

University Libraries Playbook and Team Initiatives for 2021/22



University of North
Carolina at Greensboro

University Libraries Strategic Plan 2016-2021

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Strategic Context

Stemming from a leadership change in early 2020, the University Libraries Administrative Advisory Group (AAG) came together at a retreat to explore specific areas of growth for the University Libraries. From this retreat, a list of team initiatives was created. Staff were invited to participate as desired during 2020-21 and to create vision and action for moving these initiatives forward.

For the academic year 2021-22 the intention is to carry forward initiatives from each team in order to fully realize the value and potential of these ideas to improve the University Libraries organizational climate and our ability to service our stakeholders.

This playbook is designed to document the Libraries action items during this year and address plans looking forward concerning these initiatives. Regular updates are expected throughout the year.

The following Mission, Values, Goals and Customer Service Values were pulled from the libraries existing website as a reminder of our vision and purpose:

Mission

Through expertise in information services, the University Libraries foster the success and impact of the UNC Greensboro community by promoting learning, inspiring creativity and enhancing research and collaboration in a diverse and innovative environment.

Values

- Innovation, entrepreneurship, and creativity
- Collaboration and teamwork
- Culture of diversity and inclusion
- Communication that empowers and fosters openness
- Accountability and excellence in service and programming
- Atmosphere of continual learning
- Culture of sustainability

Goals

- Serve as the information and learning hub for the campus by providing quality information services, technology, resources and learning environments.
- Build, organize, preserve and make accessible print, electronic and unique collections that support the University's mission and programs.
- Partner with faculty to develop learning tools and instructional technologies so that information literacy and research skills are integrated into the curriculum.

- Enhance the research mission of the University by collaborating with faculty to develop resources and create content.
- Create a safe and inclusive environment by strategically embracing and enhancing diversity throughout the University's constituencies, culture, curriculum and outreach activities.
- Provide leadership on campus and beyond on scholarly communication issues by promoting open access and other new publishing models through programming and resource development.
- Engage with community partners to provide programs and resources that enhance the life of the University and community and build long-term support for the Libraries.

Customer Service Values

The University Libraries (UL) currently are recognized as providing excellent service in terms of treating our customers with courtesy and respect and in providing a high level of library materials and resources; thus, our primary goal is to build on and extend that tradition of excellence. While the faculty, staff and students of the University are our first priority, everyone will receive courteous and friendly service, regardless of location and University affiliation. Employees of the Libraries are also customers and should be treated as such.

All UL staff will ensure that our customers receive timely, courteous, and accurate assistance. In order to create a service environment in which customers are valued, the Libraries must develop a work environment for all staff in which these service standards are reinforced and rewarded. We must provide an environment that encourages creativity and innovation in the delivery of our services. To these ends:

We will empower our staff to provide highly responsive service.

- We will encourage staff to find creative ways to provide assistance and go the extra mile.
- We will provide ongoing training to enable and enrich our staff.
- We will give our employees the freedom to make decisions that help our customers.
- We will honor and recognize our employees for good customer service.

We will create systems, services, and procedures with our customers' needs foremost in mind.

We will develop and deliver systems and services that are flexible, creative, and efficient.

- We will provide an environment which promotes follow-through in resolving questions and problems. **We will value our customers through our actions and services.**

- We will be reliable, accountable, and have integrity in maintaining the confidentiality of our customers.
- We will be respectful of our diverse customers and respond to their needs.
- We will display empathy in our treatment of others - considering and respecting their points of view.
- We will communicate on the level of the customer - avoiding all jargon and explaining concepts clearly.

We will make services easily accessible.

- We will be alert and attentive as we move throughout the library, ready to offer assistance.
- We will strive to offer onsite and remote services for the convenience of our customers.
- We will be mobile in helping customers, providing seamless service whenever possible.
- We will provide ways for customers to give us feedback on how we are adhering to these values.



