

1. Enhance the integrative relationship of Instructional Services with the Faculty Center for Teaching
 - a. Increase in quantity and complexity the collaborative interactions with the Faculty Center for Teaching; assessment based on informal, anecdotal feedback from IS and FCT staff; statistics of formal interactions and annual self-reports.
 - b. Continue collaboration of IS and UNC TLT Collaborative symposia, conferences and ongoing related projects; assessment based on informal, anecdotal feedback from IS and FCT staff, UNC TLT Collaborative reports, and annual self-reports.
 - c. Continue collaborative development of the mobile wireless classroom, guiding its use by Library and classroom-teaching faculty; assessment based on informal, anecdotal feedback from IC and FCT staff, statistics of formal participation, and annual self-reports.
 - d. Continue evaluation and assessment of Library Instruction via the Assessment Committee, for which the FCT director serves as consultant; assessment based on report issued periodically, beginning spring, 2002.
2. Enhance the integrative relationship of Instructional Services within the Information Commons
 - a. Continue cross-training efforts in all units of the Information Commons, including Media Services, the Information Desk, and Circulation, moving toward goals of informed referrals; assessment based on informal, anecdotal feedback from unit staffs; statistics of formal participation, and annual self-reports.
 - b. Continue coalescence of the Instruction Group, through meetings, building of web pages, informal meetings, and other means as needed; assessment through anecdotal feedback from Instruction Group and Instructional Services Coordinator and annual self-reports.
3. Investigate and promote information literacy as a process of research that defines activities as it (the research process) creates the product
 - a. Collaborate with the Faculty Center for Teaching to explore information literacy needs embedded in the curriculum; assessment through anecdotal feedback from FCT and periodic self-reports
 - b. Collaborate with the Instruction Group to explore information literacy areas embedded in library instruction sessions; assessment through anecdotal feedback, group and project reports, initiatives undertaken, and periodic self-reports
 - c. Develop information literacy applications for the Virtual Information Commons; assessment through anecdotal feedback, periodic reports of “Virtual Information Commons” initiatives
 - d. Collect resources on Information Literacy on the Instructional Services Web Page; assessment through anecdotal feedback of Instructional Group members and periodic self-reports
<http://libweb.uncc.edu/instruction/teachinglibrariansresources.htm>