COLLEGE of INFORMATION

UNIVERSITY OF NORTH TEXAS

Department of Library and Information Sciences

Program Presentation

for the American Library Association

Committee on Accreditation

March 2013

**University of North Texas
College of Information
Department of Library and Information Sciences**

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for the American Library Association
Committee on Accreditation**

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CONTENTS

TABLES

APPENDICES

INTRODUCTION

The Department of Library and Information Sciences (LIS) at the University of North Texas has experienced changes in three significant areas since its 2006 reaccreditation. The three changes are:

1. Formation in 2008 of the College of Information with two departments: Library and Information Sciences (formerly the School of Library and Information Sciences) and Learning Technologies (formerly in the College of Education). The dean and associate dean of the former school moved to the college level and the position of department chair was created and filled.

2. Expansion and renewal of distance learning offerings to serve a broad range of geographic areas. LIS currently offers cohort programs in California; Georgia; Nevada/Utah; South Dakota, Wyoming, Idaho, and Montana (SWIM); West Virginia/Virginia; and the Pacific islands (Library Education for the U.S.-Affiliated Pacific, or LEAP). All cohort programs were created in collaboration with local libraries and universities, and several with external funding from the Institute of Library and Museum Services (IMLS). In Texas, LIS continues to offer the Houston Program and courses at the Universities Center at Dallas.

3. Restructuring the curriculum to change the core (required) courses to three credit hours each (formerly a 1-4-4 credit distribution) and to clearly articulate courses in the library science and information science majors. Other curriculum changes were made to extend the reach of master's courses in two ways: by offering topically related subsets of courses as graduate certificates (e.g., in digital curation and data management) and by offering the post-master's Certificate of Advanced Study (CAS, e.g., in Health Informatics).

The School of Library and Information Sciences (SLIS) was combined with the Department of Learning Technologies (Previously part of College of Education) to become the College of Information (initially named the College of Information, Library Science, and Technologies, CILST, but then shortened to College of Information in 2009). In addition to becoming a College, SLIS headquarters were relocated from the main UNT Denton campus to the Discovery Park complex, which is located several miles from the main UNT Denton campus. The former School of Library and Information Sciences is now the Department of Library and Information Sciences, and along with the Department of Learning Technologies comprise the College of Information.

To facilitate this change in infrastructure the position of department chair was created shortly after establishing the LIS Department. The department chair is the chief executive officer of the LIS Program. Roles and responsibilities of the department chair are outlined in the job description at the time of hiring. This position was maintained by two interim chairs before an official department chair was selected in August 2010. The two interim chairs were Dr. Maurice Wheeler and Dr. Linda Schamber. In August 2010, Dr. William Moen, Associate Professor in the Department was named Associate Dean for Research at the college level. In March 2011, the College of Information Dean Dr. Herman Totten accepted a one-year appointment as Vice President for University and Community Affairs. As a result, the Associate Dean Dr. Linda Schamber became the college Acting Dean. Dr. Herman Totten returned to the College of information as Dean in Summer 2012.

The LIS program views technology as a tool to further program mission, goals, and objectives. LIS continues to employ a unique approach to online instruction that involves a blend of onsite and online instruction to cohorts of students. Cohorts are formed in partnership with other institutions to meet a need for LIS education in a particular geographic area. Since these needs change over time, the areas served have changed. In Texas, the Houston Program continues to flourish under the direction of Dr. Ana D. Cleveland with a variety of blended course offerings including the three core courses SLIS 5000, SLIS 5200 and SLIS 5600. The department also continued to offer blended courses in the Universities Center at Dallas.

In 2001, the Department formed a partnership with the University of Nevada Las Vegas and began the first Nevada Cohort in 2002. A second Nevada Cohort, supported with student grants awarded by the Institute for Museums and Library Services, began in 2003 in collaboration with the Las Vegas/Clark County Library District and the University of Nevada Las Vegas Libraries. the Nevada/Utah cohort has continued to do well with 32 students enrolled in fall of 2011. Dr. Yvonne Chandler led the establishment of a number of cohorts supported through Institute of Museum and Library Services (IMLS) grants. The Georgia cohort started in response to an invitation by the librarians and in partnership with Emory University. The cohort had 14 students enrolled in the fall of 2010 and 15 students in fall 2012. The SWIM (South Dakota, Wyoming, Idaho, and Montana) is the largest program outside Texas with 65 students enrolled in the fall of 2010 and 22 students in the fall of 2012. The LEAP program, which stands for the Library Education for the U.S. Affiliated Pacific is the latest cohort and covers Hawaii, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia including the states of Chuuk, Kosrai, Pohnpei, and Yap; the Republic of the Marshall Islands, and the Republic of Palau. The cohort had 34 students enrolled in fall of 2011.

The offsite programs and cohorts are managed by program Directors. Dr. Ana Cleveland is the program director for the Houston program. Dr. Yvonne Chandler is the program director of the cohorts. Each program director have a team that help them to mange and coordinate the offsite programs. also each program is supported by primary and secondary faculty. While these programs are managed and coordinated by different program director, UNT treat them as one single program. The department chair has the overall sight of the programs and students are treated the same despite the geographical location. Teaching schedule is set centrally and classed are either offer face to face at specific locations or online at which sections are merged in one class and student given the same learning experience.

Dr. Philip Turner led the establishment of a cohort in partnership with James Madison University to serve students in West Virginia/Virginia. The program has had 26 students in the fall of 2012. In addition, responding to an invitation from California State University Northridge (CSUN), Dr. Turner directs the UNT/CSUN Greater Los Angeles LIS Program. Despite the distance between students, the UNT LIS program strives to make learning for students conform to the requirements of the Standards. Students in several of the UNT LIS cohorts have established their own local chapters of the LIS student organization LISSA and organized and hosted several professional development events for students to participate in locally.

Curriculum development in LIS department is an ongoing and continual process forms an integral part of the working plan. Two curriculum developments happened since the last accreditation that will be highlighted in the program presentation. The first development is the restructuring of the core courses (i.e., SLIS 5000, 5200, and 5600) from 1, 4, and 4 credit hours respectively to three credit hours each. The restructuring of the credit hours was accompanied by substantial examination of the course content and students learning outcomes to make sure that the courses address key competencies identified through the planning process and reflect the changes in the field. The second curriculum development was the articulation of our Master of Science degree into two distinct majors: library science and information science. The articulation of the two majors focused on the key competencies that our student should have to compete for jobs in library and other information-intensive settings. The result from this articulation is a three tier curriculum that provides students with foundation knowledge addressed by the three core courses, key competencies covered by a set of major core courses, and career path covered by the concentrations and programs of study.

As part of the ongoing strategic planning, the department identified several areas of interest and potential growth. Some of these areas include health informatics, digital curation and knowledge management. The Certificate of Advanced Study (CAS) in Health Informatics is designed for health information professionals and other librarians who want a new career in the field of health informatics. This program enhances the range of professional and technical skills and competencies of these professionals and explores more sophisticated medical informatics applications. Also, the program addresses the need of health professionals interested in exploring the management of medical knowledge from an information science perspective. It provides an opportunity to discover new approaches to information management that have been made possible by current developments in information technology, networking and

telecommunications. The program builds on the nationally recognized specialty in Health Librarianship at the Department of Library and Information Sciences at the University of North Texas.

Recently, the department received an IMLS grant to develop a four-course sequence that will comprise a graduate certificate in digital curation and data management. The graduate certificate will address challenges for ensuring sufficient practical training and real-world problem engagement in library and information science education as we prepare new information professionals for digital curation and data management responsibilities. The project integrates principles of sound pedagogy, instructional design, and a learning environment that emphasizes practical training, experiential learning, and active experimentation. Our vision for practical training and engagement with real-world digital curation and data management problems will be actualized by transferring key aspects of the teaching hospital model. Our virtual teaching environment is inspired by the teaching hospital model, which is characterized by: direct engagement with real-world problems (e.g., patients); extensive hands-on training (e.g., diagnosis of patient illness and problem-solving); and expert-supervised student learning (e.g., attending physician).
The department has also identified knowledge management as an area of expansion. A business plan was submitted to the University in 2011 and called for the development of a master degree in knowledge management program by 2014. In addition, an IMLS grant was submitted in December 2012 for the development of a graduate certificate in knowledge management by partnering with three major public libraries in Texas namely Dallas, Houston and San Antonio. The department also received an NSF grant in 2012 to develop a concentration in information assurance at the doctoral level which will be available for student in the LIS program.

The program presentation will focus on significant changes that have occurred since the last reaccreditation review and on any anticipated or appropriate changes identified in the process of preparing for this review.

PREPARATION FOR THE REVIEW

The Plan for the Program Presentation and the final Program Presentation for the ALA Committee on Accreditation (COA) are the outcome of an ongoing collaboration by all faculty members in the Department of Library and Information Sciences, the College of Information dean, the LIS Department chair, and administrative staff at the department and college level. The process of preparing this document was seen as an opportunity to re-examine our ongoing planning process as reflected in the department's Working Plan. It is also an opportunity to study and strengthen the department's planning processes and its relationships with its many constituencies. The preparation process had three objectives:

1. Demonstrate how the Master's Program meets or exceeds each of the six Standards for Accreditation of the American Library Association and how the Master's Program meets the goals and objectives set by the faculty.
2. Determine ways in which the program can be improved so that it can more effectively meet the Standards and reach the goals and objectives. The faculty also sought to identify ways in which the department's planning and evaluation processes could be improved.
3. Integrate the recommendations into the department strategic planning document known as the LIS Working Plan.

TIMELINE

Preparation of the Program Presentation is a natural extension of the systematic ongoing planning process of the Department of Library and Information Sciences. This process, articulated in the LIS Working Plan, resulted in a series of meetings and other special events undertaken to guide Program Presentation preparations and to inform others about our preparations, beginning two years prior to the External Review Panel (ERP) visit.

- The faculty retreat is an annual day-long strategic planning and team building event held at the outset of each academic year. The faculty reviews and approves its Working Plan, which has been revised and updated throughout the previous year as part of the continuous improvement process. The faculty retreat on September 6, 2011 also focused on strategic planning. Dr. Martin Halbert moderated a Strengths, Weakness, Opportunities, and Threats (SWOT) analysis exercise. The results of the SWOT analysis were incorporated into the LIS Working Plan for the new academic year.
- At its first monthly meeting, the faculty discussed preliminary plans for reaccreditation review, appointed program presentation committees, and set deadlines for materials. Subsequent monthly meetings were extended to include a review of progress on COA activities.
- A centralized repository for all COA documents and data was established in PBWorks, a UNT licensed wiki platform as well as the centralized UNT repository platform using SharePoint. Committee members uploaded their material and posted comments and suggestions to the Wiki. Sensitive and confidential materials are stored in the department's secured SharePoint repository with links placed on the Wiki to guide the committee members to these documents.
- The program presentation committees created the preliminary draft of the Plan for the Program Presentation and submitted the draft to the department chair and college dean for review in January 2012.
- The LIS faculty and appropriate staff in each of the program presentation committees started to work on their sections of the Program Presentation in January 2012.
- The department chair and college dean reviewed the preliminary draft of the Plan for the Program Presentation and sent recommendations for review to faculty to use in preparing the final draft of the plan.

