

Vision Statement: Brookens Library will be an agile, forward-thinking, and dynamic environment in which we will empower individual and collaborative learners, build partnerships in our community and advance success at all levels.

Mission Statement: We are committed to providing trusted services, as we cultivate an inviting space for sustainable creative discovery, passionate scholarship and cultural enrichment.

Value Statements:

Advance student success for the whole student.

Practice ethical stewardship.

Support growth and development to transform the library (staff, services, spaces, collections).

Demonstrate the impact of library value by fostering a culture of assessment.

Misional Priority or Pillar					Goals (in order of priority)	Tactics	Timeline	Resource Allocation	Performance Indicators	Accountable
PEE	WCT	EE	PA	LAS	What are the desired outcomes?	What action steps will produce the outcome?	Estimated	Resources & source, if known	Baseline to Target	Leader/Position or
x		x	x		Design and construction of new Library Learning and Student Success Center.	A. Formation of Executive Committee B. Formation of committee to review and select design firm. C. Select firm. D. Interviews with stakeholder groups. E. Work with design firm on final design. F. Bidding and state process. G Construction.	A. 0-3 months B. 0-3 months C. 6 months D. 6 months -1 year E. 1 -2 years F. 2 years G. 2-4 years	State, university and gift funding.	Meet steps A. through G. Open new building.	Provost, University Librarian, VC Facilities
		x			Increase engagement of student alumnae who were student employees of Brookens Library, and encourage their participation in Friends of Brookens Library.	A. Create list of former employees, compiling emails, addresses and phone numbers as appropriate. B. Contact former employees with outreach materials. C. Create special events throughout year for social engagement, such as homecoming, Haunted Library, book clubs, etc.	A. 0-1 year B. 0-1 year C. 1-2 years, then ongoing	Marketing materials, event or reception costs, appropriate swag	Creating the list. Creating outreach materials. Scheduling events.	University Librarian, Director of User Services, Outreach
		x		x	Create a Library Advisory Board composed of students to participate in programming, planning and surveys to advise on needs and wants. Strive for diversity and inclusion in thought, age, academic status and backgrounds.	Devise a process for seating a Student Library Advisory Board, include the Student Government Association in discussions.	0-1 year	N/A	Seating of Library Advisory Board.	University Librarian
	x				Practice budget transparency.	A. Continue sharing budget tracker with Management Team and Executive Committee. B. Create stripped down reports for semi-annual all-staff meetings.	A. Current and ongoing B. 0-1 year	Time and assistance of Business Associate.	Creation of reports to share with all-staff.	University Librarian
	x				Admin employees are the experts on campus policy and procedure. Create documentation for roles and responsibilities in the Admin Suite, so that employees and patrons can understand who to contact.	Create documentation for tasks, including but not limited to: personnel and hiring practices, TEM best practices, cash controls, internal invoicing, students and payroll.	0-2 years	Time and assistance of User Services.	Documentation created.	Business Administrative Associate, University Librarian
	x				Communicate campus procedures and announcements effectively to employees.		0-2 years	time and assistance of department heads.	pre- and post-surveys to gauge improvement	University Librarian, Department Chair and Heads
	x				Evaluate internal processes and procedures to ensure efficiency.	Schedule tasks and review of processes at regular intervals.	0-5 years			
	x	x	x		Launch a creative space for students to discover, experiment, and grow.	Partner with ITS. Purchase equipment. Hire and train student staff.	0-2 years	Friends of Brookens support purchases of equipment. Will need 4-5 additional student employee positions.		
x		x		x	Collaborate on Third Floor partnerships for labs and spaces. Ensure future of Archives and Special Collections.	NEH grant announcement in December 2019. Plan B for funding, purchase and installation of compact shelving, and relocation of archives.				Center for Lincoln Studies Executive Director and Faculty. Digital Humanities.

