

CHAPTER 8

Strengthening Strategic Planning Through Diverse Collaborations

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BACKGROUND

The University of Maryland, Baltimore (UMB), experienced an evolution in the creation of its strategic plan over the years. With the arrival of a new UMB administration in 2011, a renewed effort was made to develop a strategic plan meaningful to the entire UMB community. With six professional and graduate-level schools and a strong history of school autonomy, this was a challenging endeavor; however, a plan was developed focusing on key initiatives of UMB.

The Health Sciences and Human Services Library (HS/HSL) at the UMB has a long and strong history of regular strategic planning going back more than 2 decades. In 2011 when UMB leadership changed, the HS/HSL was poised to embark on a new strategic planning process. A Team, consisting of the executive director and the associate directors for Services, Resources, Technology, Administration, and the Regional Medical Library, had already begun thinking about its next major strategic planning effort and was exploring new, innovative, and collaborative ways to develop the new plan.

Since the new UMB administration had embarked almost immediately on a strategic planning process, the Team was afforded an opportunity to refine, reflect, and redesign the process. Before planning, the Team felt it was critical to await the completion of the new UMB strategic plan. The UMB plan would then serve as a guide for critical elements of the HS/HSL plan, as strong, successful library strategic planning should align with institutional strategic plans and imperatives.

ISSUES AND DRIVERS FOR HS/HSL STRATEGIC PLANNING

The strategic planning approach frequently taken by libraries is to internally develop a plan and share it with their user community. This was confirmed by an internal discussion on the Association of Academic Health Sciences Libraries discussion list in 2010. This “library knows best” strategic planning approach distances the library from user needs and collaborative conversations regarding what is important and valuable to users.

Two major environmental factors influenced the decision to approach strategic planning in a new outwardly focused, inclusive, and collaborative fashion:

1. A new leadership and political climate at UMB focused on collaboration and inclusivity. In addition to the focus within the new UMB strategic plan, there was also renewed statewide interest in a closer relationship between UMB and the University of Maryland, College Park.
2. The second environmental factor was the swiftly evolving library landscape which included the rapid growth and evolution of digital environments; eroding financial situations in libraries, universities, and in research funding; increased focus on user engagement; shifting priorities; and the increased use of collaborative and interdepartmental teams to identify and meet library user needs.

THE MEANING OF COLLABORATION FOR THE HS/HSL STRATEGIC PLANNING

In “the library knows best” model, development of a strategic plan occurs within the library with final approval by a university administrative body or library committee, with very little collaboration. As the HS/HSL strategic planning process evolved, regular Team meetings revealed many different opportunities for collaborations.

By examining and questioning the strategic planning process and carefully considering the environmental factors, a more inclusive and collaborative process was developed. This process encouraged collaborations with a diverse group of people throughout. A liberal interpretation of Merriam-Webster’s definition of “collaborate” was embraced. The definition says collaborate means “to work jointly with others or together especially in an intellectual endeavor.”¹ The Team interpreted collaboration boldly, by collaborating with those external to the HS/HSL; with those internal to the HS/HSL; and with relevant individuals and groups

across and beyond UMB. This interpretation supported conversations with a wide-ranging group of faculty, staff, students, individuals, and communities of interest. It became a very flexible and fluid process, changing and adapting with every conversation.

THE PROCESS

Overview

The Team assumed responsibility for strategic planning. The initial collaboration for the first round of the new HS/HSL strategic plan was between the UMB vice president for administration, who had been in charge of developing the UMB strategic plan, and the HS/HSL executive director. They met to review the process, approach, and format for developing a plan. With assurances that the planning process was in sync with the UMB plan, the Team was ready to begin.

The Team deliberated over the best approach to elicit information from constituents with the focus on how the HS/HSL could contribute to their success. This user-focused approach meant that the Team needed to listen carefully to understand constituent needs. A “strategic listening” tour of the UMB community was envisioned in which the Team visited key constituents to learn about their future goals and challenges and the ways they gauged success. The Team understood the HS/HSL is most successful when partners and constituents are successful. Question development was a key component of the process. Several members of the Team had formal training in and experience facilitating focus groups, including developing effective, open-ended questions to elicit big-picture insights. It was important that the listening tour questions address strategic direction rather than current operational issues. The Team devoted many hours to refining the questions, ensuring that the responses focused on a broad vision for user success.