- The LIS Board of Advisors (BOA) meets every year to assess and evaluate progress in the department. The BOA has met every year since the last reaccreditation in 2006. The last BOA meeting was held at UNT on March 5, 2012. The morning session focused on accreditation and the role of BOA in the process. Dr. Philip Turner gave a presentation about the accreditation process and coordinated group discussions that involved the LIS faculty working with each standard. The afternoon session focused on enrollment, program sustainability, and future directions. As usual, results of all discussions were used to guide the accreditation review planning process.
- The final draft of the Plan for the Program Presentation is submitted to the COA for review on April 2, 2012.
- Sections of the Program Presentation were combined in a full draft for faculty review in August 2012. The committees continued to develop the final draft during Fall 2012.
- A draft of the Program Presentation was submitted to COA in December 2012.
- The final Program Presentation was submitted to COA in February 2013.

WORKING GROUPS

The faculty formed six working groups or committees, one to address each Standard. Each group was responsible for preparing and drafting its own section of the presentation. A central coordinator, Dr. Suliman Hawamdeh, oversaw the writing and documentation process; circulation of section drafts to faculty, students, and others for input and approval; and meetings for planning, feedback, and approval. A web-based repository of documents and data to support the presentation was made accessible to faculty, staff and personnel involved in the preparation of the final program presentation. Dr. Philip Turner acted as an advisor and review various sections of the presentation. The working groups were composed as follows:

1. ***Standard I: Mission, Goals, and Objectives***
   Ana Cleveland, Regent Professor (Chair)
   Jiangping Chen, Associate Professor
   Barbara Schultz-Jones, Assistant Professor
   Suliman Hawamdeh, Professor and Department Chair

2. ***Standard II: Curriculum***
   Janet Hilbun, Assistant Professor (Chair)
   Jeonghyun "Annie" Kim, Assistant Professor
   Shawne Miksa, Associate Professor

3. ***Standard III: Faculty***
   Yvonne Chandler, Associate Professor (Chair)
   Yunfei Du, Associate Professor
   Guillermo Oyarce, Associate Professor

4. ***Standard IV: Students***
   Daniella Smith, Assistant Professor (Chair)
   Larry Enoch, Senior Lecturer
   William Moen, Associate Professor and Associate Dean
   Oksana Zavalina, Assistant Professor

5. ***Standard V: Administration and Financial Support***
   Maurice Wheeler, Associate Professor (Chair)
   Herman Totten, Professor and Dean
   Linda Schamber, Associate Professor and Associate Dean

6. ***Standard VI: Physical Resources and Facilities***
   Elizabeth Figa, Associate Professor (Chair)
   Brian O'Connor, Professor
   David Denny, Instructional Designer

The department chair, chairs of program presentation committees, the administrative assistant, and the research assistant coordinated the gathering of documentation and the creation of the Program Presentation. The Dean of the College of Information was regularly briefed during the process as well.

PROGRAM PRESENTATION

The Program Presentation is organized in six sections and follow closely the 2008 Standards. The document is available in print and electronic format. All documents and material that will be used as evidence in the Program Presentation will be available onsite and in the centralized repository. The ERP will be given access to the repository. Most of the documents, with the exception of confidential materials, will be provided as appendices to the Program Presentation.

Much of the information needed for the Program Presentation is readily available as a result of the ongoing reporting practices of the department. The narrative and statistical reports submitted to COA and the Working Plan (the result of ongoing strategic planning) are primary source of evidence. The Working Plan is the core document for the management of the department. The Working Plan provides a blueprint for activities of the faculty, staff, and administration, and is continuously modified by the collective wisdom of the department faculty and chair. It serves as a central organizing tool for an ongoing planning process that involves the department's internal and external constituents throughout the year. The process is dynamic and iterative, with the Working Plan both impacting and being impacted by all of these groups and documents.

CONTEXT OF THE LIS PROGRAM

The library science program at University of North Texas started in 1939 with the launch of the Department of Library Service in the College of Arts and Sciences. At that time, the department was the main supplier of librarians throughout the state of Texas. In the late 1940s and early 1950s, new courses were added in books and materials for children and young adults, academic library administration, and special libraries. During the mid-1950s, the primary aim of the department was to provide prospective librarians in all fields with a basic professional education. Increased attention to the role of the post-baccalaureate program as the basic preparation for librarians at that time led to the start of the Master of Library Science degree in 1963, replacing the fifth-year Bachelor of Science in Library Service degree. The Master's Program was accredited by the American Library Association in 1965 and has been continuously accredited since then. In 1968, the Federation of North Texas Area Universities was established and a formal cooperation with the Texas Woman's University School of Library Science (now School of Library and Information Studies) was instituted. At the same time, the UNT Department of Library Science was reorganized and established as the freestanding School of Library and Information Sciences.

During the late 1970s, undergraduate course offerings were reviewed in light of recent developments in the field, and in 1981, the undergraduate major was reactivated. The concentration in information science on both the graduate and undergraduate levels was added in Fall 1983, at which time the master's degree designation was changed to M.S. with majors in library science or information science. In September 1988, the School's first extension program began at Texas Tech University. With the addition of students in the Texas Tech program and a continued growth on campus, enrollment in all programs reached 420 by Spring 1990, making the School the largest in the state. A complete program of study was established in Houston in January 1991, with courses taught on the University of Houston campus by full-time members of the school's faculty. The program, now in its 21st year, has developed into a major asset for the college and the department.

In 1999, The LIS program and UNT became the first in the nation to offer the Learning Resource Endorsement online. The program met with immediate success. In Spring 2001, enrollment increased 40% over the previous spring due to the popularity of the Web based courses, and in Spring 2004, enrollment in master's students totaled 827, an increase of 45% over the previous spring. In answer to the needs of students pursuing all or part of their program in distance learning mode, the department launched the first Web Institute in June 2001. The Institutes have now become an integral and required part of the learning experience for all students working toward the master's degree. Starting in 1999, the School began offering the master's degree at out-of-state locations in partnership with local institutions. The first was offered in Minnesota when SLIS entered into an agreement with St. Cloud State University. Second and third cohorts were launched in 2001 and 2004 respectively when agreements were renewed with the University of Minnesota Law Library. In 2001, the School formed a partnership with the University of Nevada Las Vegas and began the first Nevada Cohort in 2002. The Nevada/Utah cohort has continued to do well with 32 students enrolled in Fall 2011. The out-of-state programs continue to thrive with grant-based cohorts beginning in Virginia, Georgia, California and the Pacific Islands. In 2004, the Institute of Museum and Library Services awarded the school a grant to recruit 20 bilingual students to complete a master's degree online. The program was designed to help alleviate the problem of unfilled professional positions in both academic and public libraries along the Texas and New Mexico border.

The Capital Campaign was launched on March 10, 2001, with the aim of creating a million dollar endowment for the school. The university set the school's goal at $1.1 million, which was met with a total of over $1.4 million. One of the efforts begun during the campaign resulted in the establishment of the Hazel Harvey Peace Professorship in Children's Library Services honoring the Fort Worth educator and community leader. At about the same time, it was announced that Emeritus Professor Sarah Law Kennerly (1951-1977), who died in 2002, left $2.25 million to the school. The department is planning to place at least one LIS faculty into the endowed professorship.

In Fall 2008, the School of Library and Information Sciences consolidated with the Department of Learning Technologies to become the College of Information. At the same time, the college moved to the Discovery Park research complex located 4.5 miles from the main campus. The facility provides ample

classroom, lab, library and office space for the department growing needs.

The University of North Texas (UNT) System comprises the University of North Texas, UNT Health Science Center at Fort Worth, and UNT Dallas. The University of North Texas, located in Denton, Texas, is the flagship of the system, and it is the largest and most comprehensive university with a student body of more than 36,000. UNT is accredited by the Southern Association of Colleges and Schools. Within the university, the college is a relatively small but highly visible and considered a leader in external research funding. The Master's Program is the largest graduate program in UNT is one of three LIS degree programs. The Interdisciplinary Information Science PhD Program fosters an intellectual and synergetic environment with research agendas generated by a student body of more than 90 and an interdisciplinary faculty from academic and research units across campus. This environment enriches LIS faculty research, in part through the program's relationship with the Texas Center for Digital Knowledge, and enhances the quality of instruction at the master's level. The Bachelor of Science Program in Information Science is small, and valued primarily as a way to attract students to the Master's Program.

The department offers several non-degree graduate programs that draw students into the Master's Program. The largest is School Library Certification, followed by three Graduate Academic Certificate Programs: Advanced Management in Libraries and Information Agencies, Storytelling, Digital Curation, Leadership in Professional Development in Technology for Schools, and Youth Services in Libraries and Information Settings. Together these factors contribute to the nature and direction of the department and should help provide a context for understanding the department and the Master's Program.

REQUIRED INFORMATION

I.   **Name of Unit:**

Department of Library and Information Sciences

II.   **Name and Title of the Chief Administrator of the Unit:**

Suliman Hawamdeh, Professor and Chair

The Department of Library and Information Sciences is a unit within the College of Information, which consists of two departments, the Department of Library and Information Sciences and Department of Learning technologies.

The chair of the Department of Library and Information Sciences reports to the dean of College of Information.

III.   **Name of Parent Institution:**

University of North Texas

Chancellor:	Lee Jackson
President:	V. Lane Rawlins
Provost:	Warren Burggren
College Dean:	Herman L. Totten

IV.   **Name of institution accrediting the parent organization**:

Southern Association of Colleges and Schools

V.   **Program Name:**

Master of Science with majors in Library Science and Information Science

I.   MISSION, GOALS, AND OBJECTIVES

INTRODUCTION

Since the last reaccreditation review, the Library and Information Sciences (LIS) unit at the University of North Texas (UNT) has experienced major organizational changes, but the Master's Program has remained stable.   In October 2008, The School of Library and Information Sciences became the Department of Library and Information Sciences and joined the Department of Learning Technologies (LT) to form the College of Information (COI).   In the same year, COI moved to UNT Discovery Park, a large research complex 4.5 miles from the main campus.

Due to the formation of COI, some of the former School administrative staff moved to the college level and the new position of LIS Department Chair was created. The new structure combines admissions, advising, and technical support personnel for both departments under college-level supervisors.