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					Guiding Statement: Affirm the Library's position as the campus leader in information literacy at UIS; reinforce the Library Faculty's ownership of information literacy instruction; promote the Librarians' expertise; create meaningful partnerships.					
		x			Establish a peer reference team to supplement and extend library information literacy services in order to reinvigorate and realign the Library's information literacy service model to extend beyond in-class information literacy instruction.	A. Develop program goals, mission & vision, job duties, defining expectations. B. Develop training and boot camp plans. C. Create program policies and procedures. D. Create assessment plan to track student development as well as assess the program overall. E. Launch service with branding and promotion.	A. 0-6 months B. 0-6 months C. 0-6 months D. 0-6 months E. 0-1 year	Increase in student employee budget; strive for 1/2 of team to be Federal Work Study.	Creation of goals, expectations and training materials. Implementation of service.	Chair of LISP
		x			Reinvigorate and realign the Library's information literacy service model beyond in-class information literacy instruction by exploring, defining, and implementing a reference service model.	A. Explore Reference delivery models and review previous mission and goal statements. B. Create new model and mission & goal statement. C. Launch revamped service with branding and promotion plan. D. Create plan to increase number of research consultations. E. Create assessment plan that measures service and consultations.	A. 0-6 months B. 0-6 months C. 0-1 year D. 0-6 months E. 0-1 year	Outreach materials.	Launch of new service model. Assessment report on new service model. Assessment report on consultations.	Chair of LISP
				x	Explore additional information literacy instruction delivery methods for teaching outside of faculty invited instruction sessions (i.e. One-shots) by creating, launching and assessing models of instruction, such as workshop series, mini-courses, and pop-up instruction.	A. Explore alternative delivery methods. B. Design option(s) that will work best for UIS. C. Create goals and measurements for delivery models. D. Schedule and launch delivery models. E. Assess delivery models, and determine if changes are needed.	A. 0-6 months B. 0-1 year C. 0-1 year D. 1-2 years E. 2-3 years	N/A	Development and implementation of delivery models. Assessment of delivery models. Changes or new implementations of delivery models.	Chair of LISP
				x	Develop a credit bearing information literacy course. Earliest potential course offering: Spring 2021 (depending on staffing and FYS/GERC context).	A. Establish LIS prefix, dependent on Undergraduate Council lead time. B. Revisit and refine course content, dependent on First Year Seminar, GERC context. C. Seek General Education Committee approval. D. Schedule course, dependent on library faculty staffing. E. Market course.	A. 0-6 months B. 0-1 year C. 1-2 years D. 1-2 years E. 2 years	Full staff of 7 faculty librarians by 2021 (currently 5)	Successfully hitting timelines with UGC, FYS, GERC, GECCO. Scheduling course.	Chair of LISP
		x			Collaborate across UIS to embed meaningful information literacy instruction in the curriculum by curriculum mapping for the purposes of ensuring appropriately scaffolded information literacy objectives in departmental curricula.	A. Reach out to departments identified by Cathy Gunn. B. Work with those departments open to collaboration to embed scaffolded InfoLiteracy goals and learning in course plans. C. Create central repository for instruction collateral and syllabi for the purposes of ensuring consistency, and avoiding duplication of work.	A. 0-1 year B. 0-3 years C. 0-3 years	N/A	Measure numerical increase in departments to embed literacy plans. Creation of repository for instruction and syllabi.	Chair of LISP
				x	Collaborate across UIS to embed meaningful information literacy instruction in the curriculum by developing a repository of information literacy instructional objects.	A. Collect and organize current Information Literacy instruction activities, handouts, and lesson plans. B. Identify gaps in collection. C. Create new objects to fill gaps.	A. 0-6 months B. 0-1 year C. 1-3 years	Full staff of 7 faculty librarians by 2021 (currently 5)	Creation of new objects and materials.	Chair of LISP
				x	Collaborate across UIS to embed meaningful information literacy instruction in the curriculum by creating a community of practice centered on information literacy as a vehicle for professional development for Faculty both inside and outside the Library.	A. Survey Faculty to ascertain interest. B. Explore research and identify successful models for Communities of Practice. C. Establish Goals of program. D. Develop assessment of program. E. Create promotional materials. F. Launch	A. 0-1 year B. 0-1 year C. 0-1 year D. 0-1 year E. 1 year F. 1-2 years	N/A	Survey completed. Models identified. Goals, assessment, and outreach developed. CoP established.	Chair of LISP
				x	Work with partners across campus to embed information literacy instruction in the General Education Curriculum.	A. Review best practices in freshmen seminar and general education to inform development of program. B. Identify campus partners, such as AVCUE, GERC, FYS, etc.	A. 1-2 years B. 1-2 years	Full staff of 7 faculty librarians by 2021 (currently 5)	Development of program for FYS. Campus partners contacted and program established.	Chair of LISP