Ideas for expanding the collaborative process were also considered. Although important to get the UMB community and constituent input, it was equally important to engage the HS/HSL staff in the process. The Team synthesized input from the strategic listening tour, creating a draft of the strategic plan. Seven department heads—the next leadership level in the HS/HSL—then assisted in identifying specific operational goals. In the final stages of the strategic planning process, all staff reviewed and discussed the draft plan to provide feedback, identify issues, and ensure buy-in.

Details of External Collaboration

The Team embarked on a strategic listening tour involving the senior leadership at UMB, including the president, deans, and key administrators from research, communications, accountability, finance, technology, and economic development. Thirteen individuals were in the initial strategic listening group. The sessions were designed to provide UMB leaders with ample opportunity to speak to the strategic listening team. Open-ended questions were developed and emphasized. Strategic listening teams consisted of the HS/HSL executive director, who served as facilitator, and another member of the Team, who was responsible for listening carefully, asking clarifying questions, and taking notes. Three questions were posed to the UMB senior leadership (see [Appendix A.1](#)). At the end of each session, participants were asked to identify other key stakeholders who should attend future listening sessions.

Using information provided from these sessions, the Team brainstormed about other stakeholders who needed to be involved from all levels of UMB. The identification of key groups, such as student, faculty, and staff organizations, and technology groups, provided a broad perspective on the complexity of the work ahead. Discussions and decisions were made about the best strategy for meeting with the identified individuals and groups. A multi-method approach was determined to be the best way of gathering information. Individual meetings, group meetings, town halls, and online surveys were all used to gather information.

Over 25 people participated in the next phase of the listening tour. Hour-long focus group-style meetings were organized to obtain information from this diverse group, including faculty and staff from each of the schools and from the Office of Research Development, Campus IT, Community Outreach Services, and more. Three meetings were planned at various times to accommodate participant schedules. Two questions started the discussion (see [Appendix A.2](#)). People were asked to think in terms of expertise, resources, and place. The HS/HSL executive director facilitated the discussion and members of the Team took detailed notes. These discussions were wide-ranging and provided useful information for the HS/HSL strategic plan.

Students also needed to be heard. Working through the Student Government Association, Graduate Student Association, and through the HS/HSL's usual promotion mechanisms, students were invited to attend an open forum. It was hosted in the HS/HSL in late afternoon and about 15

students from the School of Nursing, School of Medicine, and the Graduate School attended. In the past, students had been interested in extending HS/HSL hours, which required campus safety input. Campus Police were invited to participate in the discussion. During the session, three questions were posed to the students (see [Appendix A.3](#)). The hour-long open forum was conversational and very informative.

One of the final stops in the listening tour was a Faculty/Staff Town Hall. Faculty and staff from around UMB were invited to attend a brown bag, hour-long discussion. This method was not so successful in gathering information as were the targeted individual and focus group—style meetings. Some valuable feedback was obtained as several faculty wrote directly to the HS/HSL executive director with their thoughts on the future directions for the HS/HSL. In the promotion of the town hall, three questions were included (see [Appendix A.4](#)).

Before concluding the year-long listening tour, the Team developed and implemented a survey providing one last opportunity for any member of the UMB community to participate in the process and help shape the HS/HSL's future. It included four open-ended questions (see [Appendix A.5](#)). There were 85 responses to the online survey posted on the HS/HSL's web page. This marked the end of the external information gathering phase of the project.

Themes

The data collected from the UMB community were reviewed for commonalities, and broad themes were identified. Some suggestions and themes were operational enhancements that could be addressed and implemented immediately. For example, weekend and morning hours were changed to accommodate requests for the HS/HSL to be open more hours.

Other themes were used to inform the drafting of the strategic plan. These included the importance of the expertise offered at the HS/HSL; the need for more online resources; identifying and developing partnerships with other offices at UMB such as the Office of Research and Development and the Center for Information Technology; and promoting HS/HSL services to staff in addition to students and faculty. The “library as place” was a key theme. Having a variety of spaces with comfortable seating conducive to individual study and collaborative learning was mentioned often. People saw the HS/HSL as a safe place, a place for collaboration, and as a cultural space engaging the community with events and programs. The

overall feedback received through the listening tour was that the HS/HSL was a valued resource and partner supportive of UMB, school, and individual priorities. HS/HSL space was also highly regarded. One major recommendation was for the HS/HSL to improve promotion of activities, services, and resources.

