

BUILDING ON OUR MOMENTUM  
AN INSTITUTIONAL STRATEGIC PLAN  
(2015-2020)



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Museum of Natural and Cultural History  
University of Oregon  
Eugene, Oregon

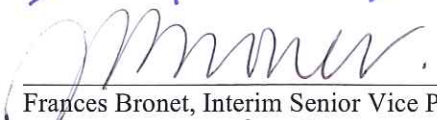
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Eugene, Oregon

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Museum of Natural and Cultural History  
University of Oregon  
Eugene, Oregon

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I. A HISTORICAL NOTE

The University of Oregon's Museum of Natural and Cultural History (MNCH) is a research-based museum whose roots go back to 1876 when Thomas Condon, a geologist and paleontologist, came to the university as one of its first three faculty members. After Condon's death in 1906, the University acquired his extensive fossil, rock, and artifact collections. In the 1930s the Museum established itself as a leader in archaeological research under the leadership of Luther Cressman, who uncovered evidence of Late Pleistocene (from ~15,000 to 11,000 years ago) and early Holocene (11,000 years ago) human settlements in central Oregon.

The momentum of those early years ultimately resulted, by a 1935 act of the Oregon Legislature, in creation of the Oregon State Museum of Anthropology at the University of Oregon. The Museum was "designated as the official depository for any material of archaeological or anthropological nature that may come into the possession of the State of Oregon." A year later, in 1936, the Oregon State Board of Higher Education approved the creation of a Museum of Natural History at the University of Oregon to provide for the care and use of collections that were in the possession of the University, including the Condon paleontological collection, a herbarium, and ornithological and other zoological study collections, as well as archaeological and ethnographic artifacts.

To better represent the Museum's multidisciplinary collections and activities, it was renamed the Museum of Natural and Cultural History in 2005.

The early work of Condon, Cressman and others, and recognition by the Oregon Legislature and the State Board of Higher Education, led to creation of the Museum of Natural and Cultural History, which has continued to expand its collections, conduct leading-edge research, and engage a broad public through interpretive and educational offerings.

II. INTRODUCTION

The Institutional Strategic Plan

Since its beginnings in the 19th century the Museum of Natural and Cultural History (MNCH) has matured into a respected museum that allows for extensive interpretation and education based on its significant collections and research. Since the last strategic plan was developed in 2006, there has been much progress. This new institutional strategic plan has been prepared to build on the momentum of recent years and to set a clear direction for the next five, one based on the Museum's newly revised mission and guiding principles (page 12).

## Continued Momentum

The intellectual inquiry and stewardship begun by Condon and Cressman in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries has continued into the present. Most recently, the strategic plan developed by the Museum in 2006 has given the direction necessary to establish it as one of the premier museums of natural and cultural history on the west coast.

Since the 2006 strategic plan was implemented, significant gains have been realized:

*Facilities:* With the assistance of a Congressional appropriation, \$2.5 million has been invested in Museum facilities, including construction of a new anthropological collections center, a public galleria, and a 2,755 square-foot exhibit hall; renovation of classrooms, restrooms, administrative operations, and other public spaces; and installation of improved security systems in some of the Museum's dispersed facilities.

*Collections:* The Museum's extensive anthropological collection has been moved into the new secure, climate-controlled vaults in the central building; the Oregon Legislature provided \$990,000 for the purchase of new museum-quality metal archival cabinets and improved exhibition space; and the U. S. Bureau of Land Management, the National Park Service, U.S. Fish and Wildlife Service, the Coquille Indian tribe, the University of Oregon Provost, and the Oregon Cultural Trust have all helped fund state-of-the-art cabinetry. The Jensen Arctic Collection has been transferred to the Museum from Western Oregon University. Museum collections grow each year from a combination of scientific fieldwork, archaeological investigations, donations, and transfers from other agencies and institutions.

*Exhibits:* *Explore Oregon*, an anchor exhibit showing 300 million years of Oregon history opened in the spring of 2014. It includes interactive displays, striking imagery, and rare specimens. The Museum received an IMLS grant to create prototypes for the new exhibit, serving 12,094 community visitors in various types of formative evaluation, including families with young children, mature community members, Pre-K-12 teachers and students, and local and regional organizations with a stake in natural history. Ongoing exhibits include, *Scientific at the Core*, and *Oregon, Where Past is Present*. There are always new changing exhibits coming and going. See Table 2 for a list of current exhibits.

*Financial Investment:* Since 2006 the Museum's budget has grown from \$600,000 to \$1.5 million. The direct general fund allocation from the University was \$200,000 and is now \$1.2 million. There were three endowments; now there are ten, and they have grown from \$500,000 to more than \$4 million. These investments have allowed the Museum to add well-qualified, professional staff in collections, exhibits, public programs, marketing, and administration. In contrast, contracts and grants supporting archaeological research have declined from a high of \$2 million to about \$750,000, although they are now on the rise again. The drop in funding was largely caused by the completion of a major State of Oregon bridge replacement project that required extensive state-paid consultation from Museum archaeologists, followed by the great recession.

*Research and Scholarship:* The Museum continues its long tradition of excellence in research and publication, contributing seventy-four scholarly publications and more than seventy technical reports during 2012-13. These include the sixth edition of *Oregon Geology*, the third edition of *Oregon Archaeology*, several book chapters, and numerous scientific papers published in international, peer-reviewed journals such as *Science*, *American Antiquity*, and the *Proceedings of the National Academy of Sciences*. These publications help further the University of Oregon's

reputation as a Tier One research university. The Museum's technical reports reflect its work with federal, state, and municipal agencies to document and protect cultural resources throughout the state. The reports contribute valuable data to the record of Oregon's heritage and facilitate the public stewardship of culturally significant sites.

The Museum is particularly proud of two recent publications: *Oregon – Where Past is Present* (2008) summarizes much of Oregon's significant natural and cultural histories in words and pictures. *10,000 Years of Shoes* (2011) with photographs by the late Pulitzer Prize-winning photojournalist Brian Lanker, which compares the Museum's 10,000 year-old Fort Rock sandals from Eastern Oregon with shoes from many eras and cultures.