Team Initiatives

Student Success – Measures (to be updated in December 2021)

Develop new assessment strategies to examine the library's role in Student Success

Goal: Develop a comprehensive information literacy assessment plan in order to help the Libraries better measure our contributions to student success

Goal: Provide exit interviews for our graduating student workers in order to determine how the Libraries contributed to their success, either as students or employees

Goal: Start the Student Worker Advisory Group, a group of student workers who will be given paid time to provide feedback on library services and other library projects

Goal: Revitalize the Assessment Team that Kathy Crowe formerly led and collaborate with the Office of Research and Engagement.

Provide information literacy, digital literacy, and data literacy support to classes in the new MAC program.

Goal: Reach out to all instructors of courses in the Foundations and Health & Wellness competencies

Goal: Work with instructors of other relevant competencies (specifically Oral and Written Communication) to determine how information literacy fits into their revised MAC courses.

Goal: Work with new Data Services Librarian to explore opportunities for integrating data literacy into MAC courses.

Goal: Create a suite of online modules to provide support for all First-Year Experience courses.

Adapt OER Program to include more training on Open Pedagogy as it relates to Equity, Diversity, and Inclusion, while continuing to advocate for free and affordable access to information.

Goal: Provide training to library personnel on the connection to Open Pedagogy and related pedagogical methods to the ACRL Framework.

Goal: Provide training to library personnel and teaching faculty on the use of Open Pedagogy to combat deficit thinking and to encourage student-centered learning.

Goal: Create more programming around OER as it relates to recognitive and representational justice.

Equity, Diversity, & Inclusion (to be updated December 2021)

VISION:

UNC Greensboro Libraries will become an exemplar of inclusion, equity, and anti-racist excellence.

MISSION:

- Develop a shared understanding of definitions to create a unified metric for measuring success. *
- Survey and address gaps in EDI efforts.
- Seek to address inequities that stem from historical injustices and systemic racism.

PRIORITIES

The intention for this plan is to be a living document. It will be reviewed and revisited regularly to update goals based on progress or developments.

GOALS

1. Develop a comprehensive approach to Equity, Diversity, and Inclusion for UNCG Libraries.
2. Provide recurring resources and funding for EDI efforts and programming in the Jackson Library.
3. Create specific, concrete library policies related to professional development and EDI.
4. Support a culture and the development of relationships that embrace EDI, by implementing strategic EDI practices for all library employees and those we serve.
5. Include EDI strategy and concerns in the design of the library spaces and pending building renovation.
6. Complete a full internal audit of leadership practices related to EDI and provide EDI training for library leadership.
7. Cultivate EDI Leadership and the Role of EDI Leadership in University Libraries.
8. Develop a system for career and professional development that includes consideration of EDI.

ACTION PLAN

The EDI Initiative Team has created an Action Plan** to highlight the recommended direct actions that the team suggests as a result of their work. This plan is comprehensive and is based on recommendations from convening groups among library staff. We envision much of the initial action plan to be the work of 3-5 years, though the action plan will be reviewed regularly by the EDI Initiative Team to ensure progress and to evolve the plan as needed.

It is important to note that the work of implementing the Strategic Recommendations has already begun. Also, important to note, the following action steps have been extremely truncated for the

purposes of the Playbook, so the full report should be referenced for a more detailed description of action steps.

Recommendations for actions that should be addressed first, based on the stated goals above, are designated as follows and include steps already underway:

- **To be completed: Recruit additional EDI Initiative Team members.** The initial EDI Team worked to develop strategic recommendations and an action plan for EDI work in the University Libraries. Some members are continuing to work on the team while others rotated off to attend to other duties. We will recruit a minimum of two more team members to work with the team to finalize the action plan and to review progress and measure success in the coming year. The group continuing on the team includes Gerald Holmes, Suzanne Sawyer, Deborah Caldwell (until the end of her residency), Stacey Krim, and Anne Symonds.
- **In progress: A comprehensive approach to Equity, Diversity, and Inclusion for UNCG Libraries has been created - the Strategic Recommendations and Action Plan generated by the EDI Initiatives Team.** The Strategic Recommendations and Action Plan are aligned with both the campus and UNC System EDI goals. The full report (Strategic Recommendations and Action Plan) will be presented to library employees in the 2021-2022 academic year. The EDI Team will continue to conduct a comprehensive assessment of EDI issues in UNCG Libraries to help further clarify themes highlighted in this preliminary plan, while offering support for other issues related to EDI. This assessment will help to further clarify Strengths, Weaknesses, Challenges, and Opportunities for the libraries. The EDI Committee used data from past EDI events to initiate the first approach to EDI planning, but in order to establish further plans additional data will be needed from all Library employees.
- **To be completed: Provide recurring resources and funding for EDI efforts and programming in the University Libraries.** The EDI Team, Diversity Committee, and Interim Dean Mike Crumpton will work to define the amount of needed funding for EDI efforts and programming as part of the first year of the action plan. Examples of recurring funding might be to continue to build the Anti-racist Resource Library, honoraria and/or travel expenses for guest speakers or professional trainers, or marketing and promotion costs for EDI-related events.
- **In progress: Create specific, concrete library policies related to professional development and EDI.** Audit the types of skill building and professional development opportunities that have been approved by Library Supervisors. This creates a benchmark for the development of a suggested new plan for inclusive skill building and professional development opportunities. Explore EDI resources available on campus and how these resources may be adopted to help University Libraries in reaching EDI Goals.
- **In progress: Support a culture and the development of relationships that embrace EDI, by implementing strategic EDI practices for all library employees and those we serve.** The EDI Team has been working closely with the Hiring Practices Committee to create and adopt guidelines for inclusive search/hiring committees for SHRA positions. These guidelines will include recommendations for including BIPOC representation, and guidelines for including representation from different departments on search and hiring committees among other

recommendations. The EDI Team will support the work and programming of the Diversity Committee, which is working to create an organizational culture that embraces EDI, and will be working to equip all employees with cultural competency skills. Over the course of the next year, former University Libraries Diversity Residents will be invited to speak about their experiences related to the library EDI practices and culture via the University Libraries Virtual Learning Community. The Diversity Committee will generate questions for each former resident followed by an open question and answer session.

- **In progress: Include EDI strategy and concerns in the design of the library spaces and pending building renovation.** The Inclusive Design Team was created to address EDI concerns related to the library spaces. Likewise, the professional firm chosen to implement the building renovation will be briefed on the EDI concerns needing to be addressed, such as accessibility and visual representation of the community we serve.
- **In progress: Complete a full internal audit of leadership practices related to EDI and provide EDI training for library leadership.** An audit of leadership practices related to EDI was conducted in Summer 2021 by Dr. Channelle James and her graduate students in PSC 511R. Data collected will be used to create opportunities for department heads and supervisors to be trained for inclusive leadership as needed, including providing mentorship and supervisor training for implementing managerial traits that we want to see reflected in the University Libraries culture.
- **To be completed: Cultivate EDI Leadership and the Role of EDI Leadership in University Libraries.** Create a system for recognizing non-traditional leadership activities in the formal leadership structure. Many of these activities are often undertaken by BIPOC, SHRA, and women but often not valued in annual evaluations or reward systems. The EDI Team will request that University Libraries leadership consider the development of a Scholarship for BIPOC employees interested in pursuing their MLIS and an internal residency program allowing an employee to grow into a formal leadership role retaining the Libraries' talent. The EDI Team recommends to Library Leadership that SHRA expertise should be integrated into administrative and formal leadership decision making processes, including staff representation of decision-making committees. In the past, an SHRA representative to the Administrative Advisory Council has been one example of this. The EDI Team recommends this representation continue in the form of a staff representative in AAG meetings rather than only a recap of those meetings in an SHRA meeting after the fact.
- **In progress: Develop a system for career and professional development that includes consideration of EDI.** Library department heads and supervisors have been instructed to ensure EHRA ALFAs and SHRA Performance Management Plans include EDI professional development goals. The EDI Team will work with Mike Crumpton to better define those requirements and associated measures of success.
- **In progress: An initial University Libraries EDI Action Plan has been developed to define specific action steps, responsible parties, timelines, needed resources, and proposed measures of success.** The Action Plan document is to be completed during the 2021-2022 academic year, which should inform the work of the next several years.

