversations about better integrating assessment into our work moving forward, particularly as we field-test fresh ideas for outreach, programming, and instruction and identify service offerings that no longer make sense to provide. We have designed assessment workflows and resources that are flexible enough to match a very fluid moment in our library's growth, and we look forward to mainstreaming them into our routine tasks.

Also, an LRE librarian and former chair of the LORS assessment team has accepted a dual position (0.5 full-time equivalent) as our organization's library-wide assessment coordinator and formed a new cross-functional assessment team, drawing members from LRE, Collections, Web/User Experience, and Access Services. Elements from the LORS assessment framework could now disperse throughout UNM University Libraries as appropriate. This may include facilitating similar conversations for different audiences within the organization and/or wider adoption of the planning templates or impact mapping.

Prior to the merger, we had already decided not to pursue a learning analytics project at this time due to its misalignment with LORS priorities. During the post-merger transition, we do not anticipate having bandwidth to initiate a new assessment project of that scale for the foreseeable future. However, it remains a potential future avenue for cross-campus collaboration that may make more sense for our institution at a later date when we can apply focused attention on resolving any ethical concerns.

Lessons Learned

Reflecting upon the process the LORS assessment team used to develop our framework, some key takeaways stand out as recommendations for other groups interested in working on a similar task:

- *Don't rush.* Our two-year process centered nuanced conversations in both our small group and our department as a whole. That level of dialogue and critical reflection around our specific context and how to apply findings from the assessment literature in ways that felt appropriate to our team and our community required time and space.
- *Develop sustainable processes.* We opted to keep our framework as streamlined as possible, hoping to never have the documentation of assessment eclipse the performance of assessment. We acknowledged that workflows that are too onerous will not get adopted, and we took seriously defining roles and responsibilities as well as writing clear procedures that included deadlines.
- *Maintain clarity about where you want to position yourself in the future.* In the end, LORS committed to only collecting what information or data we need, and that we would always know why we collect what we collect, how we will use what is collected, and, importantly, how our assessment projects reflect our priorities and values.
- *Build in flexibility to accommodate future changes.* Without an adaptable framework, much of the work for LORS could have quickly proven obsolete post-reorganization. However, a relatively open-ended framework focused on helping employees think through assessment planning and tracking can easily move forward into our new environment.

¹ Rachel A. Fleming-May and Regina Mays, *Fundamentals of Planning and Assessment for Libraries* (Chicago: American Library Association, 2021).

² Holt Zaugg et al., "Closing the Loop: Building a Culture of Assessment in Academic Libraries," *Journal of Library Administration* 62, no. 2 (February 17, 2022): 266–73, <https://doi.org/10.1080/01930826.2022.2026130>.

³ Holt Zaugg, "The Development, Design, and Implementation of a Library Assessment Framework," *Journal of Library Administration* 60, no. 8 (November 16, 2020): 909–24, <https://doi.org/10.1080/01930826.2020.1820277>.

⁴ Felichism Kabo et al., "Associations between Library Usage and Undergraduate Student GPA, 2016–2019," in *Proceedings of the 2020–2021 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment* (virtual, 2021); Tiffany LeMaistre, Qingmin Shi, and Sandip Thanki, "Connecting Library Use to Student Success," *Portal: Libraries and the Academy* 18, no. 1 (2018): 117–40; Richard Nurse, Kirsty Baker, and Anne Gambles, "Library Resources, Student Success and the Distance-Learning University," *Information and Learning Science* 119, no. 1/2 (January 1, 2018): 77–86, <https://doi.org/10.1108/ILS-03-2017-0022>; Krista Soria, Jan Fransen, and Shane Nackerud, "The Impact of Academic Library Resources on Undergraduates' Degree Completion," *College & Research Libraries* 78, no. 6 (2017), <https://doi.org/10.5860/crl.78.6.812>; Shun Han Rebekah Wong and T.D. Webb, "Uncovering Meaningful Correlation between Student Academic Performance and Library Material Usage," *College & Research Libraries* 72, no. 4 (July 1, 2011): 361–70, <https://doi.org/10.5860/crl-129>.