### Plan Development

In 2012, after consultation with the University of Oregon's Office of the Provost, Museum leadership determined it would be timely to revise and update the 2006 strategic plan and to consider applying for accreditation by the American Alliance of Museums (AAM). To that end, in 2012 it applied for an Organizational Museum Assessment Plan through the AAM, funded by the Institute of Museum and Library Services (IMLS). Staff spent several months reviewing the Museum's mission and completing the AAM self-study workbook.

In the spring of 2013 an outside peer reviewer, Peter Tirrell of the Sam Noble Oklahoma Museum of Natural History spent two days visiting every nook and cranny of the museum and its dispersed facilities, taking photos, and interviewing stakeholders. He completed an extensive report and made many recommendations, including that the Museum apply for accreditation.

Museum staff then determined it was time to take the necessary steps to move toward accreditation. The Executive Director reassigned a key staff person, Patricia Krier, Special Assistant to the Executive Director, to lead the process. She recruited two volunteers, Alice Parman, a museum consultant and past director of the Museum, and David Piercy, retired deputy superintendent from the local school district and a member of the Museum Advisory Council, to assist with preparation of the necessary documents, including the development of this strategic plan. The three became the drafting committee assisted by an Accreditation Working Committee made up of members of the Museum Advisory Council, the Assistant Vice Provost for Academic Affairs, the Senior Director of Development, and the Executive Director. The working committee provided direction and feedback to the drafting team.

Initial outlines of a strategic plan were drafted, but before proceeding with its development, workshops were held with all Museum divisions using a SWOT (strengths, weaknesses, opportunities and threats) analysis. The major divisions included Central Administration, Archaeological Research, Anthropological Collections, Condon (Paleontological) Collections, and Public Programs. Workshops were also held with Museum volunteers, Student Ambassadors, and the Museum Advisory Council.

Using the information provided from these workshops, the recommendations of Peter Tirrell, and other Museum resources, this strategic plan was developed, critiqued by the working committee and staff, revised and adopted. It has also been reviewed and approved by the University of Oregon's Senior Vice Provost for Academic Affairs and the Provost.

## Plan Implementation

A strategic plan is a useful tool for setting future direction, but it can only be useful if progress is regularly evaluated, adjustments are made, and new targets are set. This strategic plan includes strategic goals and objectives; short-term tasks (one to two years), mid-range tasks (two to three years); and long-term tasks (four to five years); and desired outcomes.

To ensure that the plan will, in fact, move the Museum forward, the following implementation plan will be carried out:

Annually, beginning in 2015 and prior to the adoption of the annual budget and staffing plans, the Executive Director will convene a meeting of division directors and other key staff to review progress on meeting the goals and objectives established in the strategic plan, revise the plan as may be necessary, set targets for the next year, and assign staff responsibility.

## Greatest Challenges

As staff and volunteers came together to discuss what should be included in a new strategic plan for the Museum, they uniformly identified three challenges that face the Museum over the next five years.

1. **Momentum:** The Museum's budget has grown, facilities have improved, exciting research findings have attracted national and international attention, exhibits and education are meeting national standards, and the number of professional staff has grown. Keeping up with this momentum while balancing capacity and workload with envisioned growth is a key challenge: the pace is fast, the demands are ever expanding, and it seems there is always a new initiative on the horizon.
2. **Dispersed facilities:** The Museum's research scientists and collections are dispersed across the university campus at 11 sites. While the central museum building is modern and up-to-date, most of the other buildings are substandard. They include early 20<sup>th</sup> century single-family dwellings that have been purchased by the University as sites for future growth, Quonset huts from World War II, and storage located several miles away in downtown Eugene. This dispersal is a major impediment to collaboration among Museum divisions, to the security of some collections, and to operational and financial efficiency. The recent acquisition of the Jensen Arctic Collection has required the Museum to add yet another storage space.
3. **Sustained financial support:** While the Museum's budget and its endowments have grown, it is not able to rely on predictable and sustainable funding from the University and its contractors. In the archaeological research division, positions are funded solely from archaeological contracts with state and federal agencies, and can vary from year to year. Each budget year the Museum staff is challenged to determine how to fund necessary positions and implement the innovations necessary to maintain the momentum that has allowed the Museum's phenomenal growth.

## Greatest Opportunities

1. **Accreditation:** Becoming accredited will help solidify and communicate the Museum's place as one of the premier museums of natural and cultural history on the west coast, and will improve funding opportunities and the Museum's ability to receive object loans from other

museums. The Museum will have demonstrated that it meets the national standards and follows best practices set by the American Alliance of Museums.

2. **Consolidation of Museum collections and research staff:** One of the Museum's biggest challenges, and one of its greatest opportunities is to move forward with a plan to bring most collections and research staff into a central facility. This consolidation would better safeguard invaluable collections, while increasing collaboration among scientists, and between scientists and those responsible for public programs, including education and exhibits. It would also increase efficiency, and eliminate redundant expenditures related to equipment and supplies.
3. **Predictable and sustainable funding:** If it is to be stable into the future, the Museum needs to clearly identify its current and projected staffing and budget needs, identify gaps in funding, and develop strategies to fill those gaps. There is increased funding potential from archaeological contracts with government agencies and private companies, university and state support, grants, and endowments.
4. **Public outreach:** To meet its full potential as a valued and essential resource, the Museum must become better known locally, in the state and region, and nationally. When people understand the breadth of research and public programming that exists in the Museum, its use by the community, students, and scholars will grow significantly.

#### Strategic Goals

In order to meet the challenges and take advantage of the opportunities, the following strategic goals are included in this plan. Each has a set of objectives and short-term, mid-range, and long-term tasks that need to be accomplished. They are detailed later in this plan.

**Goal 1:** Consolidate research and collections staff and facilities at a central location.

**Goal 2:** Obtain predictable and sustainable funding.

**Goal 3:** Continue to ensure that the Museum is a valued and essential resource to the university, the community and the state.

**Goal 4:** Continue to ensure state-of-the art research, collections management, interpretation/education and administration.