FUTURE OPPORTUNITIES

- Expanding scope beyond workplace issues into the services the libraries provide.
- Future reporting with focus on other areas of marginalization such as disability and LGBTQ+ identities.

*Please reference the *University Libraries EDI Initiative Team's Strategic Recommendations* document for detailed definitions of diversity, equity, and inclusion.

**Please reference the *University Libraries EDI Action Plan* document (in progress) for detailed information about action steps, responsible parties, timelines, needed resources, and proposed measures of success.

WHO IS RESPONSIBLE FOR EDI IN THE LIBRARIES?

The primary role(s) of these groups and individuals focus on EDI at the University Libraries.



The primary role(s) of these groups and individuals do not focus on EDI at the University Libraries.



Branding (Branding and graphics to be installed Fall 2021)

The Branding initiative was charged with looking at consistently utilizing Library branding in our visual identity and messaging across the libraries and understanding how branding goes hand in hand with our strategic planning. Through this initiative a new boilerplate was developed:

The Old Boilerplate:

The UNCG University Libraries contains over 1.2 million physical items in its collections and provides access to millions of digital items. The Walter Clinton Jackson Library has more than 300 publicly available computers and more than a million visitors each year. The Harold Schiffman Music Library specializes in music materials and services and is located in the Music Building.

The New Boilerplate:

The University Libraries are the crossroads of knowledge at UNCG — at the center of teaching, learning, and research. We offer students, faculty, staff, and the community a wide range of resources, expertise, and technology, along with an unwavering commitment to keep pace with change. The University Libraries enrich scholarship and learning and foster student success through our ongoing development of inclusive and diverse collections, expert instruction, and professional leadership.



Well-being and Development (Ongoing. Highlights to be shared in December 2021)

The Well-being and Development team initiative has gathered a list of resources that explore self-care and compassion for self and colleagues. The goal of the initiative will be to provide this list of updated resources and to offer programming to support the well-being needs and interests of Libraries' personnel. The website is linked here: [Well-Being and Development Team - Wellness \(google.com\)](https://www.google.com)

Objective: continue to develop and provide well-being resources website/list for Libraries' personnel

Measure: Updated resources website/list is available to Libraries personnel

Action: [Semi-annual or quarterly] review of site to make sure resources are still relevant/available; regular addition of new resources as needed; reminders to Libraries' personnel that the site is available to them

Action Items: Will provide periodic updates to the website to make sure resources are available and up to date. Plans for future survey on programming ideas. Mike suggests finding a way to document or track what has been done as a demonstration of effort. Can track attendance. Keep initiatives front and center, reminders at APM.

Objective: offer programming to support well-being needs and interests of Libraries' personnel

Measure: identify and schedule [four] well-being programs

Action: solicit ideas from Libraries' personnel; seek partnerships with appropriate campus groups with expertise in these areas

Action Item: Schedule at least four wellbeing programs

Objective: coordinate programming with the Staff Development Committee, as appropriate

Measure: periodic communication with Staff Development Committee

Action: Team leader for programming group to contact Chair, Staff Development Committee at least twice each year to talk about programming

Communicate twice a year with Staff Development to keep communication open. Assess how to incorporate Wellness to re-energize staff development and target programming to staff needs. Incorporate into program for staff development week.