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				x	Facilitate access to OER titles as selected by Collection Development by adding titles to catalog and discovery tools.	Coordination and communication with Collections, User Services and LISP as they work with faculty on adoption.	Ongoing	N/A	Access to approved OER materials in the library catalog and discovery tools, especially as Brookens Library transitions to a new Integrated Library System (Alma) and Discovery tool (Primo) in June 2020.	Director of Technical Services
	x				Update Technical Services policies and procedures	A. Review workflows and update existing documentation to reflect current or best practices. B. Create documentation if none exists. C. Review and revise as necessary after implementation of Alma/Primo June 2020.	A. 0-1 year B. year 1-2 C. year 2-3	N/A	Meetings held, tasks assigned, documents completed.	Director of Technical Services
				x	Create interlibrary loan instructional video with updated policy.	A. Review policy. B. Create an ILL video tutorial available for patrons on the library website.	A. 0-1 year. B. year 2-3. The project will be delayed by Alma/Primo implementation in June 2020. Primo will change our Discovery process dramatically. Video should be completed for 2021.	Time and assistance of User Services, Library Systems, and Collections to provide the most effective content, and for appropriate placement on the library web site.	Planning meetings (bi-weekly Operations Meetings) scheduled, process created and video completed. Can use student employees as testers to complete the tasks portrayed in video to evaluate ease of understanding and relevance.	Director of Technical Services, ILL Specialist
		x			Manage migration to new library management system, Alma/Primo.	A. Review, update and correct catalog data. B. Train library staff to use system. C. Implement Alma/Primo system and introduce new catalog to the public.	A. 0-1 year B. 0-1 year C. Years 1-2	CARLI access to Alma/Primo, staff time and assistance. CARLI documentation and workshops for training. Collaboration with LISP and User Services. Coordination with Outreach.	Successful migration of data from Voyager to Alma/Primo. Staff proficiency in Alma/Primo. Discontinuation of Voyager.	Director of Technical Services, Outreach: LISP, User Services
		x			Review and adjust workflows to accommodate Alma/Primo.	A. Use implementation of Alma/Primo to evaluate workflow efficiency. B. Make workflow or organizational changes as appropriate.	A. year 1-2 B. years 1-3	N/A	More efficient use of time and resources. Better workflow. Review of job descriptions.	Director of Technical Services
	x				Professional Development	Each member of the Technical Services staff will each attend at least one class, webinar, or conference designed to update or increase professional knowledge in library technical services.	Annually	Professional development and travel expenses from library budget.	Employee will provide a brief synopsis of event attended, either to director of Technical Services or at the next Technical Services meeting.	Director of Technical Services