LIS faculty revised the department's vision, mission, goals, and objectives to fit within the new organizational structure. The LIS Vision, Mission, Goals, and Objectives (VMGO) provide the framework to ensure the success of the master's degree program.

STANDARD	PROGRAM
Standard I.1	
A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.	***UNT, COI, & LIS Planning Processes, 2006-present***

The Department of Library and Information Sciences has systematic planning processes in place to foster quality education for the students in the Master's Program. Continuous planning processes are completed within the context of the broader planning activities at the University of North Texas and the College of Information.

In 2006, SLIS engaged in major assessment activities. After the UNT Academic Plan was approved the by Provost in April 2005, SLIS submitted its own academic plan in January 2006. Key academic strategic initiatives in the UNT Academic Plan were integrated into UNT's *Five-Year Strategic Plan 2006-2011*, which was approved by the UNT System Board of Regents in May 2006. In August 2006, the University of North Texas confirmed a new President, Gretchen Bataille, who embraced the UNT Strategic Plan and focused on research as one of the several areas that were critical to achieving the strategic goals of UNT as an emerging research university.

In late 2006, Dean Herman Totten employed a consultant to assist with drafting the SLIS Working Plan. The consultant created a draft based on key UNT, SLIS, and COA documents; conducted individual interviews with SLIS faculty, staff, and students; and met with the SLIS faculty as a whole. The draft was given to the SLIS Board of Advisors (BOA) for their review and critique. The final SLIS Working Plan was filed with the university on May 31, 2007.

In tandem with the assessment activities, the first discussions of consolidation of SLIS with the Department of Learning Technologies into one academic unit occurred in 2007, prompted by the anticipated move of both units to UNT Discovery Park that occurred in August 2008. Each unit formed an ad hoc faculty/staff committee to conduct a feasibility study that considered issues of administration and finance, students and curricula, research funding and interests, and facilities and technology. Dean Herman Totten presented the findings to the UNT Provost and Vice President for

Academic Affairs.   The College of Information, Library Science, & Technology (renamed the College of Information in 2009) became official with the approval of the UNT System Board of Regents on August 21, 2008 and the Texas Higher Education Board, effective October 1, 2008.

During 2007 and 2008, under President Gretchen Bataille's leadership, UNT began a formal peer review of five institutional areas, including Academic Affairs, Advancement, Information Technology, Research, and Student Development.   External peer reviewers and members of the UNT administration engaged students, faculty, and staff in dialogues about these areas.   The results of the Peer Review were brought to the President's Cabinet for action or further consideration.   In light of this, UNT's *Five-Year Strategic Plan 2006-2011* was updated by the President's Cabinet and became the *Five-Year Strategic Plan 2008-2013* (http://vpaa.unt.edu/files/StrategicPlan0813/StrategicPlan0813.pdf)

After the consolidation, the LIS and LT faculty worked together to create the core documents of the college.   In Fall 2008, an initial version of the college charter was developed. It outlined the organizational structures and processes that would serve as the foundation for continuation of college and department strategic planning.   After several revisions, the current version was approved by the faculty in Spring 2012 (Appendix 6). In Fall 2009, COI's Organizational Vision *(Appendix 7)* was created by faculty to align with the UNT's *Five-Year Strategic Plan 2008-2013*, and it was adopted on March 5, 2009.

Shortly after the creation of the COI core documents, the Department of Library and Information Sciences worked on its charter and vision, mission, goals, and objectives (VMGO).   The LIS VMGO was created by the faculty with input from the LIS Board of Advisors (BOA), and they were approved on March 3, 2010 *(Appendix 2).*   The LIS Charter, approved by the faculty on December 7, 2010, reflects the administration of the department by a chair instead of a dean; contains a new article describing the BOA, and includes revised and updated committee names and charges that align with the college (Appendix 3). All LIS faculty members participated in the charter revisions.

In early 2010, the University of North Texas experienced some changes in leadership.   On February 28, 2010, Gretchen Bataille announced her resignation as the President of the University of North Texas. After the short tenure of an interim president, V. Lane Rawlins was appointed as President by the UNT System Board of Regents in April 16, 2010, and he became the full-time President of UNT on November 9, 2010.

Early in his tenure, President V. Lane Rawlins formed a Planning Committee and charged it with creating a document that will reaffirm UNT's commitment to becoming a national research university built upon current and emerging areas of excellence; provide clearly articulated goals and priorities to be realized within an aggressive timeframe; and challenge each member of the university community to actively contribute toward these goals. The Consolidated Strategic Plan created by the Planning Committee formed the basis of the *University of North Texas Strategic Plan 2012-17,* which was released in February 2012 and included Four Bold Goals (undergraduate education, research and graduate education, student support and operational effectiveness, and regional partnerships) aimed at helping UNT to provide the best education and to become one of the best public research universities in the nation. Appendix 8 provides an overview of the *University*

of North Texas Strategic Plan 2012-17. UNT was re-accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC) in 2006, and on March 25, 2012, UNT filed its fifth-year interim accreditation report.

In light of the recent release of the latest UNT Strategic Plan, the COI and LIS faculty are re-examining the core documents of both the college and department to make sure they are in alignment with UNT planning process.

There is a consistent effort to involve Board of Advisor (BOA), graduates, and students in all LIS department planning processes. Most recently, at Spring 2012 annual meeting of the BOA, members were engaged in discussion of each of the ALA *Standards for Accreditation of Master's Programs in Library & Information Studies.* Feedback from the end of program, recent graduate, and employer questionnaires (see I.3 for more details) is also used in the planning processes.

Annual Planning Processes: LIS Working Plan

The LIS VMGO and Charter provide the foundation for the department's operations, and the LIS Working Plan serves a blueprint for activities of the faculty, staff, and administration, and is continuously modified by the collective wisdom of the department faculty and chair. It is a central organizing tool for an ongoing planning process that involves the department's internal and external constituents throughout the year. The process is dynamic and iterative, with the Working Plan both impacting and being impacted by all of these groups and documents. The Working Plan process is outlined in *Appendix 1.*

At the end of the academic year, the chair oversees the writing of a draft report on completion of tasks. At the beginning of the next academic year, faculty members meet in retreat to discuss the state of the department and major changes and issues affecting the department. They review and revise the previous year's draft report and revise and update tasks for the current year. The tasks are interpreted as charges to be carried out by faculty standing committees and by individuals with input from appropriate constituents. Revisions from the retreat are incorporated in a final draft for faculty approval which is presented at the Faculty-Student Council meeting for formal approval.

LIS Mission and Vision in the Context of UNT

The vision, mission, goals and objectives of the LIS Master's Program were formulated within the context of UNT's *Five-Year Strategic Plan 2008-2013.*

MISSIONS

UNT Mission
The University of North Texas is a recognized student-center public research university where we harness the power of ideas through a culture of learning based on diverse view-points, interdisciplinary endeavors, creativity, and disciplined excellence. This is accomplished through a broad and balanced array of programs where well-prepared students and dedicated scholars and artists collaborate with our local and global communities in the creation, integration, application, and dissemination of knowledge. In this way, UNT creates an enriched and sustainable future for our students, nation, and world.

COI Mission

Our mission is to generate, integrate, and disseminate knowledge in a learner-centered environment. We advance domains of knowledge in information science, library science, computing and technology systems, learning and cognition, and human performance.

LIS Mission

The Department of Library and Information Sciences provides and supports resources, research, and service for education and leadership to the library and information sciences community and prepares information professionals of the highest quality to serve dynamic roles in the state, the nation, and the world.

The UNT mission is supported by the LIS mission by preparing high quality information professionals to serve in roles at the regional, national, and global levels.

VISIONS

UNT Vision

The University of North Texas will be recognized for its educational, intellectual, research, public service, and cultural achievements. UNT will be a diverse and inclusive institution creating the knowledge and innovations that will shape our future, while cultivating excellence in the next generation of scholars and leaders for our future.

LIS Vision

The Department of Library and Information Sciences will expand its leadership role in preparing information professionals to meet the needs of the global information society. LIS graduates will continue to serve as intermediaries between information and information seekers, as well as serve crucial roles in a wide variety of settings with increasingly sophisticated technological tools. The diverse faculty of LIS will contribute individual strengths to increase the quality of teaching, research, and service that will maintain the department as a center of excellence.

The UNT vision is supported by the LIS vision by creating a diverse environment of excellence and leadership in teaching, research and service.

Standard I.2
Program objectives are stated in terms of student learning outcomes and reflect the essential character of the field of library and information studies;

LIS Master's Program Goal and Objectives

The LIS Master's Program goal and objectives were created by the LIS faculty with key input from students and external constituencies. The LIS Department solicit feedback from alumni and employers through a systematic process. The results of the surveys are discussed with the faculty and shared with the Board of Advisors during their Spring 2010 annual meeting. LIS program objectives are stated in terms of students learning outcomes. Feedback instruments are also formulated with the objectives of assessing students learning outcomes and identifying factors that impact their success and employability.

Goal
The Master's Program goal is to prepare students for careers as information professionals in a variety of roles and settings.

Objectives

The Master's Program objectives are for students to demonstrate knowledge and skills related to:

1. The roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological and global information society.

2. The design and implementation of conceptual and technological systems and services to facilitate the identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information in any format for effective access.

3. Human information behavior in order to develop and implement information systems and services that meet user needs related to information and knowledge creation, communication, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis, management, and use.

4. Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management relevant to specific professional specializations and organizations.

5. Teaching, research, and service, including interdisciplinary activities that contribute to the advancement of the field.

6. The philosophy, principles, and legal and ethical responsibilities of the field.

For each part of Standard I.2, the relevant Master's Program objectives, core course objectives, and additional information are provided. The three core courses in the Master's Program include: SLIS 5000: Information and Knowledge Professions, SLIS 5200: Information Organization, and SLIS 5600: Information Access and Knowledge Inquiry.

Standard I.2.1
that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;

LIS Master's Program Objective 2:

The design and implementation of conceptual and technological systems and services to facilitate the identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information in any format for effective access.

LIS Master's Program Objective 3:

Human information behavior in order to develop and implement information systems and services that meet user needs related to information and knowledge creation, communication, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis, management, and use.