### III. BACKGROUND INFORMATION

#### The Significance of MNCH Collections

Museum collections grow each year from a combination of scientific fieldwork, archaeological investigations, donations, and transfers from other organizations. The Museum's collections total approximately 427,000 objects. They are diverse both in terms of subject matter and size of collection (see Table 1).



|  |
|--|
| <p>Table 1<br/> The Significance of MNCH Collections<br/> ~427,000 objects</p>   |
| <p><b>Fossil Collections</b> (~60,000 specimens)</p> <p>From plants and seeds to rodents and large animals, these fossils come from around the state as well as all of the world’s continents.</p>   |
| <p><b>Geological Collections</b> (~5,000 specimens)</p> <p>This collection includes Thomas Condon’s rock collection, as well as collections of former UO geological sciences faculty members.</p>  |
| <p><b>Archaeological Collections</b> (~300,000 objects)</p> <p>These objects, including the oldest known shoes in the world, represent 15,000 years of human history in the Americas, as well as small collections from even earlier cultures in Africa and Eurasia. They are derived from ongoing fieldwork conducted by Museum staff and associated University of Oregon archaeologists, as well as others working across the state. The archaeological collections also include some 4,000 boxes containing aggregate, e.g., soil samples, faunal and botanical samples, flaking debris, and other bulk material.</p> |
| <p><b>Ethnographic Collections</b> (~22,000 objects)</p> <p>Textiles, sculptures, tools, and more represent the arts and technologies of recent cultures in the Americas, Oceania, Africa, Asia, and Europe.</p>   |
| <p><b>Osteological and Other Zoological Collections</b> (~40,000 objects)</p> <p>Bones, skins, and shells from recent species have been collected since the 1800s. They are used for comparison and identification of specimens from paleontological and archaeological sites, for biological research, as well as for teaching and exhibitions.</p>   |

World Class Research

Frequent discoveries by Museum scientists constantly re-shape public knowledge and understanding of Oregon’s natural and cultural history.

*Archaeological Research:* The Museum houses Oregon’s most active archaeological research program, and has been a leader in bringing to light new findings about the region’s cultural past. Working principally within Oregon, and throughout the Pacific Northwest, the Pacific Rim, and Europe, Museum archaeologists have unearthed fragile millennia-old basketry, traces of ancient settlements buried beneath volcanic ash, 14,000 year-old coprolites (desiccated feces) left by some of the continent’s earliest settlers, the homesteads and cemeteries of Oregon Trail pioneers, and communities of 19<sup>th</sup> century Chinese miners.

Through field schools, grant-funded studies, and collaborations with corporations and public agencies, including the Oregon Department of Transportation and the United States Bureau of

Land Management, Museum archaeologists help to rediscover, protect, and preserve Oregon's rich cultural heritage.

*Paleontological Research:* The Condon Collection is an active research and curatorial unit. The Museum's paleontologists and visiting scholars are constantly working to understand the fossil plants and animals housed in Museum collections.

Collecting new specimens in the field is essential to paleontology. New fossils are continuously being revealed by erosion, and there are countless new sites still to be explored.

#### Public Programs: Education and Exhibits

The Museum's education programs serve many audiences, including K-12 students and teachers, families, the campus community and the wider public. Through innovative offerings and broad outreach, the education team engages these diverse audiences in important conversations about science, history, and stewardship.

The Museum's exhibits department develops and manages a program of exhibits spanning scientific research, cultural and natural history, student research, and the arts. Table 2 shows the diverse exhibits currently on display.

#### Governance and Relationship to the University of Oregon

Because the Museum is a division of the University of Oregon, its governing authority is the University Board of Trustees that delegates authority to the University President. The Senior Vice-Provost for Academic Affairs is the direct supervisor of the Museum's Executive Director who is responsible for the management, long-range planning, and day-to-day operations of the Museum. The Museum's organizational chart is included as an appendix. The Museum Advisory Council (MAC) composed of community members, collectors, faculty, and donors, advises the Executive Director on community outreach, fund raising, collection development, educational programming, and other issues requested by the Executive Director. Any major decisions made at the Museum must be approved by the university administration, and fundraising activities are channeled through the University of Oregon Foundation.

Table 2  
Current Exhibits

**Explore Oregon!**

Experience the dynamic forces that shape Oregon’s landscapes, climate, and ecosystems. Meet the saber tooth salmon, the giant sloth, and other amazing animals from across the millennia. Through interactive displays, striking imagery, and rare specimens, you’ll go deep into Oregon’s past and join a conversation about our collective future.

**Site-Seeing: Snapshots of Historical Archaeology in Oregon**

From a nineteenth-century working-class family in Portland to a Chinese mining community in Jacksonville, this exhibit tells the stories of five historical sites recently excavated by museum archaeologists.

**Oregon – Where Past is Present**

Experience 15,000 years of Northwest cultural history and 200 million years of geology. Realistic environmental displays portray four geographic regions of Oregon, each a different time in history and a different season of the year.

**Highlights of the Jensen Arctic Collection**

Journey into the unique cultures and ecosystems of the Arctic. Recently transferred from Western Oregon University, the Jensen collection represents one of the largest assemblages of Arctic material in the lower forty-eight states, and a valuable record of life in a rapidly changing region.

**Atlas of Yellowstone**

Telling the story of the world’s first national park.

**Tradition Keepers: Cornhusk weavings by Kelli Palmer and Joy Ramirez**

The Museum, in collaboration with Oregon Folklife Network, showcases the work of two awardees from the Traditional Arts Apprenticeship Program.

**Geophotography: Spring 2013**

The students in this course explored geology by examining rock types, bedding features, cooling fractures, fault zones, features of weathering and coastal erosion, and more. At the same time they learned the mechanics of shooting good photographs, from depth of field and composition to basic tools of post-processing.

**Scientific at the Core**

Think like a scientist! Explore an interactive laboratory that offers hands-on science-based activities for visitors of all ages.

## IV. VISION, MISSION, CONSTITUANTS AND GUIDING PRINCIPLES

July 2014

### Foundation

The Museum of Natural & Cultural History (MNCH) was established as the Oregon State Museum of Anthropology by act of the Oregon Legislature in 1935.

Oregon Revised Statutes (ORS 352.045) state, in part,

The anthropological collections at the University of Oregon are designated and established as the Oregon State Museum of Anthropology. The Oregon State Museum of Anthropology is designated as the official depository for any material of an archaeological or anthropological nature that may come into the possession of the State of Oregon...or as a consequence of gifts from the federal government, the Smithsonian Institution or from other public or private agencies.