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					Implement PDA/EDA program for selected subjects/departments	A. Determine criteria to select subject area/department. Evaluate departments and select one or two for initial implementation. B. Determine the assessment criteria. C. Determine criteria to select vendor and select vendor. D. Coordinate with TS and CARLI along with selected vendor to work out the technical details. E. Determine timeline for implementation and begin implementation process. F. Launch coordinating outreach and publicity. G. Monitor initiative through Implementation and begin assessment. H. After assessment, if successful, determine additional subject areas/department to implement.	A. 0-1 year B. 0-1 year C. 0-1 year D. year 2-3 E. year 2-3 F. year 2-3 G. year 3-4 H. year 5. Repeat process.	Budget for PDA/EDA Program \$3000-\$8000, possibly carved from existing materials budget. Time and assistance from Technical Services, Library Systems, and Outreach; will also include vendor support and CARLI involvement.	Hitting A and B on the timeline will determine if the timeline is correct for implementation. Develop study to measure ILL, I-share and current collection use vs. patron selected items. Develop survey for pre and post implementation of selected department(s). Additional metrics could include long term use vs. short-term need of electronic PDA collection.	Director of Collections & Scholarly Communications
			x		Advocate for, and provide assistance to, faculty in transitioning from textbooks and expensive classroom resources to Open Educational Resources (OER) or subscription resources provided by Brookens Library.	A. Create Research Guides showcasing OER and copyright related issues to OER. B. Hold workshops w/ campus partners such as Faculty Development Office, Department Chairs and Student Government. C. Review textbook list or syllabi to recommend potential alternatives, whether OER or subscription. D. Work w/Provost's Office and department Chairs on syllabus databank. E. Enlist faculty and student advocates to assist Library in demonstrating value of, and measuring desire to, reducing the cost of educational materials. F. Use compiled information regarding cost savings, increases in class size or demand for OER only courses, as well as surveys of students and faculty to reinforce the value of transitioning to alternative educational resources.	A. 0-1 year B. 0-3 years C. 0-3 years D. 2-3 years E. 1-3 years F. 3-4 years	Time and assistance of Faculty Development Office, Department Chairs and Student Government, as well as ORIE with surveys. Data from Office of Research Institutional & Effectiveness (ORIE). Syllabi databank would require cooperation of deans, departments chairs, faculty and determination of a storage policy and process. Internal assessment measures, with support from User Services, Technical Services and Library Systems.	A timeline will be developed based upon the proposed tactic. Implementation and assessment will document effectiveness (success) or demonstrate the need to try a different tactic. Measurements: Attendance at workshops, page views of libguides, number of courses using alternative resources, course reserve usage, etc. can all be used as metrics depending on the tactic. Survey measurements: outreach and programming, Faculty survey on adoption of OER or non-textbook sources, students in OER courses and determine savings, comparisons with courses using textbooks.	Director of Collections & Scholarly Communications
	x				Ensure our collections serve the needs of our campus. We want to know who our users are, how they are using the collections, and ensure communication with them about our resources.	A. Develop survey for users. B. Market and distribute survey. C. Monitor PDA program where user-selected materials are to be purchased. D. Develop reports based on PDA use. E. Review and report data on the current use of the collection, including our collection, as well as use via I-Share and ILL for our patrons, and our ILL patrons. F. Use information gleaned from departmental/subject analysis of the collection. G. Communicate with our users by sharing collection analysis with faculty and departments. H. Highlight collection by revising suggestion forms, publishing blog posts, and working with SGA and student organizations.	A. 0-1 year B. 0-1 year C. 0-2 years D. 2-3 years E. 0-3 years F. 0-3 years G. 0-3 years H. 0-3 years	Time and assistance from LISP and User Services on student survey. Time and assistance from Library Outreach. Coordination with SGA and other student organizations.	Developing, marketing, compiling, and sharing communication from survey. Reports created for PDA program. Reports created on current collection. Creation of communication pieces. Revised forms.	Director of Collections & Scholarly Communications
				x	Maintain a collection analysis process that continuously informs our selection plan and budget, and ensures our collections are aligned with curriculum.	A. Departmental/Subject collection analysis will provide information on curricular and scholarship needs. B. Systematic review of electronic resources usage data will provide basic ROI data. C. Develop a survey using CARLI Counts experience linking student success (grades, retention, and graduation) to use of library resources will add additional metrics to demonstrate value.	A. 0-3 years B. 0-3 years C. 2 years	Assistance from LISP with collection analysis. Assistance from Technical Services with electronic resources. Assistance from User Services with survey.	Subject reports issued to departments. Reports created from electronic resources data. Survey developed, distributed, and assessed.	Director of Collections & Scholarly Communications, Chair of LISP, Director of Learning Commons and User Services
				x	Internal Professional Development – using ILL data (I-Share and document delivery, Get It Now)	A. Pilot internally a schedule of workshops, Brown Bag Lunches, share webinars and other training opportunities, and use vendors to highlight offerings and suggest new processes. B. Share externally via FDO, CTL, or other opportunities.	A. 0-2 years B. 2-4 years	N/A	Schedule of sessions. Schedule of sessions for campus.	Director of Collections & Scholarly Communications
	x				Transition to new (Alma) Catalog – Collection related responsibilities to ensure a successful transition.	A. Determine fund code structure and ordering procedures in Alma. B. Confirm missing, lost and weeding process with Technical Services, User Services and Business Associate. C. Determine how reporting features work to complete Departmental Subject Analysis project.	A. 0-6 months B. 0-6 months C. 1 year	Time an assistance from Technical Services, User Services and Business Associate.	Completion of fund code and ordering procedures. New process for missing, lost and weeded books. Ability to run analysis reports.	Director of Collections & Scholarly Communications