Community Connections (Ongoing. Update to progress in December 2021)

This team will discuss best practices, ideas, coordination, and explore the following questions:

- How do we define community?
- What do we need to be doing more?
- What are we not doing enough of?
- How can we coordinate with different workflows?

Community Connections - Measures

Community Connections will aim to increase library-wide awareness of community initiatives, more broadly publicize our community initiatives and launch new community building initiatives.

AAG will work with the Community Connections team to help publicize opportunities for community connections initiatives. Particularly timely or high impact endeavors would be highlighted in *Library Columns*, the *Library Spotlight*, and other venues.

The database of community-oriented initiatives will be updated. Projects will be tagged with one of more of the Libraries key strategic initiatives.

Highlight and promote the partnerships, professional collaborations and projects created by University Libraries' faculty and staff both internally among UNCG divisions/departments/colleges and externally with community organizations in various owned communication channels, such as *Library Columns*, blog articles, social media, reports and the news feed on the website, as well as earned media channels, like *Campus Weekly*.

Community Connections Process/Workflow

As an action item to this initiative, the group will continue to meet and explore the use of processes and tools for highlighting the University Libraries involvement with and partnership with other organizations. This will include refining the definition of community engagement and its relationship to programs/projects in [UNCG's Collaboratory](#).



Hiring Practices (Ongoing. Update with progress)

This initiative team was tasked with looking at SHRA and EHRA searching protocols, review who is on the selection committees, transparency around how search committees are formed, and the steps required for a faculty appointment. Also, a review of the processes around temps and student employees.

The “wish list” based on info from Team resources and conversations:

- Include preliminary steps in best practices- writing job descriptions, postings and interview questions, marketing the posting. Refer to these resources to refine this list.
 - <https://docs.google.com/document/d/1-NI5rnihiWatyvKUYsBRqdep3L0s-B-EMBo8dE7YBKI/edit>
- Job descriptions to go through the hiring practices committee/shared EDI/HP position.
- Make it easy for people to express their interest in being on search committees and have a clear record of who has been chosen for committees and why (don't have to be too specific) in the past (this record should be made available on BTS) - Google Form.
 - What info to ask those interested in, have you been a chair in the past x# of years, etc.
 - Call for interest before creating search committees.
 - Rachel will create a draft:
<https://docs.google.com/spreadsheets/d/1IlnZr2ZbYweZJP0dJGnDJyMlb9nbtпкаSvYb5d82CJO/edit#gid=0>
 - Does not rule out people who have not expressed interest
 - Spelling out what makes someone qualified to be a search committee chair - why and how are these people chosen? May be different for EHRA, SHRA.
- Committees need to be diverse and include interdepartmental representatives. Refer to charge and structure.
- Post on BTS when a committee is formed and make an announcement.
- Grievance process if someone is overlooked for a committee that they strongly feel they should have been on
 - Grievances should go to the EDI/HR position that we are proposing or chair of HP Committee
 - Respect confidentiality
- Discuss discrepancies between EHRA and SHRA guidelines about writing job descriptions and interview questions and committee involvement.
- Making phone interview questions available to candidates ahead of time.
 - Be sure that interview questions including telephone questions asked of SHRA are approved by HR in the posting process.
- Include implicit bias training as part of qualifications to serve on a search committee, EHRA and SHRA. (currently diversity.edu). Other trainings and literature may be necessary.
 - Try to get diversity.edu in the Libraries' Canvas organizational tab instead of individuals having to request access.
 - Create a resource list for bias training and other required things.
 - Need to take training before serving, do every X months or years.