Details of Internal Collaboration

Once input from the UMB community was collected and reviewed, the HS/HSL executive director organized a retreat for the Team to (1) determine how to engage library department heads and all 57 staff in the strategic planning process; (2) develop the content and format of the plan; (3) promote the plan to the UMB community; and (4) develop a timeline for completion. The 2011–16 UMB strategic plan,² samples of strategic plans from other university libraries, and summary documents from the listening tour were reviewed.

The Team determined four main themes reflective of the UMB plan: (1) research, (2) teaching and learning, (3) community, and (4) culture. Because department heads were involved in the day-to-day operations and management of the HS/HSL, they were asked to identify and write goals under each theme. Their experience and expertise was a perfect match for this task. Once reviewed and finalized by the Team, the goals were incorporated into the plan.

The Team aimed to develop a vibrant mission and vision statement. “Expertise,” “Resources,” and “Place” concisely captured the essence of the HS/HSL and were used to drive the mission statement. The Team created a simple statement:

The Health Sciences and Human Services Library meets the information needs of our diverse communities through provision of expertise, resources, services and an environment supportive of the University's values and mission.³

A different approach was used to develop the vision statement. Each of the five associate directors crafted a vision statement for the HS/HSL as part of the process. The department heads then reviewed all the statements, creating a single statement incorporating language from several of the suggested visions. This collaborative approach resulted in a stronger statement:

We will create a dynamic, collaborative, and innovative knowledge environment focused on excellence in expertise, service, and resource access and creation, relevant to and advancing university priorities. We will advance the library as a vibrant intellectual and cultural hub for the university.³

With the mission and vision statements complete, the Team turned to writing the values statement for the plan. After reviewing the value statements from the UMB's strategic plan and an earlier HS/HSL strategic plan, the Team wrote a concise values statement:

Strive for excellence.

Collaborate to enhance knowledge.

Anticipate, respond, and evolve to meet the needs of our users.

Promote a diverse environment marked by integrity, inclusiveness and respect.

Lead in the creation and dissemination of knowledge in our professional communities.³

The next step was outlining strategies to successfully achieve the goals of the plan. The University of North Carolina Libraries' strategic plan included a section that resonated with many of the strategies identified as essential for achieving the HS/HSL vision.⁴ These North Carolina strategies were refined to become the HS/HSL's "Strategies for Achieving Success" (see [Table 8.1](#)).

Table 8.1 University of Maryland, Baltimore library's "strategies for achieving success"

<p>Prepare staff for new roles through programming and training opportunities.</p> <p>Promote a collaborative/collegial work environment.</p> <p>Recruit and retain a diverse, knowledgeable, and flexible workforce.</p> <p>Encourage and sustain expertise, skills, curiosity, and commitment.</p> <p>Adopt a lifecycle planning approach that ensures optimal and user-oriented technology resources.</p> <p>Evaluate, acquire, and support the technologies that users need to discover, create, use, and preserve information.</p> <p>Create an overall plan that aligns with the Library's strategic themes.</p> <p>Reimagine and redesign Library environments through a continuous, evidence-based process.</p> <p>Conduct regular needs assessments for service improvements and planning, incorporating users into the decision-making process.</p> <p>Use data to demonstrate the value of services, collections, and environments.</p> <p>Through an effective communication and promotion program, build awareness of and support for the Library.</p> <p>Advocate for the Library as an essential component of the university's infrastructure.</p> <p>Strive for a stable and appropriate funding environment.</p> <p>Diversify funding sources through pursuit of grant, contract, and other opportunities.</p>

The completed draft of the HS/HSL's 2015/2020 Strategic Plan consisted of a mission and vision statement, four broad themes with accompanying goals, and strategies for achieving success.

Involving all 57 HS/HSL staff members in the strategic planning process was important for promoting interdepartmental collaboration, fostering buy-in, and for gaining a better understanding of how staff members view their roles. Eventually, the plan would be used to inform personal development plans so this engagement was imperative. A 2-hour all-staff event was organized to review and comment on the themes and goals developed by the Team and department heads. The meeting was held in a large meeting room, set up with five conference room tables. As each person arrived, they were given a number corresponding to a specific table. By randomly assigning each person a number, people from different departments were seated together at each table. This provided an opportunity for broader discussions. The staff were asked to consider eight questions (See [Appendix A.6](#)). Each group chose a recorder and reporter. Although the groups discussed all the themes, each table was assigned a primary theme to champion and report on. Based on these discussions and questions, minor improvements and clarifications were made to the strategic plan, especially in clarifying specific language.