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PEE	WCT	EE	PA	LAS	What are the desired outcomes?	What action steps will produce the outcome?	Estimated	Resources & source, if known	Baseline to Target	Leader/Position or
		x		x	Provide a meaningful student employment experience.	A. Update training documentation with a focus on making work meaningful and visible to student employees, and engage them in the process of creating and reviewing the documentation. B. Assist students in connecting the work done at the library with other experiences; focus on connecting to what they are learning in the classroom, as well as identifying career readiness skills they are gaining for future employment. C. Leverage student strengths and interests to build a "team" structure where roles such as mentor, trainer, building manager or other applicable roles are more formalized and provide additional leadership opportunities. D. Leverage current data (shelf checks, entrance/exit surveys) and additional assessment tools to evaluate the program and ensure we are able to track student development in a meaningful way demonstrates student success and informs the growth of the program.	A. 0-1 year B. 0-2 years C. 0-2 years D. 0-1 year	Small budget for training materials, and team building experiences. Time and assistance of User Services staff.	Updated documentation. Programming outcomes. Observation and documentation of work in progress: Shelf checks, cart reviews, quizzes, along with entrance/exit surveys. Identification of data collection and data sets, review of data sets.	Program Coordinator, Director of Learning Commons and User Services
	x		x		Provide compassionate and meaningful customer service.	A. Provide at least 1 training per semester for staff or track attendance at additional outside training program (SafeZone, NCBI...) that expands their world view and increases knowledge and awareness of the diversity of our patrons. B. Identify how to track attendance at outside workshops C. Create list of internal training programs for staff training D. Beta test tracking system E. Implement full program F. Create and maintain a method to gather meaningful feedback from patrons. G. Review feedback regularly to ensure we are providing quality customer service.	A. 0-1 year B. 0-1 year C. 1 year D. 1-2 years E. 0-1 year F. 1-2 years; ongoing	Approved leave time for attendance. Time and assistance of ORIE with survey.	Track staff attendance and attitudes. Gather and review patron feedback.	Director of Learning Commons and User Services
x					Collect meaningful data consistently and effectively to ensure we can make informed decisions about services, resources, and space.	A. Increase the rate at which desk stats are collected by reinforcing good habits and a better understanding of the importance of data collection. B. Develop and conduct a space analysis to assess how and when our spaces are utilized or not utilized to inform future purchases and changes to space design.	A. 0-1 year B. 0-2 years	N/A	Measure for increases in keeping statistics. Review space analysis and look for possible tweaks, then run again.	Director of Learning Commons and User Services
x					Continuously inspect and adapt department operations.	A. Decrease the number of misshelved or misprocessed materials. B. Review and update policies and procedures with the transition to Alma to ensure they are both effective as well as patron centered. C. Decrease the lead time it takes a material to reach the shelf after being returned by a patron or delivered from tech services.	A. 1 year B. 0-1 year C. 0-1 year	N/A	Measure and reach for a 95% success rate. Updated documents and procedures. Review of workflows, measure time stamps.	Program Coordinator, Director of Learning Commons and User Services