On July 27, 1936, the Oregon State Board of Higher Education voted to approve the creation of a Museum of Natural History at the University of Oregon “to provide for more efficient care and use of various collections then in the possession of the University” (L.S. Cressman, 1972), including the Condon paleontological, ornithological, zoological, herbarium, and anthropological collections.

Our vision, mission and guiding principles reflect the responsibility that the Oregon Legislature and the State Board of Higher Education vested in the Museum.

### Vision

The Museum is a leader among university museums of natural and cultural history, a catalyst for intellectual discovery, a contributor to the University’s mission, and a connection to our research and collections for diverse constituents.

### Mission

The Museum enhances knowledge of Earth’s environment and cultures, inspiring stewardship of our collective past, present, and future.

### Our Constituents

The Museum is for everyone. Our most significant constituents are:

- University of Oregon students, faculty, and staff, who use the Museum on an ongoing basis for research, teaching, learning, and enjoyment;
- Native people who contribute to exhibit and program development, conduct research in the collections, and participate in Museum activities;
- Students, scholars, experts, collectors, and museum professionals—local to worldwide--who use the Museum as the major state repository of anthropological and paleontological collections, research, and exhibits;
- Instructors and students (pre-K through higher education) who are teaching and learning about natural and cultural history;

- Local, state and federal agencies that collaborate with and use the museum as a venue and resource; and
- Community members and tourists who are interested in exploring and learning more about the natural and cultural history of Oregon.

### Guiding Principles

#### The Museum:

- protects and interprets significant natural and cultural history collections;
- promotes scientific and interdisciplinary understanding of the world around us;
- encourages stewardship of natural and cultural history through research, preservation, interpretation, and education;
- integrates university teaching, research, and service objectives;
- provides exhibits and programs that are mission-centered, interpretive and engage broad audiences;
- encourages lifelong learning that is accessible to all;
- engages and collaborates with the Eugene/Springfield and regional communities drawing on the diverse resources of talented and informed individuals;
- welcomes Oregon residents and out-of-state visitors to explore and enjoy our state's diverse natural and cultural history; and
- follows the highest ethical, academic, research, and professional standards.

## V. GOALS AND OBJECTIVES

### **Goal 1: Consolidate research and collections staff and facilities at a central location.**

Objective 1.1 Review facility needs and plans, revise the facilities plan and determine how to fund that plan. The plan will include maintaining sufficient collections space and consolidating collections and research staff into a central location.

Objective 1.2 Respond to immediate facility needs in the existing central museum building, including providing adequate office, classroom, exhibit workshop, public meeting and storage space.

### **Goal 2: Obtain predictable and sustainable funding.**

Objective 2.1 Prepare a long-term budget and staffing plan that identifies recurring costs, existing gaps, and strategies to fill those gaps.

Objective 2.2 Obtain increased financial support from the University of Oregon to help ensure the financial stability of the Museum.

Objective 2.3 Diversify funding by growing the endowment funds, reviewing and revising the development plan, identifying additional donors and Museum members, and obtaining corporate sponsorships.

Objective 2.4 Identify additional sources of funding from entities such as the Oregon Legislature, federal agencies, other granting agencies, and foundations.

Objective 2.5 Increase the number of agencies that contract with the archaeological research staff for field services.

Objective 2.6 Increase and diversify funding sources for collections management.

### **Goal 3: Continue to ensure that the Museum is a valued and essential resource to the university, the community and the state.**

Objective 3.1 Make all collection databases publicly accessible on the Museum's website (natural-history.uoregon.edu).

Objective 3.2 Ensure that the Museum is accessible to all visitors including people with disabilities, non-English speakers, international visitors, children, and people arriving by car.

Objective 3.3 Increase the visibility and use of the Museum across the university campus by creating stronger partnerships with academic departments and student groups.

Objective 3.4 Expand the volunteer and student ambassador programs to bring expertise to the Museum, increase involvement, and improve Museum services.

Objective 3.5 Expand state and local outreach and awareness programs to increase interest in the Museum, meaningful statewide engagement, visitorship, and membership.

Objective 3.6 Expand the Museum's marketing and communication program to promote awareness and interest among diverse audiences.

Objective 3.7 Continue to expand outreach to targeted markets.

**Goal 4: Continue to ensure state-of-the art research, collections management, interpretation/education, and administration**

Objective 4.1 Provide for equitable administrative support of all Museum divisions by reviewing and revising a plan for the management of Museum funds and support of all Museum programs.

Objective 4.2 Review the state of the Museum's technology to ensure that it provides superior support to all Museum units.

Objective 4.3 Bring all Museum collections up to national museum standards.

Objective 4.4 Continue to provide opportunities for professional development to encourage all staff members to remain current in their fields of expertise, and to increase the efficiency and effectiveness of the Museum.

Objective 4.5 Develop a multi-year exhibit plan that emphasizes the Museum's anchor exhibits and collections with changing exhibits that are consistent with the mission of the Museum, engages the community and are of academic and research interest.

Objective 4.6 Develop a process for formal and ongoing evaluation of all Museum programs by identifying and tracking key museum indicators.

## VI. TASK ANALYSIS WITH DESIRED OUTCOMES

**Goal 1: Consolidate research and collections staff and facilities at a central location.**

Between 2015 and 2020, the Museum will:

Objective 1.1 Review facility needs and plans, revise the facilities plan and determine how to fund that plan. The plan will include maintaining sufficient collections space and consolidating collections and research staff into a central location.

| TASK   | DESIRED OUTCOMES  | RESPONSIBLE/<br>Involved   | S | M | L |
|--|---|--|---|---|---|
| 1.1.1 Appoint a committee to review and revise, as necessary, the Museum’s facilities plan. The plan will provide adequate office, lab, storage, and collections space and will allow for the full or partial consolidation of research staff into a central location. | An updated plan, with architectural drawings, that has support from Museum personnel, UO administrators, and potential donors and other funding agencies. | JON ERLANDSON  | x |   |   |
| 1.1.2 Review photographs of facilities and collections that demonstrate the problems and challenges facing current facilities for use in strategic planning and the accreditation application. Add to those photographs as necessary.                                  | A compilation of photographs demonstrating the need for the consolidation of research staff and facilities.   | KRISTIN STROMMER/<br>Tom Connolly,<br>Edward Davis,<br>Pam Endzweig,<br>Madonna Moss,<br>Frances White | x |   |   |
| 1.1.3 Design and implement a plan to raise sufficient funds for the Museum’s expansion.  | Funds identified.   | ERIC MCCREADY/<br>Associate Director<br>of Development<br>(TBD)  |   | x |   |
| 1.1.4 Begin construction of the expansion.   | Groundbreaking.   | JON ERLANDSON/<br>Campus Operations,<br>Judi Pruitt  |   |   | x |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)