Several weeks later, a second meeting was held. Staff members were randomly assigned to tables and asked to discuss the "Strategies For Achieving Success." The Team provided the list of strategies focusing on staff expertise, technologies, physical spaces and virtual environments, communicating library value, and funding. Staff members were asked to think of ways to help implement the strategies, focusing on the UMB and HS/HSL big picture, not specific to their division. Each table was assigned one strategy to champion. Both staff sessions saw positive participation by all members, were productive, and added to the refinement of the plan through clarification of strategies.

To assess the effectiveness of the staff meetings in support of the process, a survey was sent to all HS/HSL staff. The results of this 10 question survey ([Appendix A.7](#)) revealed that after the meeting discussion, staff were (1) confident or very confident the plan set a visionary, viable, and achievable direction and (2) were confident or very confident their division could develop its own strategic plan supportive of the HS/HSL plan. Staff felt their individual performance goals, which are reviewed and updated annually, could easily be aligned with the HS/HSL plan. Staff gave high marks to the effectiveness of the meeting and to the draft of the plan.

Once the themes and goals were finalized, the plan was reviewed by each division, and specific, measurable objectives were tied to each goal. Each division then prepared a presentation that highlighted key objectives for their area. HS/HSL staff meetings were held to showcase objectives from each division, from a “family feud”—style session highlighting the Services Division’s objectives, to the individual creativity of several members of the Computing and Technology Services Division who used props including frogs, wigs, and more—creativity reigned! The presentations were a great morale booster and, based on the responses to the staff survey, solidified staff buy-in.

After multiple collaborations, hours of strategic listening, reviewing notes and survey results, refining, discussing and writing, the *Health Sciences & Human Services Library, University of Maryland Strategic Plan* was published in September 2015.

THE ONLY CONSTANT IS CHANGE

No sooner was the HS/HSL strategic plan completed, when UMB announced, early in 2016, it was time to completely revise its plan to reflect new priorities and directions. Each school and unit was required to create plans aligned with UMB’s. As a consequence, the recently completed and published 2015/2020 HS/HSL plan dropped into limbo. While UMB developed its new plan, the Team found itself engaged, once again, with the strategic planning process only a few months after completing its own.

Upon completion of UMB’s new strategic planning process and the publication of the revised UMB plan,⁵ the Team and the department heads met for a day-long retreat in November 2016 to review the existing 2015/2020 HS/HSL plan, rooted in the four original strategic planning themes of research, teaching and learning, community, and culture. The group reviewed the 2015/2020 HS/HSL plan to align it with UMB’s six new themes of health, justice, and social impact; research and scholarship; student success; inclusive excellence; partnership and collaboration; and efficiency, effectiveness, and assessment. During the retreat, the Team and the department heads restructured the HS/HSL’s 2015/2020 plan, rearranging the goals and strategies into the six new broad themes. As required by UMB, an internal document was created casting each goal as SMART (Specific, Measurable, Attainable, Results-based, and Time-bound).⁶

In the long term, the work already done on the 2015/2020 plan was fortuitous. It meant the HS/HSL had a running start and did not have to build its 2017–21 UMB-aligned plan from the ground up. Additionally, the Team and department heads already had experience writing SMART goals. The head-start created by these circumstances resulted in other positive effects as well.

The research and assessment librarian was tasked with entering the revised HS/HSL SMART goals into Compliance Assist, the system used by UMB to gauge adherence to and completion of strategic plans. The UMB director of planning collaborated to review the new plan to ensure alignment. Early completion, collaboration, and being an early adopter of the compliance system ultimately led to the HS/HSL's plan being held up as a model for the entire UMB community.

DISCUSSION

A practical aspect of assigning SMART goals to the plan was accountability. Have goals been met? Have they been superseded or revised? As goals are completed, they are replaced with current aspirations. The result is constant revision and growth of the plan. The HS/HSL does not propose to rest on a static set of strategies, but will collaborate constantly with stakeholders to review and ensure relevance with plans, regularly repeating the strategic listening initiative. It is only by collaborating with stakeholders that the Library can validate current direction and learn of new ways to ensure the success of its users.