⁵ Soo-Yeon Hwang and Michael Hanson, "Learning Analytics and Privacy: A Library Perspective," *Internet Reference Services Quarterly* 25, no. 3 (July 3, 2021): 69–72, <https://doi.org/10.1080/10875301.2021.1946456>.

⁶ Karen P. Nicholson, Nicole Pagowsky, and Maura Seale, "Just-in-Time or Just-in-Case? Time, Learning Analytics, and the Academic Library," *Library Trends* 68, no. 1 (2019): 54–75.

⁷ Heather Mechler, "Director's Column," *Office of Institutional Analytics Summer 2022 Newsletter*, June 2022, Vol 7 edition.

⁸ Nurse, Baker, and Gambles, "Library Resources, Student Success and the Distance-Learning University."

⁹ LeMaistre, Shi, and Thanki, "Connecting Library Use to Student Success."

¹⁰ Nicholson, Pagowsky, and Seale, "Just-in-Time or Just-in-Case?"

¹¹ Megan J. Oakleaf, *Academic Library Value: The Impact Starter Kit* (ALA Editions, an imprint of the American Library Association, 2017).

Appendix A

LORS Internal Questionnaire



The University of New Mexico

Your name

How do you conduct assessment currently? Please list any assessment activities you perform as an individual, as well as any assessment you do as a part of LORS or any other UNM/CULLS team or group.

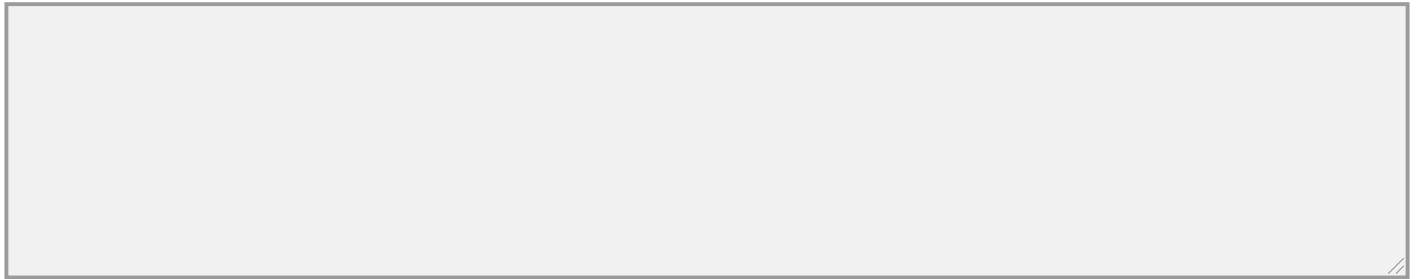
What decisions do you make that might benefit from being informed by data? This could include decisions concerning teaching, events, outreach, scholarship, professional development, scheduling office hours, or anything else related to your job. Consider:

- *When do you feel unsure about how to proceed?*
- *What do you wish you knew about the people we serve?*
- *What do you wish you knew about your impact?*

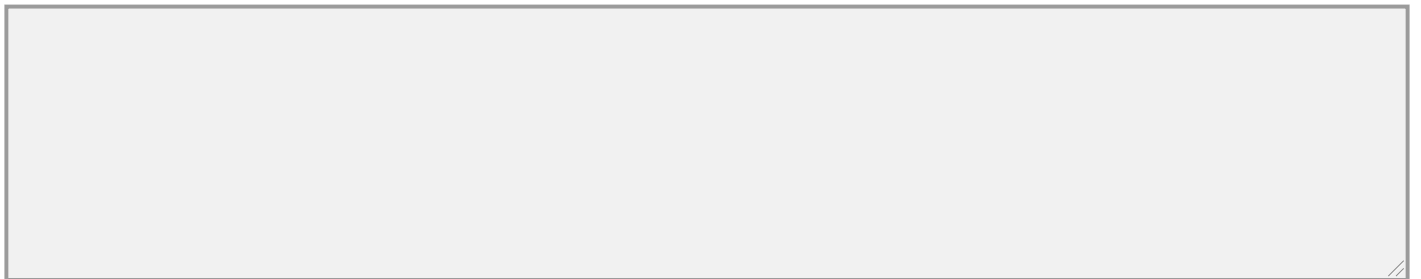


What tools or processes would you like to adopt in service of answering a specific assessment question, improving your/our work, making decisions, or communicating your/our value? Consider:

- *A software program?*
- *A framework?*
- *Something else to help us assess effectively?*



What could LORS do better? By thinking about what we can improve, we can prioritize what we would like to assess. Only include one or two ideas that are the most important to you.



Appendix B

LORS 2023 Impact Map

2023 LORS IMPACT MAP

Key

- Y Yes, we believe there is an impact relationship between this institutional focus area and this library service, expertise, or resource -- and we might be able to identify an assessment project to demonstrate impact.
- Y- Yes, we believe there is an impact relationship, but it is unlikely we can design assessments to prove it.
- Y+ Yes, there is an impact, and we have evidence/data of the impact.
- Y++ Yes, there is impact, we have evidence/data, and we've communicated the impact to stakeholders.
- CB There "could be" an impact if we did something better or differently.
- N No, there is no impact.

Library Services, Expertise, and Resources	Collection Development (Maintenance & Purchasing)	Facilities, Library Classrooms	Instruction (course-integrated, credit courses, workshops)	Library Faculty Research & Service	Outreach (communication, events, initiatives)	Reference (consultations, subject guides)
Institutional Focus Areas						
ULLS Strategic Priorities						
Apply JEADI (Justice Equity, Accessibility, Diversity and Inclusion) Lens	Y	Y/CB	Y-	Y	Y	Y
Open Educational Resources	Y/CB	N	Y+	Y	Y	Y
Physical spaces	Y+	Y	N	N	N/CB	N
Advance digital scholarship	Y	Y	Y	Y	Y	Y
Campus and community partners	Y	Y+	Y++	Y	Y++	Y

Library Services, Expertise, and Resources	Collection Development (Maintenance & Purchasing)	Facilities, Library Classrooms	Instruction (course-integrated, credit courses, workshops)	Library Faculty Research & Service	Outreach (communication, events, initiatives)	Reference (consultations, subject guides)
UNM 2040						
Advance New Mexico <ul style="list-style-type: none"> • Basic and applied research • Economic development of NM • Social justice and health equity • Align efforts with community stakeholders • Athletics, cultural events, arts 	Y+	Y	Y-	CB	CB	Y
Student experience and Educational Innovation <ul style="list-style-type: none"> • Undergrad major pathways • Graduate student enrollment & success • Co-curricular learning • Lifelong learners • Educational innovation 	Y-	N	Y/CB	Y+	CB	Y
Inclusive Excellence <ul style="list-style-type: none"> • Accessibility and accommodation • Equity and inclusion commitments and infrastructure • Faculty and staff diversity, recruitment, retention, and equity • Assess climate and evolve cultural humility/literacy • Gateway course and branch campus students • Minoritized graduate students 	Y	Y/CB	Y-	Y-	Y	Y

Library Services, Expertise, and Resources	Collection Development (Maintenance & Purchasing)	Facilities, Library Classrooms	Instruction (course-integrated, credit courses, workshops)	Library Faculty Research & Service	Outreach (communication, events, initiatives)	Reference (consultations, subject guides)
<p>Sustainability</p> <ul style="list-style-type: none"> • Campus work/living environment • Diversity and expand sources of revenue • Culture of philanthropy • Efficient budgeting and benchmarking • Vibrant and secure campus spaces • Assess and minimize environmental impact 	Y++	N	N	N	Y+	N
<p>One University</p> <ul style="list-style-type: none"> • Trans-disciplinary research collaboration • Cross-campus cross-disciplinary living laboratory • Integrated admin systems and process improvement • Foundational infrastructure • Student and employee health and welfare • Track progress on 2040 goals 	Y+	N	Y	N	CB	N