Foreseeing Our Future: Strategic Planning for the Library and Information Technology Collaborations at Hamilton College
Glynis Asu, Carolyn Carpan, Bret Olsen, Nikki Reynolds, Maureen Scoones

Why Create a Strategic Plan Now?
• Ambiguity about our mission
• Perceptions of different levels of commitment
• Dysfunctional communication patterns
• Desire to improve partnership

Preamble: People were encouraged to share their “bubble text” (previously unspoken concerns)
• Effect on our (separate and pre-existing) services
• Being “present” (involved) – was this voluntary?
• Lack of strategic planning experience
• Was there freedom to express what is not working?
• Need for engagement by all members
• Ability to make informed choices
• Would we invest our time to have the process “dead end”?

Campus Environment
• Liberal arts college with an open curriculum
• 1800 students, 200 faculty
• No center or program for teaching and learning practice or for the development of pedagogical uses of technology and digital resources
• Our reporting structures are separate
• But we live in the same building

Current Collaborations are Driven by the Curriculum
• Multimedia Presentation Center first
  o Support student use of digital media in the academic program
• Sophomore seminar pilot provided additional opportunities
  o Interdisciplinary course required for all students and all academic departments
  o Capstone project required public presentation by students
  o Began the second collaboration: the HILLgroup for coordinated course support

ACRL poster presentation, March 2011; EDUCAUSE presentation, October 2011; document updated April 2012
Embarked on a 10 Step Process


- We have a draft plan
- We’ve been taking the time to do this while continuing all of our existing services and collaborations
- We’re trying to formally include a third partner: the Oral Communications Center

General “Take Aways”
- It’s a journey
- It’s a process
- There is tension (but this can be useful)
- Small working groups are key to:
  - Building relationships,
  - Coaxing out unspoken thoughts,
  - Bridging the language differences
- Members leaving and joining the group change the dynamics
- It is not a static (or entirely predictable) process

Further Information:
- http://www.hamilton.edu/hillgroup
- http://www.hamilton.edu/information-commons
- Maureen Scoones, mscoones@hamilton.edu; Nikki Reynolds, nreynold@hamilton.edu; Glynis Asu, gasu@hamilton.edu