The HS/HSL's 2017–21 strategic plan, like UMB's, is a pyramidal structure, with the themes and strategic goals visible to the public.⁷ This portion, which is displayed on websites and in trifolds, is the overview—the elevator speech version. The bulk of the plan lies at the HS/HSL divisional level. The divisional strategic plans operationalize the themes and indicate the specific activities each will conduct in support of the themes. The operational plans are more extensive, granular, and tied to individual goals. Extending accountability to the staff level has had the effect of making the success of the plan a collaborative effort, with each staff member playing a part. The HS/HSL is intentional about aligning individual development plans to the goals of its strategic plan.

The collaborative planning initiative and new strategic plan have already had an impact on the Library. This includes the areas of professional

development, responsiveness to user needs, improved communication, and user input.

The integration of the operational part of the HS/HSL's strategic plan includes maintaining a highly knowledgeable base of employees to support UMB. A SMART goal in the HS/HSL strategic plan requires each HS/HSL employee to participate in at least one professional development opportunity per year. Supervisors are required to develop plans for their employees and track their progress.

An example of the plan's responsiveness to the needs of UMB resulted from being strategically aware of future needs. After consulting with the President's Entrepreneurship and Innovation Fellows, who spent a year researching the best ways for UMB to prepare students for entrepreneurial careers, the HS/HSL created a task force to develop the UMB Entrepreneur Toolkit.⁸ Using the "strategic listening" model, the task force sought the input of key individuals across UMB, creating a guide to provide potential entrepreneurs and innovators with useful information and helpful links. The Fellows named the HS/HSL one of the most entrepreneurial enterprises on campus.

During the strategic planning process, a constant theme heard by the Team was that the Library needed to improve communications. The Library formed the Effective Communications Committee that meets monthly to discuss news from the HS/HSL and where the news is most appropriately placed. Additionally, this Committee evaluates web usage and HS/HSL branding. The Committee realized surveys and inquiries need not be huge or time consuming to gather relevant and pertinent information for a successful strategic planning process.

Through the strategic planning process, it was learned that users were interested in providing input and guidance to the HS/HSL. As a result, instead of one large HS/HSL advisory committee, topically focused advisory task forces have been formed to assist with collection development and with the growth of an innovation space. These focused task forces are perfect examples of engaging experts in the user community in collaborative projects.

FUTURE IMPROVEMENT

A leitmotif to the library strategic planning process is "How to do better?" How does the HS/HSL serve, engage, and collaborate with stakeholders in

innovative and meaningful ways? How does the HS/HSL engage staff members and encourage them to be the best they can be? The Team identified four areas for scrutiny in this regard: speed and agility, ongoing assessment, constant validation with HS/HSL faculty and staff, and ongoing productive collaboration with stakeholders to identify where they are reflected in the plan.

Agility can be an issue in crafting strategic plans. How best to prevent another extended process? The primary strategy is to look at a strategic plan as a living document. The decision to create a plan and collect data takes time. Stakeholders are not immediately available and collecting data from them may take months. Continuous engagement with stakeholders ensures growth and validation of the current plan. The HS/HSL employs many just-in-time data-collection methods: online surveys, such as the Library Genie where HS/HSL users list three wishes regarding library service, and informal surveys where a simple question is asked on a whiteboard and passersby respond with tally marks or comments. Through the use of focused querying, all first-year students are surveyed regarding thoughts about the HS/HSL annually. These surveys contribute a substantial amount to the knowledge the HS/HSL has about its users. Some of it is very humbling. The Team remains alert to new UMB leaders, and movers and shakers, mining them for new ideas soon upon arrival and building relationships.

Ongoing assessments are a good practice and happen at the UMB level through Compliance Assist Review and at the HS/HSL level through divisional, departmental, and individual review. The Team meets biannually to go over the goals to determine completion, relevance, or change in direction. New goals are added based upon divisional trajectories. The cycle begins anew with the engagement of all members of the Team who validate new directions.

The success of the plan is validated by the satisfaction of stakeholders. Continued collaboration with them is a way to measure satisfaction and gather continuous feedback. Through collaborative engagement with the community for problem solving, project partnerships, and advancing user success, the stakeholders have become intimate parts of HS/HSL processes, sharing ideas and serving as ambassadors to their communities.