- How many people and who should be on search committees, what job classifications, home departments, external members
 - At least 3 people, no more than 7, and an uneven number of people
 - Not just people who work in the department, but good representation from the home department.
 - Include at least 1 EHRA and SHRA
 - EHRA searches require another faculty member from elsewhere in the university; not SHRA? Should they? External person needs a relationship or a role with the department/position?
- How are committees put together and by whom?
 - Admin and/or EDI/HP position with the involvement of the HP Committee.
 - Committee decides and Dean or his appointee approves? List or discussion.
 - Departmental/supervisor discussion involved.
 - Involve supervisors of the selected committee members
 - SHRA best practices say that the supervisor is usually the search committee leader.
- How candidates are selected for hire, who makes the decision, is it a recommendation or a decision, who has the final say as to what name goes forward to the Provost Office/HR.
 - May not be much we can say/do about this. HR has final say for SHRA.
- Use of rubrics
 - Require them.
 - Provide examples.
- Provide library-wide access in one location to the EHRA and SHRA state and university guidelines as minimum guidelines, then provide enhanced library guidelines.
 - Live on Google Drive, link on BTS?
- Prevent “compensation culture” as much as possible - candidate costs should be covered up front whenever possible for EHRA and SHRA - if it isn’t possible, why? How can we change these policies? The differences between EHRA and SHRA must be addressed.
 - Make a recommendation to Mike that we examine this practically, don’t assume practices should remain the same and come up with something that provides for equity.
 - Recommend phone or Zooms prior to inviting people from out of the area.
- Need to discuss student employees and the interview process. Need best practices at the least. May need a matrix for the different types of employees
- Consider onboarding practices for all types of employees

Timeline:

Summer/Fall 2021:

- Create the committee charge and structure (in process).
- Create the team wish list of best practices for hiring and onboarding (pretty much done).
- Arrange a library-wide meeting with Veronica Sills, UNCG Human Resources Talent Solutions Manager, and Andrea Whitley, Associate Vice Provost for Faculty Personnel Services, to discuss SHRA and EHRA hiring practices and their differences (completed 8/2/21).
- Begin the transition of the Team into a standing committee. Share the list of best practices and other resources with the Committee.
- Complete the draft job description for the shared EDI/HP position.



CASE Statement (Completed) (For Campaign execution in Fall of 2021)

The university is preparing for the capital campaign called Light the Way. The Library will need to make a strong case fitting idea into three different pillars: Access, Excellence, and Impact. The University has consulted with Snavely Associates, an organization that executes compelling communications. Through Snavely, the following message has been crafted to appeal to our stakeholders:

Information Is Power—We LEVEL THE PLAYING FIELD.

Promoting Student Success

The University Libraries strongly advocate for student success. While scholarships may allow students to enroll at UNCG, they still need many other services, skills, and support in order to thrive and graduate. One way we play a key role is by ensuring students have the necessary skills to find, analyze, and authenticate information to make decisions. Thereby, we prepare students for citizenship in a democratic society.

Our commitment to student success requires continual investment. We must increase accessible collections and technology, as well as expand the virtual and human resources needed for learning in all disciplines—from STEM to the humanities. We also must ensure that our collections stay up-to-date and relevant with the University's new certificate programs and degree offerings. Your support of this priority will heighten these efforts. Your generosity can create teaching and learning funds, including endowments that would allow for ongoing investment in instructional technology, information literacy workshops, and broader support for transfer, adult, and international students. You could also choose to name one of several librarian positions for student success, establish a graduate assistantship for digital literacy, or another program.

Developing Unique Resources

As a state institution, it is incumbent upon the University Libraries to document and collect resources that affect our campus and community. This is evident through our special collections, such as the Triad Black Lives Matter Protest Collection, the Betty H. Carter Women Veterans Historical Project, People Not Property, and the Cello Music Collection. Through the campaign, we seek to vitalize these unique resources by increasing access, filling gaps in content, and drawing scholars from across the country.

Your generosity will allow us to strengthen our digital collections through underwriting equipment, software, and student positions. You can also invest in acquisition, curation, and upkeep of the collections—both physical and virtual.