Objective 1.2 Respond to immediate facility needs in the existing central museum building, including providing adequate office, classroom, exhibit workshop, public meeting, and storage space.

| TASK   | DESIRED OUTCOMES   | RESPONSIBLE/ Involved  | S | M | L |
|--|--|--|---|---|---|
| 1.2.1 Review how current space in the existing Museum is allocated and what would be necessary to improve office, classroom, exhibit workshop, public meeting, and storage space. Determine what activities in the strategic plan require space adjustment before they can be implemented. | A plan for the allocation of Museum space, including architectural drawings.                       | YOUSEF RAHMANI/<br>Ann Craig,<br>Judi Pruitt   | x |   |   |
| 1.2.2 Locate and allocate the funds necessary to implement the proposed reallocation of space, perhaps in conjunction with Objective 1.1, the consolidation of Museum collections and research staff.  | A budget with identified funding sources for the reallocation of space within the existing museum. | JON ERLANDSON/<br>Eric McCready,<br>Associate Director<br>of Development<br>(TBD),<br>Yousef Rahmani,<br>University's Central<br>Development |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

**Goal 2: Obtain reliable and predictable funding.**

Between 2015 and 2020, the Museum will:

Objective 2.1 Prepare a long-term budget and staffing plan that identifies recurring costs, existing gaps, and strategies to fill those gaps.

| TASK   | DESIRED OUTCOMES   | RESPONSIBLE/ Involved   | S | M | L |
|--|--|---|---|---|---|
| 2.1.1 Prepare a five-year staffing plan that anticipates the current and future needs of the Museum, including potential retirements. The plan will consider, but not be limited to the following priority needs: adequate staff to manage collections, a curator of biological collections, a museum-wide registrar, a development position, a preparator for the Condon collection, archaeological research staff, and an educator. The plan will identify gaps in that staffing plan. | The staffing plan.<br><br>Strategies for filling the gaps.   | YOUSEF RAHMANI/<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Greg Retallack | x | x | x |
| 2.1.2 Prepare a plan for the succession of archaeological research staff as they move toward retirement.   | A written plan that anticipates when research staff is expected to retire.<br><br>Short and long-term strategies to recruit the next generation of scholars. | TOM CONNOLLY/<br>Jon Erlandson<br>Dennis Jenkins<br>Pat O'Grady,<br>Brian O'Neill,                    | x |   |   |
| 2.1.3 Prepare a five-year budget plan that anticipates the current and future needs of the Museum and identifies underfunded ongoing and recurring costs, and proposes strategies to obtain reliable and predictable funding. The plan will be consistent with the five-year staffing plan and include strategies for funding the gaps identified in it.   | A five-year financial forecast (updated annually) identifying budgetary needs for five years, showing recurring needs, proposed growth, and revenue sources. | YOUSEF RAHMANI/<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Greg Retallack | x | x | x |
| 2.1.4 Prepare a Museum-wide plan, with criteria, that allows the efficient recruitment of replacement staff when positions are vacated and when funding becomes available for high priority positions included in the staffing plan. The plan should anticipate potential retirements.   | A recruitment plan.  | YOUSEF RAHMANI/<br>University Human Resources   | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 2.2 Obtain increased financial support from the University Oregon to help ensure the financial stability of the Museum.

| TASK   | DESIRED OUTCOMES   | RESPONSIBLE/ Involved   | S | M | L |
|--|--|---|---|---|---|
| 2.2.1 Continue to work with the Offices of the Provost and President as the Museum prepares and implements its five-year staffing and budget plans.  | Additional financial support from the University.  | JON ERLANDSON   | x | x | x |
| 2.2.2 Develop a strategy to receive base University funding for one or two research archaeologist positions.   | The addition of one or two archaeologist positions.  | JON ERLANDSON   |   | x |   |
| 2.2.3 Develop strategic alliances with more university departments (e.g., Interdisciplinary Studies, Folklore, Architecture and Allied Arts, the Business School, Environmental Studies, Geography, and Journalism and Communications) in order to access funding for graduate students. | An analysis of potential strategic alliances.<br><br>Four additional GTFs.<br><br>Improved working relationships with other university departments.<br><br>More exhibits and programs cosponsored by University departments. | YOUSEF RAHMANI/<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Greg Retallack | x | x | x |
| 2.2.4 Evaluate a possible Memorandum of Understanding with Oregon Folklife Network (OFN) to create video content for Oregon-Where Past is Present redesign. See 4.5.1.   | Memorandum of Understanding.<br><br>Video Content.   | ANN CRAIG   |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 2.3 Diversify funding by growing the endowment funds, reviewing and revising the development plan, identifying additional donors and Museum members, and obtaining corporate sponsorships.

| TASK  | DESIRED OUTCOMES  | RESPONSIBLE/ Involved   | S | M | L |
|---|---|---|---|---|---|
| 2.3.1 Evaluate and revise the Museum development plan with a focus on increased endowment giving, major gifts, retaining donors and memberships, and increasing the number of donors and memberships. | A revised development plan.<br><br>50% increase in endowment giving.<br><br>10% increase in membership for three consecutive years. | ERIC MCCREADY/<br>Associate Director of Development (TBD),<br>Judi Pruitt | x |   |   |
| 2.3.2 Develop a business membership program with donor benefits, e.g., free meeting and reception space, behind scenes tours and lunch with the Executive Director or Curator.                        | Adoption of corporate membership program.<br><br>5 corporate memberships in first two years.  | ERIC MCCREADY/<br>Associate Director of Development (TBD),<br>Judi Pruitt | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 2.4 Identify additional sources of funding from entities such as the Oregon Legislature, federal agencies, other granting agencies, and foundations.