Members of the HS/HSL faculty and staff are essential collaborative stakeholders, perhaps the most important ones. Through engagement in the planning processes, open information sharing, and growing expertise, HS/HSL faculty and staff have become trusted empowered advocates. In early

2018, the HS/HSL administered the Association of Research Library's ClimateQUAL⁹ survey to gauge the perceptions of HS/HSL staff regarding inclusion and organizational culture.

CONCLUSION

The collaborative strategic planning process was a multifaceted approach to developing a meaningful strategic plan. The process engaged the community and the HS/HSL faculty and staff. It was concerned about ensuring the success of everyone involved, and provided the HS/HSL with a roadmap for new and continued conversations about what makes it vital and dynamic.

The collaborative strategic planning process discussed in this chapter can be modified and used in different types of settings. Key elements of the process include broad collaboration, a focus on the success of stakeholders, commitment to listening, and expertise in data collection methodologies.

What was learned? Use a variety of methods to gather data. Be agile and quick. Do not be afraid to engage users in any way that answers the question—no one way is always right—change things up. Assess and validate results. Do not be afraid of failure. The end result is always better with multiple views and is enriched by collaboration.

APPENDIX: QUESTIONS

A.1 Individual Meetings—University Leadership (Deans, Senior Administrators)

1. What library expertise, resources, or building components are critical to your unit's success?
2. Consider your strategic plan and future directions. As a partner in your success, what expertise, resources or building elements could or should we provide?
3. What else would you like to tell us or share with us?

A.2 Group Meetings—Selected Individuals—Diverse Group That Included Faculty and Staff From Each of the Schools and From the Office of Research Development, Campus IT, Community Outreach Services and More

1. What should the HS/HSL continue to do?
2. What should the HS/HSL do in the future?

A.3 Open Forum—Students

1. Please tell us what your ideas are about library hours including late night, 24-hour access, and badge-swipe access to the building.
2. What are your safety concerns as they relate to the library?
3. What else would you like to see in the way of services and learning spaces?

A.4 Town Hall—Faculty/Staff

1. What are we doing well?
2. What can we improve or do more?
3. What does the library of the future look like to you? What expertise should we have? What resources should we provide? What about new technologies? And what about the building?

A.5 Survey—Campus

1. What is the HS/HSL doing well? How do we add value to your work? What should we continue doing?
2. Where could the HS/HSL improve or do more? Are there enhancements to our expertise, resources, or space we should consider?
3. What does the “library” of the future look like to you? Please think of the library in the broadest possible sense—expertise, services, resources, technology, and space.
4. Is there anything else you would like to share with us to help guide us toward the future?

A.6 HS/HSL Staff Meeting—Faculty Librarians and Staff

1. Do you feel this theme and its goals are clear?
2. What about this theme and its goals excites you?
3. What about this theme and its goals makes you apprehensive?
4. Is there anything you would change about this goal? Add? Subtract?
5. How would you explain this theme and its goals to our constituents?
6. How do you see this theme/goals applying across the HS/HSL?
7. How would you apply this theme/goals within your division?
8. Personal reflection: How would you develop your own personal and professional goals aligned with this theme?

A.7 Survey—Faculty Librarians and Staff

1. Are you
Choices: library staff, library faculty
2. The division I work in is
Choices: CATS, Library Administration, Resources, Services, SE/A
RML
3. After reviewing and discussing the draft strategic plan, I am confident it sets a visionary, viable, and achievable direction for the HS/HSL.
Choices: very confident, confident, not confident
4. After reviewing and discussing the draft strategic plan, I am confident my division can develop its own strategic plan supportive of the HS/HSL plan.
Choices: very confident, confident, not confident
5. After reviewing and discussing the draft strategic plan, I am confident I can develop personal and professional goals that fit within my divisional plan and within the HS/HSL's plan.
Choices: very confident, confident, not confident
6. The time spent in the strategic plan review meeting was time well spent.
Choices: agree, disagree
7. The amount of time spent (2 hours) was:
Choices: too long, too short, just right.
8. The format of the 2 hours (random group assignment, introduction, background, small group discussion, reporting out/discussion) supported the work that needed to be done.
Choices: agree, disagree
9. I would be interested in viewing the plan every year.
Choices: Yes, No
10. After thinking about the July 28th strategic plan review session, here are some additional thoughts.

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