Core Courses

SLIS 5000: Information and Knowledge Professions

- Develop basic understanding of the scope of the information professions
- Acquire a knowledge of the history of information and library sciences
- Investigate current and emerging issues in information and library sciences and their impact on information professions

- Exhibit knowledge of the impact of technology on individuals, society and the information profession

SLIS 5200: Information Organization

- Basic concepts of information and its representations, information user and use environments, information systems, information organization, and information retrieval/access
- Major theories and models underlying concepts of information need, information representation and categorization, and information seeking and searching behaviors
- Types of knowledge structures and representations, and techniques and standards for representing information objects and intellectual content
- Types of databases and information retrieval mechanisms designed for certain information use environments
- Types and techniques of bibliographic control and standards
- Types and techniques of vocabulary control
- Approaches to design and evaluation of information systems as related to information organization
- Developments in electronic information systems and networks and their implications for information organization
- Analytical thinking and practical problem-solving skills for effective organization and retrieval of information

SLIS 5600: Information Access and Knowledge Inquiry

- Understand the attributes of information behavior
- Demonstrate knowledge of reference information resources
- Understand basic principles of information retrieval
- Demonstrate search and retrieval skills
- Conduct a reference interview
- Understand the elements of collection management of information resources
- Understand management responsibilities
- Understand the purpose of evaluation and be able to evaluate information access services
- Understand and evaluate information technologies

Standard I.2.2
the philosophy, principles, and ethics of the field;

LIS Master's Program Objective 6:

> *The philosophy, principles, and legal and ethical responsibilities of the field.*

Core Courses

SLIS 5000: Information and Knowledge Professions

- Examine ethics, values, norms, and foundational principles of the LIS profession

SLIS 5600: Information Access and Knowledge Inquiry

- Exhibit knowledge of the foundations, philosophy, and ethics of information services

Standard I.2.3
appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

LIS Master's Program Objective 4:

> *Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management relevant to specific professional specializations and organizations.*

Core Courses

SLIS 5000: Information and Knowledge Professions

- Develop basic understanding of the scope of the information professions
- Acquire a knowledge of the history of information and library sciences

SLIS 5200: Information Organization

- Professional technical skills (information organization, software use), communication skills (interpersonal, online, technical writing, and research skills (literature searching and synthesis)

Standard I.2.4
the value of teaching and service to the advancement of the field;

LIS Master's Program Objective 5:

> *Teaching, research, and service, including interdisciplinary activities, which contribute to the advancement of the field.*

Core Courses

SLIS 5000: Information and Knowledge Professions

- Understand the role and attributes of an effective LIS professional

SLIS 5600: Information Access and Knowledge Inquiry

- Acquire knowledge of the effective practices in information and instructional services

Standard I.2.5
the importance of research to the advancement of the field's knowledge base;

LIS Master's Program Objective 5:

> *Teaching, research, and service, including interdisciplinary activities, which contribute to the advancement of the field.*

Core Course

SLIS 5200: Information Organization

- The role of research in understanding and evaluating information organization, human information behavior, and information system design

- Professional technical skills (information organization, software use), communication skills (interpersonal, online, technical writing), and research skills (literature searching and synthesis)

Faculty Research

The LIS faculty understands the importance of translating research into their teaching of future information professionals. Specifically, the faculty incorporates their research initiatives into the development of course materials as well as in the delivery of course content. In addition, faculty views research as crucial to adding to the knowledge base of the profession, and they promote research to their students in order to address the critical issues in the field.

Graduate students have worked with faculty in developing publications, presentations, and sponsored projects, which have provided them with a rich educational opportunity to experience the whole cycle of the research process.

Since 2006, LIS faculty has secured nearly $6 million dollars in external funding for UNT. The sponsored projects reflect a diverse range of topics, partnerships, and agencies. Graduate students have been engaged in sponsored projects, (See Appendix 9: Sponsored Projects External Funding Activities by LIS Faculty Members Fiscal Years 2006-2012).

Standard I.2.6
the importance of contributions of library and information studies to other fields of knowledge;

LIS Master's Program Objective 5:

Teaching, research, and service, including interdisciplinary activities, which contribute to the advancement of the field.

Core Courses

SLIS 5000: Information and Knowledge Professions

- Investigate current and emerging issues in information and library sciences and their impact on information professions

SLIS 5200: Information Organization

- Approaches to design and evaluation of information systems as related to information organization

Faculty Contributions Outside of LIS

The LIS faculty presented and published outside of the field of library and information sciences making contributions to other fields of knowledge. The faculty has presented and published in areas related to computer science, education, healthcare, disaster management, science, storytelling, knowledge management, children's literature, young adult reading, social network, and online learning. (See Appendix 11: Faculty Contributions Outside of LIS)

Standard I.2.7
the importance of contributions of other fields of knowledge to library and information studies;

LIS Master's Program Objective 5:

Teaching, research, and service, including interdisciplinary activities, which contribute to the advancement of the field.

Core Courses

SLIS 5200: Information Organization

- Developments in electronic information systems and networks and their implications for information organization

SLIS 5600: Information Access and Knowledge Inquiry

- Understand and evaluate information technologies

Electives

Students are permitted to transfer up to 9 credit hours taken outside the department (either at UNT or another institution) into their master's program with their advisors' approval. This allows students to diversify their coursework.

Sponsored Activities

LIS Department makes a concerted effort to sponsor events that engage speakers from other disciplines to give presentations face-to-face and virtually for students in the Master's Program. Providing these opportunities for students demonstrates the interdisciplinary nature of the field and gives them exposure to viewpoints beyond library and information sciences.

These events occur in Denton, Houston, and cohorts around the country.

For example, Dr. Dennis Adams, Associate Professor of Decision and Information Sciences from the University of Houston Bauer College of Business spoke about managing in times of change to students in the Houston Program; Dr. Kevin Cherry, Senior Library Program Officer of the Institute of Museum of Library Services in Washington, D.C. talked at the SWIM Graduation Celebration on August 18, 2012 at 3:00 PM about the IMLS role in advancing LIS education. More information about such events are posted to LIS news at: (http://www.lis.unt.edu/main/News/Archive/).

Standard I.2.8
the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

LIS Master's Program Objective 1:

The roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological and global information society.

Core Course

SLIS 5600: Information Access and Knowledge Inquiry

- Understand the attributes of information behavior
- Understand issues concerning users and diversity

Standard I.2.9
the role of library and information services in a rapidly changing technological society;

LIS Master's Program Objective 1:

The roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological and global information society.

Core Course

SLIS 5000: Information and Knowledge Professions

- Develop basic understanding of the scope of the information professions
- Investigate current and emerging issues in information and library sciences and their impact on information professions
- Exhibit knowledge of the impact of technology on individuals, society and the information profession

Standard I.2.10
The needs of the constituencies that a program seeks to serve.

LIS Master's Program Objective 3:

Human information behavior in order to develop and implement information systems and services that meet user needs related to information and knowledge creation, communication, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis, management, and use.

Core Courses

SLIS 5000: Information and Knowledge Professions

- Understand the role and attributes of an effective LIS professional

SLIS 5600: Information Access and Knowledge Inquiry

- Understand the attributes of information behavior
- Understand issues concerning users and diversity

Note: The Department of Library and Information Sciences also has five Graduate Academic Certificates (GACs), in the areas of Advanced Management in Libraries and Information Agencies, Digital Content Management, Leadership and Professional Development in Technology for

Schools, Storytelling, and Youth Services in Libraries and Information Settings. The objectives of these GACs have been mapped to the Standards 1.2.1-1.2.10 (*see Appendix 13*)

Standard I.3
Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The LIS Vision, Mission, Goals and Objectives are posted publicly on the department's website together with the annual students' evaluation of the master's degree program for the last seven years. The VMGO and the student evaluation are easily accessible on the website (http://www.lis.unt.edu/main). It is also published in the UNT Graduate Catalog and in various promotional materials distributed by LIS and COI.

The VMGO is a prominent part of the LIS Working Plan. The Working Plan is a living document that reflects strategic planning activities within the department, and it is annually reviewed and approved by the faculty as the master-planning document. Revisions to both the VMGO and the Working Plan are based on comments from a full range of the department's internal and external constituents. An important aspect of involving constituents is keeping them informed of LIS activities and events and of individual faculty, student, and alumni accomplishments that illustrate achievement of goals and objectives. LIS does this through several channels, including its website, listservs, social media, alumni magazine, and hallway bulletin boards. LIS follows a formal process for periodic review of the VMGO. The reviews take place every two to five years as the faculty perceive a need to respond to major changes in the environment within or outside the department. The last review and revision of the VMGO was in 2010. The next review will be in 2014.

The LIS Department encourages involvement in its overall planning process in a number of ways. In addition to conducting regular surveys of students, graduates, and employers, LIS solicits and welcomes input through faculty retreats, student representation on department governance committees, and focus groups and meetings with constituents including members of the Board of Advisors and the Alumni Society.

LIS adopts various methods and techniques in evaluating the VMGO as well as assessing student outcomes. The three instruments that are routinely used are the End of Program Questionnaire (Exit Questionnaire), Recent Graduate Questionnaire, and the Employers Questionnaire. Other evaluation tools include the Alumni Questionnaire and the Web Institute Questionnaire designed to solicit student feedback on the mandatory face-to-face orientation as part of the three courses. The three main instruments are designed with the Master's Program objectives in mind and explicitly solicit responses to each of the program objectives. The latest summary of the results for each instrument are listed in Tables I.1 & I.2.

Each of the three main LIS evaluation instruments provides participants with a five-point scale by which to rate the overall perceived implementation of each program objective. Each of the 5 points on the scale is given a number value, ranging from 1 to 5, 1 being the highest level of implementation, and 5 being the lowest. The total values for each year are then averaged to provide an overall score for each of the goals in a specific survey. The data displayed in the department survey summary in Table I.2 reflects data collected in the last two years using the web-based electronic format. Appendix 26 lists the results of 2012 College of

Information Alumni Survey pertaining to LIS learning experience. See Appendix 16 for the Alumni Survey questions.

The End of Program (EOP) questionnaire or exit questionnaire is one of the main instruments used to assess the program objectives and students learning outcomes (Appendix 10). The department website provides a visual summary and comparison of the UNT Master's Program evaluation of goals and objectives for 2006-2012. The means provided are calculated based on the results of the EOP questionnaire completed by all students of the University of North Texas Master's Program in the final semester of their studies. Students are asked to evaluate the VMGO using 12 standards based on five-point Likert scale with five is the highest and one is the lowest. The mean is then calculated by determining how many responses were provided for each category using their predefined value. LIS publicly publishes online the students' evaluations of the program objectives in compliance with Council for Higher Education Accreditation (CHEA) requirement (http://www.lis.unt.edu/main/ViewPage.php?cid=29).