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PEE	WCT	EE	PA	LAS	What are the desired outcomes?	What action steps will produce the	Estimated	Resources & source, if known	Baseline to Target	
x	x				Hire a Director of Library Systems	A. Write job description that will attract the best candidate for Director of Library Systems. B. Seek administrative approval for hire. C. Work with HR to post and interview. D. Hire new Director of Library Systems.	A. 0-6 months B. 0-6 months C. 6 months 1 year D. 1 year	Salary, from available open position.	Completion and approval of job description. Hire and start date.	Director of Learning Commons and User Services, University Librarian
x					Utilize data to better support decision making and planning	A. Explore other tools to replace Serial Solutions to get better cost per use data and to cross reference library data sets such as gate counts and desk stats with collection usage. B. Select and implement ERM tool. C. Cross reference usage statistics on collections with events highlighting those collections (i.e Library of Things programming, Cloudlibrary promotion).	A. 1-2 years B. 2-3 years C. 0-1 year	Cost of new tool should not exceed or be comparable to cost of the old tool. Time and assistance from Collections and Technical Services.	Selection and implementation of new tool.	Director of Library Systems
	x				Provide regular staff training on library tools or other tools needed for library staff to better utilize software we pay for or free software that would improve their ability to be more effective in their work.	A. Create list of training needs. B. Create training schedule, marketing material, and session evaluations. C. Train systems student employees. D. Implement training. E. Assess training.	A. 0-1 year B. 0-1 year C. 0-1 year D. 1-2 years E. 2 years	N/A	Trainings scheduled, and sessions held and evaluated.	ITTS, Director of Library Systems
			x	x	Investigate and adapt technology offerings and use of technology in our space	A. Develop a space analysis (utilizing data and surveys about tech needs) to assess how and when technology is utilized or not utilized in the library to inform future purchases and use of technology in public spaces. B. Conduct space analysis. C. Pilot potential technologies to inform creation of makerspace.	A. 0-1 year B. 1-2 years C. 0-2 years	Time and assistance from User Services and ORIE. Friends of Brookens Library will fund makerspace purchases	Completion of analysis tool and implementation. Purchase and deployment of makerspace items such as vinyl cutter, 3-D printer, robotics, etc.	Director of Library Systems
				x	Provide meaningful student employment	A. Create documentation for current D&D training program. B. Create department training manual. C. Create new program objectives for development and growth of training program. D. Create evaluations for new training program that measures objectives.	A. 0-6 months B. 0-1 year C. 1-2 years D. 1-2 years	N/A	Creation of documentation. Creation of manual. Creation of objectives and evaluation.	ITTS, Director of Library Systems
			x		Upgrade to and implement RFID technology in collections	Select and upgrade to RFID technology for the Feature Film and Library of Things collections.	Completion before 2022, so can test before new building opens	Time and assistance from Technical Services and User Services	Implementation of RFID pilot	Director of Library Systems
			x		Improve wayfinding through the use of technology	Investigate use of digital displays, such as iPads or mobile indicators, such as beacons, to improve searchability and findability in stacks	Completion before 2022, so can test before new building opens	Budget to test new technology (approximately \$2000)	meetings with vendors, testing of technology	Director of Library Systems