| TASK  | DESIRED OUTCOMES  | RESPONSIBLE/ Involved   | S | M | L |
|---|---|---|---|---|---|
| 2.4.1 Evaluate the capacity of the Museum to search out and solicit such funding, and determine what additional support, including grant writing, is required.                        | A plan and timeline for soliciting additional funding based on needs identified in the five-year financial forecast and facility plans. | ERIC MCCREADY/<br>Associate Director of Development (TBD)   | x |   |   |
| 2.4.2 Develop strategies to search out and solicit additional funding, including the identification of additional funding sources.  | An ongoing catalogue of potential funding sources with application deadlines.   | ERIC MCCREADY/<br>Associate Director of Development (TBD),<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Yousef Rahmani,<br>Greg Retallack | x |   |   |
| 2.4.3 Pursue funding from appropriate Oregon trusts and foundations.  | Formal contact with the identified trusts and organizations.  | ERIC MCCREADY/<br>Associate Director of Development (TBD)   | x | x | x |
| 2.4.4 Develop a document to be used with potential funding sources that highlights the Museum's collections and activities, and identifies the Museum's challenges and opportunities. | Publication of the document.  | JON ERLANDSON/<br>Kristin Strommer  |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 2.5 Increase the number of agencies that contract with the archaeological research staff for field services.

| TASK  | DESIRED OUTCOMES   | RESPONSIBLE/ Involved              | S | M | L |
|---|--|------------------------------------|---|---|---|
| 2.5.1 Complete Memoranda of Understanding with the Oregon State Parks, the Federal Highway Works Administration and the Oregon Department of Forestry to support the work of the archaeological research staff. | Signed memoranda.  | TOM CONNOLLY/<br>Yousef Rahmani    | x |   |   |
| 2.5.2 Develop and implement a marketing program to encourage use of archaeological research staff by engineering firms and local governments.   | A marketing plan.<br><br>Material distributed at least annually to selected firms and governments.<br><br>Two additional contracts per year. | KRISTIN STROMMER/<br>Julia Knowles | x | x | x |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 2.6 Increase and diversify funding sources for collections management.

| TASK   | DESIRED OUTCOMES  | RESPONSIBLE/ Involved   | S | M | L |
|--|---|---|---|---|---|
| 2.6.1 Require allocations to support Museum collections as part of grant applications for projects that include collection staff participation.  | An agreed upon model.<br><br>Increased resources for collections management.      | JON ERLANDSON/<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Yousef Rahmani,<br>Greg Retallack | x | x | x |
| 2.6.2 Enforce curation fee schedules required of outside agencies that use the Museum as a repository.   | Most outside agencies agree to fulfill the curation schedules.                    | PAMELA ENDZWEIG/<br>Tom Connolly,<br>Edward Davis   |   | x |   |
| 2.6.3 Explore financial support from agencies that have Memoranda of Understanding with the paleontology staff, and pursue development and signing of Memoranda of Understanding with agencies not yet covered by such agreements in order to obtain long-term curation support for the Condon and Anthropology collections. | Formal discussions with the agencies.<br><br>Financial support from all agencies. | EDWARD DAVIS/<br>GTF  |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

**Goal 3: Continue to ensure that the Museum is a valued and essential resource to the university, the community and the state.**

Between 2015 and 2020, the Museum will:

Objective 3.1 Make all collection databases publicly accessible on the Museum's website (natural-history.uoregon.edu).

| TASK   | DESIRED OUTCOMES   | RESPONSIBLE/ Involved  | S | M | L |
|--|--|--|---|---|---|
| 3.1.1 Review existing software and determine how to make all collection databases accessible on the website. | Increased accessibility to the database through the website for staff.   | KEITH HAMM/<br>Ann Craig,<br>Edward Davis,<br>Elizabeth<br>Kallenbach          | x |   |   |
| 3.1.2 Make collection databases available to the general public.   | Databases available to the general public.   | KETHI HAMM/<br>Ann Craig,<br>Edward Davis,<br>Elizabeth<br>Kallenbach          |   | x |   |
| 3.1.2 Evaluate and then determine how to make online galleries more informative, engaging, and useful.       | Online galleries easily accessible for community, students, K-12 teachers, and scholarly review.<br><br>Focus groups and number of unique visits demonstrate accessibility and usefulness. | ANN CRAIG/<br>Pam Endzweig<br>Museum Advisory<br>Council Exhibits<br>Committee | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L = Long-Term Task (4 to 5 years)



Objective 3.2 Ensure that the Museum is accessible to all visitors including people with disabilities, non-English speakers, international visitors, children, and people arriving by car.

| TASK   | DESIRED OUTCOMES   | RESPONSIBLE/ Involved                         | S | M | L |
|--|--|---|---|---|---|
| 3.2.1 Revise materials that are provided to Museum visitors to guide their visit. Examples would be such things as “Ten Things Not to Miss While Visiting MNCH,” and a revised map and floor plan. | Annual revision of visitor guides (or more often as exhibits change).            | ANN CRAIG/<br>Judi Pruitt<br>Kristin Strommer | x | x | x |
| 3.2.2 Analyze the Museum’s compliance with access requirements of the ADA, in consultation with the University’s Accessible Education Center.  | Completion of the analysis.<br><br>Completion of required updates.               | JUDI PRUITT                                   | x |   |   |
| 3.2.3 Provide information to visitors and volunteers about how to find parking if the Museum parking lot is full.  | Signage in the parking lot.<br><br>Notice on Museum material.                    | JUDI PRUITT/<br>Kristin Strommer              | x |   |   |
| 3.2.4 Develop a plan to improve access for non-English speakers and international visitors.  | Published material available to non-English speakers and international visitors. | JUDI PRUITT/<br>Valerie Kendall               |   | x |   |
| 3.2.5 Provide better access for young children.  | Raised platforms for young children to view exhibits.                            | ANN CRAIG/<br>Lyle Murphy<br>Liz White        | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 3.3 Increase the visibility and use of the Museum across the university campus by creating stronger partnerships with academic departments and student groups.