LIS uses different methods to assess students learning outcomes. Besides the three main instruments discussed above, the department also uses Student Evaluation of Teaching Effectiveness (SETE) deployed university wide. The Student Evaluation of Teaching Effectiveness (SETE) is compiled and managed by the University of North Texas and utilized by all departments within the university. Therefore, the university itself sets scales and assigns a number value based on overall summary data for each course and section. Based on the semester assigned values courses receive a rating of Highly Effective, Effective, or Somewhat Effective. The four areas in Table I.1 provide summary data for all four categories of ratings for each of three required Master's Program courses based on the averages for all sections and instructors. The four categories used to evaluate courses used in the SETE system are as follows: *Organization and Explanation, Learning Environment, Self-Regulated Learning, and Overall Effectiveness*.

Assessment of how well students have met learning outcomes is also performed through the review of course assignments from individual courses. Course assessment tools include graded homework, quizzes, tests, final exams, project reports, and video recordings of in-class presentations. For the practicums and internships, each faculty supervisor works with the site supervisor (or mentor in the case of school librarianship) to assign the student a pass/fail grade. In addition, the site supervisor completes an evaluation form to assess the student's performance. In the case of school librarianship, the mentor must complete a proficiency checklist, stating that the student is proficient in each area of the list.

Table I.1: SETE Evaluation Summary

	Course Offer Date	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
		Organization and Explanation Rating (all sections combined)							
Course ID	SLIS 5000	798	807	822	805	806	802	797	791
	SLIS 5200	792	802	788	804	792	797	801	792
	SLIS 5600	796	798	776	804	805	803	798	846
	Course Offer Date	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
		Learning Environment Rating (all sections combined)							
Course ID	SLIS 5000	831	820	813	805	797	803	797	806
	SLIS 5200	800	771	834	795	803	801	799	801
	SLIS 5600	826	592	759	803	759	793	796	736
	Course Offer Date	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
		Self-Regulated Learning Rating (all sections combined)							
Course ID	SLIS 5000	800	763	799	805	801	800	809	810
	SLIS 5200	801	777	794	803	803	801	803	811
	SLIS 5600	801	893	859	806	818	812	808	804
	Course Offer Date	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
		Overall Effectiveness Rating (all sections combined)							
Course ID	SLIS 5000	812	824	868	805	804	795	806	792
	SLIS 5200	800	783	785	798	801	793	795	801
	SLIS 5600	819	688	768	807	772	808	801	765

Table I.2: Recent Graduate Placement Survey and Employer Feedback Questionnaire: Mean of Objective Related Questions

Survey Questions	2011 Employer Feedback Survey	2011 Graduate Placement Survey	2012 Employer Feedback Survey	2012 Graduate Placement Survey
1. Ability to remain flexible and overall ability to manage change effectively in a technology-driven and knowledge-based environment.	4.7	4.4	4.5	4.3
2. Ability to collaborate, interact with, and understand the needs of diverse populations in a technological and global information society.	4.4	4.4	4.3	4.3
3. Ability to understand human information behavior in order to design and implement information systems and services that meet user needs.	4.1	4.3	4.3	4.1
4. Ability to effectively evaluate, synthesize, and present information for client/user use.	4.5	4.5	4.4	4.4
5. Ability to develop and implement conceptual and technological systems and structures for the organization of information in any format for effective access.	4.0	3.7	4.5	3.8
6. Ability to plan, manage, and/or implement information systems in a networked environment for the creation, organization, and dissemination of information.	4.2	3.9	4.2	3.8
7. Ability to demonstrate the communication skills necessary for personal and professional growth, leadership, interaction, and collaboration in appropriate professional contexts.	4.4	4.5	4.4	4.4
8. Ability to participate in teaching, research and service activities that contribute to the advancement of the library and information science field.	4.5	4.6	4.2	4.1
9. Ability to understand the importance of professional development, continuing education, and participation in professional organizations.	4.5	4.4	4.6	4.5
10. Ability to participate in networking activities for personal and professional growth, leadership, collaboration, policy development, and change management.	4.4	4.2	4.2	4.1
11. Ability to understand and uphold the philosophies, principles, and legal and ethical responsibilities of the library and information science field.	3.9	4.0	4.4	4.5
12. Ability to demonstrate additional knowledge and competencies appropriate to my individual interests, specializations, and career goals.	3.9	4.4	4.3	4.3
13. Ability to relate the methodologies and content of other disciplines to the information field, and understand the contribution of the information field to other disciplines.	4.1	4.0	4.2	4.2

RECOMMENDATIONS

1. Review the LIS Vision, Mission and Goals to reflect the newly released University of North Texas strategic planning document and the Four Bold Goals.

2. Complete the remaining LIS programs objectives in particular the bachelor's and PhD programs. The objectives for the BSIS program was deferred by the faculty until the proposed revision of the bachelor's program plan and curriculum in Spring 2013.

3. Continue to maintain and refine the LIS Working Plan. Identify the most efficient and effective procedure by which the dean and the faculty can work together to continually update the plan. Continue to enhance the Working Plan Wiki.

4. Continue to use the data from the three primary survey instruments—End-of-Program Questionnaire, Recent Graduate Questionnaire, and Employer Questionnaire—and determine possible areas for improvement.

5. Continue to expand the department's network of internal and external constituents. Create systematic ways to seek the involvement and input of a full range of stakeholders, including students, faculty, and staff, and groups such as the Board of Advisors, Alumni Society, and student cohorts in distance programs.

II. CURRICULUM

INTRODUCTION

The UNT LIS Master's Program has continued to evolve since the last reaccreditation in response to the needs of its constituents and changes in the field. These changes have occurred in both content and in delivery and include:

- Review and revision of the core (required) courses, a two year intensive process
- Review of the two MLIS majors (library science and information science) to reinforce an articulation between these majors with specific course requirements
- Review and revision of the master's programs of study (specializations)
- Offering of new courses and the evaluation and redesign of existing courses
- Becoming a member of the Web-based Information Science Education (WISE) consortium and making courses available to LIS students through this consortium in 2011 as well as hosting 20 students from other LIS programs

The master's curriculum fully addresses the accreditation standards with courses emphasizing theoretical understanding, conceptual and application knowledge, professional socialization, and problem-solving skills. The program prepares student who will become professionals who continue to develop their knowledge and skills through their professional careers.

The following sections will address how the program's curriculum continues to meet each accreditation standard.

STANDARD

Standard II.1
The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

PROGRAM

The curriculum is based on goals and objectives:

The goals and objectives of the Master's Program are closely tied to Curriculum Standard 1 and are the foundation of the program as a whole and the program's curriculum. While the curriculum as a whole adheres to Standards, it is in the three core courses, required for all master's students, that the foundations of the program and the discipline are most emphasized as students are introduced to library and information sciences. These core courses—revamped, revised, reconsidered, and renamed in the 2010 and 2011 academic years—include:

- **SLIS 5000 Information and Knowledge Professions**
- **SLIS 5200 Information Organization**
- **SLIS 5600 Information Access and Knowledge Inquiry**

Curriculum Table II.1 shows that each of the program objectives is covered by at least two of the core courses. These are objectives are also widely covered in the curriculum as a whole as is evident in course syllabi.

Planning and curriculum are irrevocably linked as curriculum must never remain static. Faculty continually propose additions, deletions, and modifications of courses and programs in order to stay current in the field. The Curriculum Committee is charged with reviewing these requests and bringing them before the Faculty-Student Council for approval.

Table II.1 Master's Program Objectives Covered by Core Courses

Objectives	Core Courses
The roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological and global information society	SLIS 5000 SLIS 5600
The design and implementation of conceptual and technological systems and services to facilitate the discovery, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information and knowledge in any format for effective access.	SLIS 5200 SLIS 5600
Human information behavior in order to develop and implement information systems and services that meet user needs related to information and knowledge creation, communication, discovery, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis, management, and use.	SLIS 5000 SLIS 5600
Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management.	SLIS 5000 SLIS 5200
Teaching, research, and service, including interdisciplinary activities that contribute to the advancement of the field	SLIS 5000 SLIS 5200 SLIS 5600
The philosophy, principles, and legal and ethical responsibilities of the field	SLIS 5000 SLIS 5600

.. and evolves response to a systematic planning process:

The LIS Working Plan both informs curriculum planning and is informed by the results of this planning. The faculty and administration update and adopt the plan annually. Short and long-term actions to ensure that the Master's program meets and exceeds the Curriculum Standard are contained in the Working Plan as well as evidence for meeting each goal. This plan sets up a regular timetable for review of all aspects of curriculum and systemizes both the review and planning process. (*see Appendix 1)*

Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

Curriculum planning and course development processes, as well as course management, helps to ensure that LIS curriculum is evolving, adaptable, and comprehensive.

As a result of this planning process, the three core courses have been significantly revised, beginning in 2009 and completed in 2011. Each course is a 3-hr credit course. The titles of the courses, goals and objectives, and content were reviewed and revised by the faculty as a whole under the "guidance" of the Curriculum Committee with SLIS 5000 moving from a one hour course to a three hour credit course. Course objectives and syllabi were revised to reflect changes in all three of the core courses. Also, reading lists, assignments, and lectures are updated frequently by the faculty teaching these courses. The syllabi for these

courses are available online on the UNT faculty profile system.

Course content is addressed by a variety of educational experiences. Lectures are delivered face to face, by video or audio, or by "written lecture notes." Students participate in group learning experiences in many courses. For example in:

- SLIS 5441 Advanced Storytelling, students work together on committees to craft and present an online storytelling concert.
- SLIS 5717 Dynamic WWW Control Structures, students work as a team to design and implement a Web database system using MySQL and PHP.
- SLIS 5223 Metadata and Networked Information Organization and Retrieval, students work in small groups of 5-6 students to create metadata records for a small collection of information objects in three metadata schemes and produce a team report.
- Online courses include "chats" in which content is delivered, questions answered, and ideas discussed. Discussion board gives students a chance to expand on the content by their discussions in response to various prompts and formats. Students also utilize various technology tools to design web pages, blog, and create video book trailers which they share with classmates. Furthermore, practicum and internships are the other types of educational experience offered by the program.

Programs of Study

A major tool for ensuring that curriculum provides these constructs is the master's programs of study (specializations). The programs of study were first created in 1998 and underwent a review in 2012 to make sure that each was clearly aligned with the new major articulation of 2011 and reflected additions of new courses to the curriculum. These programs of study now include:

- General
- Archival Studies and Digital Image Management
- Distributed Learning Librarianship
- Health Informatics
- Information Organization
- Information Systems
- Law Librarian and Legal Informatics Specialist
- School Librarianship
- Youth Librarianship

(See http://www.lis.unt.edu/main/ViewPage.php?cid=225 and http://www.lis.unt.edu/main/ViewPage.php?cid=224 for requirements for the individual programs of study)

As part of the new program articulation, the programs of study have their foundation in the core courses and the guided electives and all have their own requirements of required and/or elective courses.