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		x			Re-establish oral history program by conducting new interviews and partnering with faculty/students to do interviews.	A. Create list of notable people from central Illinois, Sangamon County, and UIS alums to interview. B. Establish partnerships with faculty interested in having students perform interviews. C. Provide training for students.	A. 0-2 years B. 0-2 years C. 1-2 years	Technology to perform interviews (recommended tech is iPad so may already have in library).	List created, and partnerships established. Training held.	Archivist
	x				Plan for relocation of Archives and Special Collections to Level 3.	Identify materials to be moved to 3 , as well as moved to compact shelving.	0-2 years		Collection sorted for move.	Archivist
					Evaluate and acquire technology that will provide for the preservation and presentation of digital assets. Continue use and development of ArchivesSpace (an archives collection management tool), as well as identify a replacement if necessary.	A. Research and identify options for Digital Asset Management Systems (DAMS). B. Implement DAMS. C. ArchivesSpace tool evaluation.	A. 0-2 years B. 2-3 years C. 0-2 years	Time and assistance of a Director of Library Systems (to be hired). Funds for DAMS purchase. ArchivesSpace is open source, and so may be its replacement.	List of options with recommended tool. Evaluation report on ArchivesSpace.	Director of Library Systems, Archivist
					Increase outreach to the campus and local community with presentations and exhibits. Partner, stay informed and participate in campus initiatives pertaining to preservation, digitization, exhibitions, collections, and more, as they develop.	A. Develop presentation(s) and exhibit(s) for the upcoming 50th Anniversary. B. Continue working with CAP Honors on using archival sources, and conduct an evaluation of student interest in working with primary sources. C. Identify additional opportunities to work with faculty on developing projects using archival materials in their courses. D. Continue participation in the History Harvest, and lend expertise to the Sangamon Experience as needed. E. Seat on advisory board for the development and implementation of the Center for Lincoln Studies. F. Identify partner(s) and participate in the development of digital projects, such as a mobile digitization lab, and borne digital portfolios, and dissertations.	A. 0-1 year B. 0-2 years C. 1-2 years D. 0-3 years E. 0-3 years F. 2-3 years	Financial resources needed for display materials and community outreach. Working with CAP Honors and other faculty, including Devin Hunter and public history faculty. For digital projects, work with Director of Library Systems (to be hired).	Number of presentations and exhibits completed in the next 2 years. Evaluation completed of CAP Honors use. Development and completion of projects with campus initiatives such as Sangamon Experience and Center for Lincoln Studies.	Archivist, Sr. Library Specialist for Archives, Director of Library Systems
		x	x		Acquisition of new collections for UIS Archives and Special Collections. Increase gift funds to purchase choice items and collections.	A. Identify collections, manuscripts, letters or other items for purchase that would be appropriate additions to the UIS Special Collections. B. Work with Office of Advancement to identify collections, manuscripts, letters or other items that could be donated as appropriate additions to the UIS Special Collections. C. Working with the Office of Advancement, increase financial donations to the Archives & Special Collections specifically for the purchase of appropriate additions to the UIS Special Collections.	A. 0-4 years B. 0-4 years C. 0-4 years		List of items selected for possible purchase. List of donors or alumnae. Time and assistance of Office of Advancement.	Archivist, University Librarian

<p>Premier Educational Experience <i>(Missional Priorities)</i></p>	<p>A premier educational experience can only be fully achieved when the learning organization: 1) aligns the ability to attract, support, and retain a high-performing faculty who reflect a diverse community of teachers and scholars; 2) is capable of visioning and implementing a curriculum that is intentional, efficient, relevant, and responsive to the professional and personal development of students; and 3) provides facilities that are expressly designed to actively engage students and faculty in teaching and learning, scholarship, and outreach.</p>
<p>World Class Teaching <i>(Pillar 1)</i></p>	<p>Key Priorities: Reinforce emphasis on hiring faculty with a strong commitment to excellence in teaching, improve teaching assessment and feedback systems, recognize and reward high quality teaching, invest in ongoing development of faculty efforts to integrate teaching, scholarship, outreach, and service activities.</p>
<p>Experience Engaged <i>(Pillar 2)</i></p>	<p>Key Priorities: Reinforce and expand current experiential-learning opportunities beyond the classroom, increase capability and practice of integrating experiential activities within courses, assure to the extent possible that experiential-learning opportunities connect to the world beyond the campus.</p>
<p>Personal Attention <i>(Pillar 3)</i></p>	<p>Key Priorities: Reinforce emphasis on individualized student interactions with faculty and staff, assure classes are delivered to meet student needs, improve practices for meeting the needs of a diverse student body, partner with other units to enrich student experience.</p>
<p>Liberal Arts Skilled <i>(Pillar 4)</i></p>	<p>Key Priority: Strategically expand and enhance UIS' liberal arts strengths to prepare students for the future, including integration of those strengths across all majors.</p>