| TASK  | DESIRED OUTCOMES   | RESPONSIBLE/ Involved   | S | M | L |
|---|--|---|---|---|---|
| 3.3.1 Collaborate with the Departments of Anthropology and Geology to improve use of Museum resources in instruction and to encourage interest by graduate students.  | Two additional GTFs assigned to the Museum.<br><br>Regular meetings between the Department of Anthropology and Museum research and collections staff.<br><br>Co-sponsored program offerings that engage and complement the Department of Anthropology. | LAUREN WILLIS/<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Yousef Rahmani,<br>Greg Retallack |   |   | x |
| 3.3.2 Enter into formal Memoranda of Understanding to establish Museum ownership of collections spread across the campus, clarify their use for education and teaching, and ensure that the Museum is the default repository in the event the collections are no longer being used by academic staff. | Memoranda of Understanding with the Department of Anthropology for the Osteological and Primate collections.   | JON ERLANDSON/<br>Yousef Rahmani  | x |   |   |
| 3.3.3 Develop and advertise an internship program for students in general, and Native American students specifically.   | Funding sources identified.<br><br>Two additional internships.   | ANN CRAIG AND<br>PAM ENDZWEIG   |   | x |   |
| 3.3.4 Expand collaborative opportunities between Museum collections and academic departments, e.g., Oceanic collections and art history, Volcanology Cluster of Excellence, musical instrument collections and the music department, and weaving collections and the fine arts department.            | Electronic request form for use of collections for teaching.<br><br>Two formalized collaborations.   | LAUREN WILLIS/<br>Pam Endzweig  |   | X |   |
| 3.3.5 Create courses on museology and cultural and natural history.   | Two classes recognized by the university.  | ANN CRAIG<br>Edward Davis,<br>Elizabeth<br>Kallenbach   |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 3.4 Expand the volunteer and student ambassador programs to bring expertise to the Museum, increase involvement, and improve Museum services.

| TASK   | DESIRED OUTCOMES  | RESPONSIBLE/ Involved   | S | M | L |
|--|---|---|---|---|---|
| 3.4.1 Prepare a plan for the Museum-wide coordination of volunteer services to include volunteer training.   | A Museum-wide, inter-departmental volunteer program.<br><br>10% increase in the number of volunteers. | JUDI PRUITT/<br>Robyn Anderson,<br>Edward Davis,<br>Elizabeth<br>Kallenbach,<br>Julia Knowles |   | x |   |
| 3.4.2 Develop a partnership program between Museum student ambassadors and other on-campus student groups such as the geology club, outdoor programs, anthropology club, and the Jordan Schnitzer Museum of Art student board. | 5 partnerships.   | ANN CRAIG/<br>Lauren Willis,<br>GTF   | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 3.5 Expand state and local outreach and awareness programs to increase interest in the Museum, meaningful statewide engagement, visitorship, and membership.

| TASK  | DESIRED OUTCOMES  | RESPONSIBLE/ Involved  | S | M | L |
|---|---|--|---|---|---|
| 3.5.1 Design a program of outreach that ensures a process for listening and responding to the interest of relevant constituency groups.     | <p>10% increase in visitorships per year.</p> <p>10% in memberships per year.</p> <p>Exhibit and program evaluations show satisfied and engaged visitors.</p> <p>Two friendraiser events per year across the state.</p> | ANN CRAIG/<br>Kristin Strommer,<br>MAC Raising Awareness Committee | x | x | x |
| 3.5.2 Actively retain membership from the Friends of Jensen, in consultation with the Jensen representative on the Museum Advisory Council. | <p>Annual recruitment letters.</p> <p>20% of the Friends of Jensen remain members.</p>  | JUDI PRUITT/<br>Associate Director of Development (TBD)            | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 3.6 Expand the Museum’s marketing and communication program to promote awareness and interest among diverse audiences.

| TASK   | DESIRED OUTCOMES   | RESPONSIBLE/ Involved   | S | M | L |
|--|--|---|---|---|---|
| 3.6.1 Review and revise the Museum’s communication and marketing program to include measures of accomplishment | A written plan.<br><br>Increased awareness.<br><br>10% increase in visitorships. | KRISTIN STROMMER/<br>Ann Craig,<br>Judi Pruitt,<br>Yousef Rahmani | x |   |   |
| 3.6.2 Assist research staff in developing marketing stories.   | 15 articles per year in a variety of popular media.                              | KRISTIN STROMMER/<br>Edward Davis<br>Julia Knowles                | x | x | x |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 3.7 Continue to expand outreach to targeted markets.

| TASK   | DESIRED OUTCOMES  | RESPONSIBLE/ Involved  | S | M | L |
|--|---|--|---|---|---|
| 3.7.1 Review and adjust the print and electronic distribution of Museum publications.  | A distribution plan.  | KRISTIN STROMMER/<br>Jon Erlandson,<br>Samantha Hopkins                  | x |   |   |
| 3.7.2 Maintain publication of <i>The Bulletin</i> , the <i>University of Oregon Anthropological Papers</i> , and other research-oriented material. | At least one publication per year.  | JON ERLANDSON/<br>Samantha Hopkins                                       | x | x | x |
| 3.7.3 Complete publication of three issues of the Museum <i>Bulletin</i> .   | The publication and distribution of the following <i>Bulletins</i> :<br><br>•Oregon 2100<br>•History of the Museum<br>•A Geological Topic   | SAMANTHA HOPKINS/<br>Jon Erlandson,<br>Eric Gustafson,<br>Greg Retallack |   | x |   |
| 3.7.4 Maintain the current number of publications in peer-reviewed professional journals.  | At least 50 publications per year.  | RESEARCH AND COLLECTIONS STAFF   | x | x | x |
| 3.7.5 Develop a statewide outreach program for distribution of educational materials.  | Connections with organizations working in other areas of the state, i.e., Oregon Heritage Commission, Mentor Corps, Oregon Museum Association, Eastern Oregon Museum Association, and Tribes. | ROBYN ANDERSON AND ANN CRAIG   | x |   |   |
| 3.7.6 Implement educational programs that include materials and specimens to take into K-12 schools statewide.                                     | The traveling programs are complete.<br><br>Four programs offered to schools statewide.   | ROBYN ANDERSON<br>ANN CRAIG  | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

**Goal 4: Continue to ensure state-of-the art research, collections management, interpretation/education, and administration**

Between 2015 and 2020, the Museum will:

Objective 4.1 Provide for equitable administrative support of all Museum divisions by reviewing and revising a plan for the management of Museum funds and support of all Museum programs.