An example of a POS that has undergone major revisions is School Librarianship that is chosen by approximately 30% of master's students. The checklist that mentors use to evaluate their practicum students was significantly revised in 2009 and is currently under additional revision. The order that students take the courses for certification has also been revised

to better reflect the needs of the students and to allow them to obtain emergency certification more easily. Course content, especially that of SLIS 5000 Information and Knowledge Professions and SLIS 5420 Literature for Youth, has been significantly revised to better reflect changes in the field. Students take eleven required courses which include a cataloging course, a collection development class, a youth literature course as well as courses that deal with various aspects of collaboration, technology, and library management and one elective of their choosing.

A Graduate Academic Certificate in Leadership in Professional Development in Technology for Schools was approved in 2012 and is designed to update the technology skills of librarians in order to help them preserve their jobs in a shrinking job market.

Additionally, eight new courses have been added to the graduate catalog and courses already listed have been renamed or extensively revised (Table II.2). These additions reflect changes technologies and the profession as a whole and in many cases support the programs of study. These courses, submitted by individual faculty members, follow the guidelines of the UNT Toulouse Graduate School (See http://www.vpaa.unt.edu/forms-templates.htm).

Table II.2: New Courses Added

Course number	Course title	Date added
SLIS 5707	Data Modeling	8/18/2006
SLIS 5716	Web Administration	8/18/2006
SLIS 5345	Library Operations Policy Development	8/19/2006
SLIS 5740	Digital Libraries	8/15/2008
SLIS 5212	Dewey Decimal Classification	8/15/2010
SLIS 5415	Graphic Novels	8/15/2012
SLIS 5441	Advanced Storytelling	8/15/2012
SLIS 5745	Information Architecture	8/15/2012

UNT LIS is also a member of the WISE consortium, joined in Fall of 2011, and as part of this consortium both offers courses to students from other universities and offers our students courses from member universities. In doing so, "gaps" in our curriculum have been recognized and individual faculty are working to design courses to fill these "gaps".

Standard II.2
The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation,

In accordance with the Standard, the Master's Program are:
- The roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological ad global information society.
- The design and implementation of conceptual and technological systems and services to facilitate the discovery, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information and knowledge in any format for effective access.
- Human information behavior in order to develop and implement

communication,
identification, selection,
acquisition, organization
and description, storage
and retrieval, preservation,
analysis, interpretation,
evaluation, synthesis,
dissemination, and
management.

information systems and service that meet user needs related to information and knowledge creation, communication, discovery, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis, management, and use.

- Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management.
- Teaching, research, and service, including interdisciplinary activities that contribute to the advancement of the field.
- The philosophy, principles, and legal and ethical responsibilities of the field.

and is addressed by offering comprehensive coverage of these topics through the variety of courses and the multiple offerings of the courses. The UNT Graduate catalog
 (http://catalog.unt.edu/content.php?catoid=4&navoid=127) for 2012-2013 lists 86 courses which includes master's level courses as well as seven seminars and two practicum/cooperative education courses. Two of the courses are "Special Topics" courses which can be taught for 3 semesters before being submitted as permanent courses. As stated earlier, eight new courses have been added to the catalog and just over 30 experimental courses have been taught since 2006.

New courses are developed by individual faculty members as experimental courses, usually as 5900 and 5910 Special Topics courses, and address emerging topics. These courses must be offered at least twice and are reviewed by the Curriculum Committee and the faculty before submission to the Graduate School for approval as permanent courses. Table II.3 lists the 32 experimental courses offered at LIS between 2006-2012

Table II.3: Experimental Courses offered Spring 2006- Fall 2012

Title	Year	Term Taught
Advanced Storytelling	2006 2007 2008,2009,2011	Spring, Sum Spring, Sum Summer
Advanced Research Skills for Thesis/Dissertations	2010, 2012	Spring
Advanced Website Development	2010 2011 2012	Spring Spring Spring
Advanced Electronic Databases and Info Services	2007, 2009-12 2008, 2011-12	Spring Summer
Cognitive Science for Information Professionals	2011, 2012	Summer
Curation Fundamentals	2012	Summer
Community-based Health Informatics	2007-2009 2011,2012	Summer Summer
Creating Online Content for Youth Services	2006 2007-2012 2010-2012	Summer Fall Summer Fall
Data Analysis and Knowledge Discovery	2011, 2012	Fall
Dewey Decimal Classification	2006 2009 2010	Summer Summer Summer

Digital Citizenship	2011, 2012	Summer
Digital Curation and Data Management Fundamentals	2011 2012	Fall Summer
Disaster Management for Information Professionals	2006-2012	Summer
Doing Things with Information	2009 2010 2012	Sum, Fall Summer Spring
Genomics and Translational Medicine for Info Professionals	2010, 2011	Summer
Information Needs and User Education	2011	Spring
Information Seeking Skills for Youth Services	2006 2007 2008	Summer Spring, Sum Spring
Information Architecture	2009-2011	Spring, Fall
Information Security	2010	Spring
Information Theories and Models	2011	Summer
Intellectual Property for Information Professionals	2008, 2010	Fall
Introduction to Resource Description and Access	2009-2012	Summer
Issues in Digital Copyright	2012	Spring
Library Emerging Trends and Technology	2012	Spring
Medical Digital Imaging	2006-2009, 2011-2012	Summer
Multi-Ethnic Materials for Children & Young Adults	2006-2012	Summer
Multi-Lingual Information Access and Service	2010	Summer
Research Skills	2008 2009	Fall Spring
Risk Management for Information Professionals	2008	Fall
Theory and Philosophy of Image Doc	2012	Spring
Tools, Applications, and Infrastructure for Digital Curation	2012	Summer
User Education	2011	Spring

Course Inventory and Management

New courses and experimental courses, in addition to the regularly offered classes, provide students with a means to address the components of Standard II:2. For example, in SLIS 5420 Youth Literature, students blog on books read for the course along with summarizing, evaluating, and creating uses. In SLIS 5717 Dynamic WWW Structures, students design and implement databases. In SLIS 5714 Website Development, students work in groups on a citation/annotation project. SLIS 5220 allows cataloging students to create original records directly in OCLC's WorldCat database.

Curriculum development in LIS is an ongoing activity informed by data and information collected every semester. Part of the SETE (Student Evaluation of Teaching Effectiveness) discussed in the MGO section deals with curriculum and course content evaluation. Comment from the evaluation are assessed by the department and the faculty every semester to determine the level of coverage, popularity of courses as well as their relevant to students' specializations and career path. The department also collect information through the End of Program Assessment and employers surveys with regard to the identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, of information. The department also seeks input and feedback from external constituencies mainly board of advisor about planning and revisions to the curriculum. The board of advisor meeting in 2011 focused on the skills and competencies for LIS students to compete in an increasingly competitive market. The results from the meeting informed the program majors articulations as well as the revision of the programs of study in 2012.

Table II.4: Number of Courses Offered Per Semester

Year	Semester	Total
2006	Spring	55
	Summer	53
	Fall	52
2007	Spring	55
	Summer	49
	Fall	50
2008	Spring	54
	Summer	63
	Fall	57
2009	Spring	67
	Summer	67
	Fall	63
2010	Spring	71
	Summer	76
	Fall	64 (+ 1 CSUN)
2011	Spring	71
	Summer	79
	Fall	66
2012	Spring	73
	Summer	73
	Fall	69

SLIS course number sequences illustrate the general organization of the curriculum by subject:

- 50xx library and information science (foundations, economics, behavior, history, research, practicum)
- 52xx information organization
- 53xx management of libraries and information centers

- 54xx information resources development
- 56xx information access and retrieval
- 57xx technological systems development and administration
- 59xx special problems (independent study) and seminars (including experimental courses)

LIS number sequences are represented in nearly every POS, depending on the focus of the POS. The description of the General Program of Study in particular demonstrates the logic of its coverage.

The university-wide database, COGNOS, provides information for each course—enrollment, delivery method, and instructor. Course offerings for each semester since 2006 will be available for the COA committee to view upon visiting UNT LIS this Spring (Table II.4). LIS has also endeavored to serve students with a variety of educational and professional needs and offers 40-45 courses each semester. Many courses have multiple sections so that all students can be served.

Standard 3 outlines the components of a vibrant, cohesive, and comprehensive program for educating library and information science professionals and thus forms the basis for the UNT LIS MLS program.

Standard II.3
The curriculum fosters development of library and information professionals who will assume an assertive role in providing services, emphasizes an evolving body of knowledge that reflects applied research from relevant fields, integrates the theory, application and use of technology, responds to the needs of a diverse society including the needs of underserved groups, responds to the needs of a rapidly changing technological and global society, provides direction for future development of the field, promotes commitment to continuous professional growth.

The curriculum fosters development of library and information professionals who will assume an assertive role in providing services:

Curriculum Purposes

The goals and objectives of the Master's Program directly address this ALA Curriculum Standard. The Master's Program goal is to prepare students for careers as information professionals in a variety of roles and settings. The Master's Program objectives are for students to demonstrate knowledge and skills related to:

- The roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological ad global information society.
- The design and implementation of conceptual and technological systems and services to facilitate the discovery, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information and knowledge in any format for effective access.
- Human information behavior in order to develop and implement information systems and service that meet user needs related to information and knowledge creation, communication, discovery, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis, management, and use.
- Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management.
- Teaching, research, and service, including interdisciplinary activities that contribute to the advancement of the field.
- The philosophy, principles, and legal and ethical responsibilities of the field.

22

All of these goals are first addressed by the core courses which lay both an academic and philosophical foundation for the rest of a student's coursework. All three courses require the reading and discussion of literature relating to critical issues in the profession, issues such as diversity, intellectual freedom, privacy, professionalism, technology and its implications for the field. Course assignments relate to real-world work situations and allow students to develop skills necessary in their assumption of a service role. In SLIS 5000 Information and Knowledge Profession, for example, students engage in a leadership project in which students participate in professional development experiences and/or take a leadership role in their community or profession. Students in SLIS 5200 Information Organization develop a system for organizing the collection and implement the system using database software. In SLIS 5600 Information Access and Knowledge Inquiry, students visit a library of their choice and observe reference work.

The core courses, though, are not the only courses laying a foundation for leadership. Elective courses in management, information access, special libraries, and trends and issues strengthen this foundation. Students are required to participate in a practicum experience as part of their required course work. Course syllabi, showing the extent of the commitment to developing strong information professionals are available on the COA Wiki. According to the 2012 Alumni Survey, about 86% of respondents reported they are currently employed and 57% of respondents have been employed for five or more years as a mid-level to senior-level professional. More than half the survey respondents (52%) are employed in the education field, both K-12 and higher education (See alumni survey Appendix 26).