Advancing Our Leadership in DEI

For more than two decades, the University Libraries have been a leader in diversity, equity, and inclusion (DEI) in academic libraries. We have a national reputation and have won numerous accolades for establishing a multi-year Diversity Residency Program more than a decade ago. Since that time, we organized the DEI Residency National Conference in 2019, and the University Libraries

created and continue to host an open access journal for DEI titled, “Library Diversity and Residency Studies Open Access Journal.” Further, the University Libraries sponsor a full calendar of DEI programming and engagement opportunities, support an inclusive campus climate, and promote diversity in our collection and curriculum offerings. Your support of this priority will reinforce the University Libraries as the place for everyone. Your investment in our programming, collection, and staff training will advance our role in making certain that our campus is safe, neutral, and productive for all.

Investing in Facilities

The Walter Clinton Jackson Library was constructed in 1950 and updated in 1973 with the addition of a nine-story tower. At that time, UNCG was roughly one-third of its current size, and the internet did not exist. Over the years, as enrollment has grown and technology has exploded, the Jackson Library footprint has remained static. Jackson Library is now routinely filled or over capacity, with annual visits of more than 1 million. The time has come for strategic renovation and expansion, which are detailed in the UNCG Master Plan. The reinvigorated Jackson Library will serve as a site for enhanced learning and collaboration for students, faculty, and the surrounding community. New facilities will support campus initiatives and events, including conferences, campus tours, and community outreach. The renovated Jackson Library will feature spacious and modern common areas to study, relax, and even enjoy a snack or coffee.

If state and university resources are allocated and distributed to update and expand the building, then possibilities for private philanthropy will be available to support interior enhancements. These enhancements might include furnishings, technology-enhanced group study rooms, wireless displays, and presentation technology.

**BELIEVE
IN THE G**

— 2021 —

UNCG DAY OF GIVING

MARCH 4-5, 2021

Spaces and Technologies (Expected Renovation)

In 2018, the University hired RATIO Design to draft a design concept for a new library. The following drivers for this design concept were identified:

Deferred Maintenance and Compliance with Current Code

Refurbish the 1950 and 1973 Buildings

- Replace aged HVAC and electrical systems with new energy efficient systems
- Install required current code compliant fire suppression
- Create current code compliant fire stairs and elevators

Increase Study Space

Increase study, research and instruction space

- 1973 enrollment: 7,000 • 2018 enrollment: 20,000 • Double student seating counts
- Collaborative team rooms
- Quiet study space
- Modernize service points

Student Success

Unify Student Success Functions

- Writing Center • Speaking Center • Tutoring • TRiO • Digital Action and Training • McNair Scholars Program • Academic Skills • Supplemental Education

Modernize Staff Workspace

Improve staff working spaces

Protect Valuable Resources

Create a proper archival storage environment

- Special Collections • University Archives • Provide growth space for the unique signature of the campus that these collections represent

Technology Support and Training

Increase access to current academic technologies

- IT Support • Computing • Media creation and manipulation • Large scale visualization lab
- Makerspaces • Emerging Technologies

Innovation in Teaching and Learning

Partner with the University Center for Teaching and Learning

- Support faculty training in emerging academic technologies

Support University and Community Events

Improve Student Center's and Library's ability to accommodate events

- Meetings • Convocations • University Events • Business events • Community events

Digital Scholarship

Create a Center for Digital Scholarship and Visualization

Inclusive Design (Ongoing. Update Fall 2021)

Inclusive design is a design process in which a mainstream product, service or environment is designed to be usable by as many people as reasonably possible. Inclusive design considers many different aspects of human diversity such as ability, language, culture, gender, and age. A task force was formed to explore the aesthetics of Jackson Library for our current students with a goal of making the environment more inclusive, meaning that a wider diverse set of people can feel comfortable and find motivation while studying or interacting.

A first step has been taken to provide some neutral visual aspects with branding and graphics, followed later in the fall semester with student artwork from the Second Chance program. This will be accessed to inform future actions.