| TASK  | DESIRED OUTCOMES                           | RESPONSIBLE/ Involved  | S | M | L |
|---|--|--|---|---|---|
| 4.1.1 Refine the Museum budgeting process to ensure that all appropriate staff are involved in the process and understand museum-wide budgetary issues, and that the needs of each museum unit are considered on an annual basis. | A revised budget process.                  | YOUSEF RAHMANI/<br>Ashley Robinson   | x |   |   |
| 4.1.2 Develop an approval process for new initiatives that includes assessment of needs and resources.  | Approval process in use.                   | YOUSEF RAHMANI/<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Yousef Rahmani,<br>Greg Retallack |   | x |   |
| 4.1.3 Increase contact with researchers who are not located in the main museum building and all other divisions.  | All-staff meetings once per academic term. | YOUSEF RAHMANI   | x | x | x |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 4.2 Review the state of the Museum’s technology to ensure that it provides superior support to all Museum units.

| TASK   | DESIRED OUTCOMES  | RESPONSIBLE/ Involved         | S | M | L |
|--|---|-------------------------------|---|---|---|
| 4.2.1 In consultation with university Information Services, prepare a five-year technology plan that provides adequate equipment, software and support and determine how to fund that program. The plan should allow for the use of massive amounts of digital information in an efficient manner. | <p>A five-year technology plan (updated annually) showing potential sources of funding.</p> <p>Reliable internet access for facilities that are dispersed across campus.</p> <p>Appropriate equipment, software and support for research, collections, and public programs.</p> | YOUSEF RAHMANI/<br>Keith Hamm | x | x | x |
| 4.2.2 Evaluate and update the Museum website (natural-history.uoregon.edu) to ensure that it is user-friendly, accurate and that all Museum information is accessible.   | <p>Evaluation completed.</p> <p>Website updated.</p>  | KRISTIN STROMMER              |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)



Objective 4.3 Bring all Museum collections up to national museum standards.

| TASK  | DESIRED OUTCOMES                               | RESPONSIBLE/ Involved   | S | M | L |
|---|--|---|---|---|---|
| 4.3.1 Complete the relocation of the Museum collections from outdated wooden units to legislatively funded museum quality storage units.                      | Collections relocated.                         | PAM ENDZWEIG AND EDWARD DAVIS   | x |   |   |
| 4.3.2 Obtain cabinets for the archaeological collections that are scattered across the university campus pending their consolidation into a central location. | Cabinets obtained.<br>Collections safeguarded. | TOM CONNOLLY/<br>Paul Baxter,<br>Dennis Jenkins,<br>Julia Knowles,<br>Pat O'Grady,<br>Brian O'Neill,<br>Kaylon McAlister,<br>Jean McLaughlin,<br>Marlene McVey,<br>Chris Ruiz | x |   |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 4.4 Continue to provide opportunities for professional development to encourage all staff members to remain current in their fields of expertise and to increase the efficiency and effectiveness of the Museum.

| TASK  | DESIRED OUTCOMES    | RESPONSIBLE/<br>Involved   | S | M | L |
|---|---------------------|--|---|---|---|
| 4.4.1 Develop and implement Museum-wide professional development standards for all staff. | Standards approved. | YOUSEF RAHMANI/<br>Tom Connolly,<br>Ann Craig,<br>Edward Davis,<br>Pamela Endzweig,<br>Yousef Rahmani,<br>Greg Retallack |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 4.5 Develop a multi-year exhibit plan that emphasizes the Museum’s anchor exhibits and collections with changing exhibits that are consistent with the mission of the Museum, engage the community and are of academic and research interest.

| TASK   | DESIRED OUTCOMES   | RESPONSIBLE/ Involved   | S | M | L |
|--|--|---|---|---|---|
| 4.5.1 Working with community partners, evaluate and renovate the exhibits “Oregon, Where Past is Present,” “Scientific at the Core,” and “Historical Archaeology.” | Observational tracking of the existing exhibits.<br><br>An evaluation to determine what elements to keep and redesign and what to change.<br><br>Exhibit plans.<br><br>Exhibits installed.<br><br>Grand re-openings. | ANN CRAIG/<br>Robyn Anderson,<br>Pam Endzweig<br>Lyle Murphy,<br>Judi Pruitt,<br>Kristin Strommer,<br>Liz White |   | x |   |
| 4.5.2 Complete the installation of the Paisley Caves exhibit.  | RFP Issued and selected.<br><br>An exhibit plan.<br><br>Exhibit installed.<br><br>Grand opening.   | ANN CRAIG/<br>Lyle Murphy<br>Liz White  |   | X |   |
| 4.5.3 Develop a multi-year schedule of changing exhibits.  | A schedule.  | ANN CRAIG/<br>Lyle Murphy<br>Liz White<br>Museum Advisory<br>Council Exhibitions<br>Committee                   |   | x |   |
| 4.5.4 Develop a plan for enhancing and maintaining Courtyard exhibits including lighting for sculptures, new plant signs, and new meteorite replica.               | Solicit funding.<br><br>An exhibit plan.<br><br>Exhibits installed.<br><br>New staff position created.   | ANN CRAIG/<br>Eric McCreedy<br>Associate director of<br>Development (TBD)<br>Jon Erlandson<br>Liz White         |   | x |   |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

Objective 4.6 Develop a process for formal and ongoing evaluation of all Museum programs by identifying and tracking key museum indicators.

| TASK  | DESIRED OUTCOMES   | RESPONSIBLE/ Involved          | S | M | L |
|---|--|--------------------------------|---|---|---|
| 4.6.1 By June 30, 2015 collect baseline data for the museum indicators that will be annually updated and posted on the website. | Baseline data identified and collected.  | YOUSEF RAHMANI/<br>Judi Pruitt | x |   |   |
| 4.6.2 With the assistance of appropriate technical support, draft and adopt a formal and ongoing evaluation program.            | Adopted evaluation program.<br><br>Annual evaluations completed.<br><br>Museum indicators available to the public and posted on the website. | ANN CRAIG/<br>Robyn Anderson   |   | x | x |

S = Short-Term Task (1 to 2 years) M = Mid-Range Task (2 to 3 years) L= Long-Term Task (4 to 5 years)

APPENDIX

Museum of Natural and Cultural History  
Organizational Chart