Experimental courses are also developed to meeting new and continuing needs of students. For instance, two courses were developed to advance students' competency in the field of digital curation through the IMLS-funded project. These courses are SLIS 5970.011 Digital Curation and Data Management Fundamentals and SLIS 5970.021 Tools, Applications, and Infrastructure for Digital Curation. They were first offered as experimental courses in Summer2012 but will be offered again in Spring 2013 and Spring 2014 until the project ends.

The curriculum… emphasizes an evolving body of knowledge that reflects applied research from relevant fields:

Implied in all of the goals is the importance of research for the curriculum and the student. Before students can themselves become researchers, they must first understand research itself, and while preparing students to become consummate professionals is a significant focus of the program, this can only be done by familiarizing students with a body of relevant research from both library and information science as well as related fields. There is also the acknowledgment that knowledge is not static and that students need both a grounding in the foundations as well as a familiarity with the new and innovative. As a result, students are introduced to topics in library and information sciences as well as in interdisciplinary related fields such as computer science, psychology, education, and history.

Students may take an interdisciplinary approach to studies by taking up to nine hours of advisor-approved hours from other institutions or

departments within UNT. Since the formation of the College of Information and the partnership with Learning Technologies, students are also encouraged to take courses from the Department of Learning Technology.

Seminar courses also familiarize students with the growing body of research as well as helping develop students' research skills. SLIS 5082 Seminar in Research and Research Methodology specifically addresses the research component.

Since UNT has expressed the goal of becoming a tier one research university, the role of research has grown in importance. Faculty publish widely in the many areas of library and information studies and students are included in both research activities and publishing. Faculty-student collaborations build students' understanding of the role of research in a professional career (See Appendix 28).

The Intelligent Information Access lab has hired LIS master's students as research assistants where they learned programming and website design beyond what is offered in courses. The iCAMP project also utilizes students as research assistants. Other opportunities involve faculty using students to assist in gather and analyzing data which is then used to co-author papers and present poster session and contributed papers.

The curriculum… integrates the theory, application and use of technology:

Emphasis on technology is an underpinning of the curriculum because of its importance in the current context of professional work. *The Master Program Objectives are for students to demonstrate knowledge and skills related to:*

> *The design and implementation of conceptual and technological systems and services to facilitate the discovery, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information and knowledge in any format for effective access.*

Emphasis on technology begins with a student's admission into the program when they are required to have a set of entry-level technology knowledge and skills as assessed by the ITKS (http://www.ci.unt.edu/main/PDF/FormFillin-LISApplication.pdf), first approved in 2000, updated in 2002, and revised in 2011-2012. The new ITKS are in the process of being implemented.

Each of the core courses includes one or more components that emphasize the role of technology in society and in the information professions. Additionally, each POS includes technology components, as do almost all of the course offerings. The curriculum as a whole has a large number of technology-based courses and these numbers of the courses grow as does the growth of emerging technologies. For example, all fifteen courses with a 57** prefix are technology based. RDA and FRBA are important components of cataloging courses as librarians and libraries need to understand and adapt to these changes.   UNT LIS

recognized that the technological competencies tested in the ITKS competencies are only basic tools and that information professional need a much wider range of technological knowledge, understanding, and competence to keep pace with the rapidly changing technological world.

Appendix 19 shows examples of specific applications of software and technologies used in courses, thus enabling students to gain professional-level experience with hands-on experiences and usage. As shown by the EOP surveys, students believe that the technologies aspect of their course work was well-covered either adequately or well by an average of 78% of the students. A selection of student comments follows:

- "This program is practical and it has prepared me for the real work." [Fall 2012 EOP]
- "Overall, I enjoyed my degree program very much. It was not easy, but I thought it was very practical." [Summer 2012 EOP]
- "Faculty provided their students with real-world learning experiences and valuable feedback." [Summer 2012 EOP]
- "I believe that many of the classes bring a practical aspect and convey at least some of what will actually be required in the workplace." [Spring 2011 EOP]
- "Many of the courses stressed practical experience." [Spring 2011 EOP]
- "I am very satisfied with the combination of theory and practice provided through the school library program. I feel that I have a strong foundation in information services overall, but was given ample opportunity to explore professional interests and apply learning experiences to real libraries through assignments and proficiency checklist requirements." [Spring 2011 EOP]
- "I really liked how the professors worked to make the content of the classes applicable to real life situations we will face in the profession." [Spring 2011 EOP]
- "I really enjoyed the management classes and wish at least one of them (especially the one that dealt with real-world issues encountered by librarians." [Spring 2011 EOP]
- "I got the most out of the classes which actually taught me skills through real life practice (indexing exercises, cataloging exercises, database design, website design)." [Spring 2011 EOP]
- "In one of my classes we read cases studies and then chatted on line. It found it extremely helpful to hear other librarian and student opinions. " [Spring 2009 EOP]
- "Learning about the realities of the profession alongside theory from coursework is invaluable!" [Fall 2008 EOP]
- "The program is a well-designed balance between traditional library practice and advances in technology." [Spring 2008 EOP]
- "MS program was very strong and I feel competitive. Very reality-based;, practical experience. Projects and coursework almost always relevant." [Spring 2008 EOP]

***The curriculum… responds to the needs of a diverse society
including the needs of underserved groups:***

The importance of the understanding of and responding to the needs of
the populations of a diverse society, including those of the underserved, is
embedded into the heart of the MLS program. Objective 1 states:

> *The roles and impacts of information policies, practices, and
> information itself on diverse populations, including underserved
> groups, in a rapidly changing technological and global information
> society.*

It is in the core courses that students are first introduced to the needs of
diverse and underserved populations. SLIS 5000 covers leadership and
diversity as an important unit; 5200 assigns students to design an
information system for a specific population; and 5600 emphasizes
information and referral services for specific populations, including
planning, implementing, and evaluating population-specific needs
assessments for program planning. One of the core courses, SLIS 5000,
specifically addresses this objective in its focus on the impact of
information technology on individuals and society as well as various types
of libraries and the information industry.

Furthermore, one unit specifically discusses the current trends and future
directions of the industry and field. SLIS 5200 presents students with
information about emerging technologies and concepts related to
information organization and gives them information about past practices
and their influence on present and future environments. SLIS 5600
addresses the standard with its emphasis on understanding the
information needs of users within a global society by focusing on diverse
populations and developing information services for these populations.

Other courses outside of the core such as 5440 Storytelling for
Information Professionals, 5445 History and Culture of Youth and
Information Professionals also address the needs of special populations.
SLIS 5960 Multi-Ethnic Materials for Children and Young Adults is offered
every semester with large enrollments each time it is offered. Summer
2012, SLIS 5425 Seminar in Trends and Issues in Children's and Young
Adult literature had the topic of "Issues of Multiculturalism and Diversity in
Children's and Young Adult Literature" and also had strong enrollment. All
youth literature courses incorporate books with multicultural and diverse
characters in the reading lists.

***The curriculum… responds to the needs of a rapidly changing
technological and global society:***

The department and through an ongoing curriculum developing is catering
to the changing needs of use as a result of rapidly changing technology.
Beside adding new courses to the curriculum, the department is currently
developing a graduate certificate in digital curation and plan in place to
develop a program of study in knowledge management. A graduate
academic certificate on Leadership in Professional Development in
Technology for schools was added to the curriculum in 2012.

The curriculum… provides direction for future development of the field:

The 1st and 4th Master's Program objective addresses this portion of the standard. The Department of Library and Information Sciences sees itself as a leader in the field. The department systematically solicit feedback from employers, alumni and Board of advisors on the skills and competencies needed for LIS students to succeed. LIS uses that feedback to develop and enhance its offering with the objectives of shaping the future of the LIS Profession. LIS is a member of the WISE consortium and the data collected from students taking LIS courses are used to assess our curriculum development and course offering (Appendix 25).

The Master's Program objectives are for students to demonstrate knowledge and skills related to:

> *1. The roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological and global information society.*
>
> *4. Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management.*

This relates to the understanding of the operational environment as well as to the development of appropriate responses to specific situations, issues, problem solving and interaction with others, has communication skills as a major factor in accomplishing this. Students written communication skills and their ability to integrate their knowledge in an essay form are tested in both class assignments and in the End of Program exam (formerly Capstone). All students are encouraged to submit papers, present poster sessions, and present at conferences. Courses such as SLIS 5440 Storytelling and SLIS 5420 Youth Literature have requirements where students must use presentation skills in activities such as *storytelling*, *storytimes*, and *booktalks*. School library certification students interact with a school librarian mentor throughout their program. Other courses require interviews with information professionals. Students are required to participate in a practicum or internship experience.

All of these activities provide students with the skills needed to provide direction and facilitate future development in the field. By providing students the skills need to become professionals we also prepare them for their role in the future of the profession. The 2012 employee survey data shows that 86% of alumni were satisfied to extremely satisfied by the overall quality of instruction and 75% reported that their classes provided high to very high proficiency in the profession. Furthermore, 81% reported faculty members integrating actual field experience into their classes.

The curriculum… promotes commitment to continuous professional growth:

Program objective 4 address this requirement. The programs of study or career paths are designed to provide students with program plan that guide their professional development. In addition, the department offers a

number of post master graduate academic certificates.

The Master's Program objectives are for students to demonstrate knowledge and skills related to:

Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management relevant to specific professional specializations and organizations.

This objective is addressed, either implicitly or explicitly, in every course. SLIS 5000 introduces students to the importance of participating in continuing education programs and professional organizations. Students are encouraged to participate in student chapters of professional organizations including the American Society for Information Science and Technology (NT/ASIS&T), Library and Information Science Students Association (LISSA), and the Special Libraries Association (SLA). Students are also encouraged to be members of ALA, TLA, or their state library association and to attend conferences.

Four Graduate Academic Certificates (GACS) and one Certificate of Advanced Studies (CAS) are available and many students complete one of these after graduation or they can be taken as part of a non-degree seeking or continuing education program. The department also offers a certificate (non-degree) program in advanced study and graduate academic certificates in youth services in libraries and information settings, storytelling, and advanced management in libraries and information agencies. The newest addition to the GAC program is one for school librarians and teachers in integrating technology into instruction and curriculum (See *Appendix 12 and Appendix 13* for information on GACs and CASs).

Standard II.4
The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The curriculum… provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school:

Programs of Study

Embedded into the articulation, which includes the three core courses, "guided" and "general" electives, are programs of study (POS) which help students prepare for their wide variety of professional goals. These nine POS allow students to follow a general program or to specialize in an area of their choice:

- General
- Archival Studies and Digital Image Management
- Distributed Learning Librarianship
- Health Informatics Specialist
- Information Organization
- Information Systems
- Law Librarian and Legal Informatics Specialist
- School Librarianship
- Youth Librarianship

The new SLIS Master's program articulation which began in Fall 2012 more clearly articulates the differences between the two majors and re-emphasizes the importance of the programs of study with their required advising and breadth of course offerings. As a result, students now have a clearly stated program for each major (See *Appendix 20* for the program

articulation).

The courses listed for each program of study were chosen by the faculty to cover flexible sets of choices for students to enable them to meet their needs while at the same time providing a strong, coherent program. With the consent of the faculty advisor, students may substitute an experimental course for an elective that better meet their career expectations. The exception is the School Librarianship POS where the courses are prescribed and aligned with state certification requirements.

Table II.5: POS Breakdown by Number of Students 2006-2012

Sem/Yr	Digital	Dist Lrng	General	Health	Info Org	Info Sys	Legal	School	Youth	Total
Sp 06	2		31	1	3	5	1	36	3	82
Su	1	1	77	5	5	4	2	44	11	150
Fa	2		65	3	3	3	4	29	10	119
Sp 07	3	1	52	4	8	2	2	47	9	128
Su	3		56	7	3	3	3	54	4	133
Fa	2	1	40	8	4	2	3	30	7	97
Sp 08		1	47	10	6	2	8	36	6	116
Su	5		64	4	7	2	3	57	8	150
Fa	1		50	7	2	6	2	34	9	111
Sp 09	3		41	2	3	4	1	53	13	120
Su			77	3	6	1	1	72	24	184
Fa			46	6	2	2		34	12	102
Sp 10	1		56	8	4	4	1	76	7	157
Su	6	1	91	8	11	5	4	91	15	232
Fa	3	1	78	11	9	7	3	44	10	166
Sp 11	2		61	5	11	4	3	56	10	152
Su	3		102	4	7	6	2	77	15	216
Fa	5		71	9	8	9	3	41	9	155
Sp 12	2		77	5	4			38	3	129
Su	2		25	4	1	0	1	49	8	90

When students graduate with a POS completion, they receive both their diploma and a POS completion certificate. Full descriptions of the POS, which were re-examined and updated in Spring 2012, can be found at (http://www.lis.unt.edu/main/ViewPage.php?cid=224) and (http://www.lis.unt.edu/main/ViewPage.php?cid=225)

Students may also enroll in Independent Study courses (SLIS 5900-5910) which adds flexibility to the program and address needs of individual students. These courses are developed and supervised by faculty members and provide opportunities for student to gain a more in-depth

knowledge or to have hands-on experiences not available in regular classes.

Advising support is available to assist students in developing their coherent degree plan. This ample support begins at the admission process. Upon entering the program, students are assigned academic advisors based on interests and field of study. Any faculty member can advise students doing the General Program POS. For the more specialized POS, faculty members who have appropriate expertise are usually the advisors. Students may change advisors by filing a simple request form. Toby Faber and the CI-Advising staff advise most General Studies and School Library students. School library certification students also have an advising cohort area on Blackboard.

Students are required to work closely with their advisors each semester to select courses for the next semester and, by the time they have completed their first 12 credit hours of coursework, to develop their complete degree plans. Students are allowed to register for courses only after formal approval by their advisors. Table II.5 shows a POS breakdown by the number of students from 2006-2012.

In order to maintain the tradition of personal and individualized advising, the faculty have successfully addressed a number of challenges stemming from the significant increases in enrollment, distributed learning, and complexity of Master's Program options. These challenges and the means of addressing each are:

- Students are active at all hours in many locations, and faculty must be available to respond to their advising needs. While faculty continue to meet advisees in their offices, many meet outside their scheduled office hours by appointment and/or communicate with advisees primarily by email and telephone.

- Around 500 students begin the Master's Program each academic year. Initial advising for the core courses, or the 9 credit hours that most students take first, is conducted by CI-Advising under the leadership of Toby Faber. This is a staff position established in August 2005 with responsibilities for managing core course registration and dealing with questions and problems concerning UNT and SLIS procedures for new students (Chart available of enrollment information on the Wiki—do not know if it should go here or under the Students section).

- Students following the School Librarianship Program of Study make up a significant portion of the enrollment, 29.7% in Fall 2012. The CI-Advising team provides full-time advising via email or telephone about state certification requirements and SLIS POS requirements. They also handle the mentors, mentoring, and state testing for school library certification students. A Certification Cohort "Class" is also available on Blackboard for the dissemination of information and the answering of questions related to school library certification.

- A majority of LIS students live more than 50 miles from Denton and are pursuing their studies part time. The traditional "drop in" advising method does not apply to these students. The program employees a geographically-based distance-learning approach to provide students with specialized attention and a sense of small group identity. The director of the Houston Program and the faculty members who serve as primary representatives to the cohort programs usually serve as advisors to these students unless the students choose to change

advisors to one of the POS faculty. The distance program advisors typically visit their sites several times during the program to meet with students in person, conduct face-to-face advising, and hold general information sessions.

In their responses to the EOP survey, 84% of students (N=2,451; Note: this total does not include the number of students who responded with "no opinion") 'strongly agreed' and 'agreed' that their official advisor provided useful guidance in selecting appropriate courses.

One extremely successful approach has been All School Day events, which encompass academic advising along with an exciting array of activities. On All School Days, the program director and often the dean, associate dean, and other department representatives present updates on the School, panels of practitioners, and opportunities for prospective, current, and past students to meet and exchange information. These innovative approaches to advising and socialization into the profession have developed with the establishment of the cohort programs and become increasingly important with the dramatic increase in breadth of course offerings for off-campus students through web-based delivery. All-School Days are offered in Denton and at various cohort sites.

The Web Institute was created as a foundation for distance learning students beginning their master's degree study. Students meet at a Web Institute site for four or nine day Institutes and complete the remainder of the course online. The Institutes consist of classroom instruction, technology training, and social events. The Department of Library and Information Sciences faculty believes that these three elements provide the best opportunity for success and coherency in a distance education format. The three Master's core courses are offered in a Web Institute format and are required for all master's programs of study. All students, except for those in the School Librarianship Program of Study, must begin the program with SLIS 5000.

The curriculum… will foster development of the competencies necessary for productive careers.

Professional Competencies

Real world knowledge and skills are an important component to the educational experience of a SLIS Master's student and the Master's Program is designed to ensure that all students graduate with some experience in appropriate professional contexts. These opportunities are provided through practicum and mentoring experiences.

The Master's Program requires students to complete SLIS 5090 Practicum and Field Study for 3 credit hours which do not count towards the 36 credit hours for the master's degree. The practicum is a minimum of 120 hours of supervised work in a profession library or information center setting and information about the Practicum, as well as a list of approved sites, is available on the department's website. The onsite supervisor evaluates the student work and the student submits to the faculty practicum advisor their goals and objectives as determined in collaboration with the site supervisor, a site description, and a summary report of their practicum experience. Students in the Health and Legal POS have an expanded practicum experience and those in school librarianship have an alternate requirement which will be explained in a subsequent paragraph.

Because a number of master's students arrive with considerable professional experience, the practicum course experience can be waived

and about 20% of students who are already employed in libraries and other information settings elect to waive their practicum (not counting school library students, only 289 students out of 1466 elected to waive practicum). To do so, they must submit a formal request with documentation for approval by CI-Advising. School library practicum cannot be waived.

Students in the School Librarianship POS and those who already have a master's degree in another area and are only taking the courses for state certification are required to complete the School Library Mentor Program (http://www.lis.unt.edu/main/ViewPage.php?cid=209).

This program replaces the professional experience for other master's students and does not allow for waivers based on prior experience as a school librarian. It is designed to combine theoretical information gained throughout the required course sequence with simultaneous practical experience in the professional setting. Students begin when they enroll in their first course, SLIS 5001 School Librarianship and choose their mentors. They follow a School Libraries Proficiencies Checklist which was updated in 2009 and is in the process and further updates with the input of mentors who work with the program. The most current checklist can be located at: (http://www.lis.unt.edu/main/pdf/proficiencieschecklist.pdf). The experience culminates with registration in SLIS 5090 500, a required course which does not count towards the master's degree, during which the TExES exam is taken and passed and the submission of the completed checklist on which the mentors determine the hours worked in the library to fulfill each proficiency. Here are some typical student comments taken from the EOP questionnaire:

- "Practicum was extremely helpful and would have preferred a few more classes that dealt with the "nuts and bolts" of running a library in a more concrete way." [Fall 2012 EOP]

- "The Practicum is a great idea, and was very helpful to making those connections between theory and practice." [Summer 2012 EOP]

- "I thought the practicum was a very valuable experience…In my practicum, I worked at two branches in the same public library system. Getting an idea of how things could be different was very helpful. It gave me a broader view of the field. " [Spring 2012 EOP]

Since the all of the programs have clearly stated criteria for the professional setting and practitioners involved, as well as expectations for tasks and behaviors of practitioners and students, the department provides lists and potential sites, supervisors, and mentors, but students are encouraged to find their own. (See (http://www.lis.unt.edu/main/Forms/Practicum/gp-approved-list.php) for listings.)Through this process, the department has successfully accomplished the common purpose of these programs: to encourage a community of practice that provides an opportunity for students to communicate with experienced practitioners and to observe and learn professional behaviors.

The curriculum… includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.

Students have additional opportunities to develop their interdisciplinary, experiential opportunities, and professional knowledge and skills.

Students may take up to 9 hours of advisor-approved course work from

outside of the department or the university. For instance, the Archival Studies and Digital Image Management POS requires students to take at least one course in the area of art: Archives and Museums:

- AEAH 5940 – Seminar in Art Museums

- AEAH 5942 – Seminar in Art Museum Education I

- AEAH 5945 – Seminar in Art Museum Education II

Results from the EOP show that 64% of students 'agreed' or 'strongly agreed' with the statement: "I had opportunities for interaction with students in other units." Each *Maymester* a group of students participate in a study abroad experience where students work in libraries the "host" country, often setting up online categories. Destinations have included Thailand, Peru, and Russia. During the Study Abroad, students take two courses for credit.

Faculty members also involve students in research activities and other projects through which students develop an understanding of research and enhance the skills and knowledge acquired through coursework. Often these experiences result in technological tools used by both faculty and students.

Course content and sequence relationships within the curriculum are evident.

The department creates an environment where the student develops a solid foundation, both theoretical and application oriented, that is applicable to professional work. Students can also concentrate on specific aspects of library and information services through programs of study parts of the major articulations, thus providing a more individualized learning experience best suited to the student's professional and personal goals. Students are required to take the three core courses at the within the first 15 hours of beginning the program. When courses clearly build upon one another, the department employs a system of prerequisites (Appendix 27). Each individual program of study is the result of faculty and student dialog.

The degree articulation with the embedded programs of study provides an effective mechanism to help students see the relationship between and among courses. Both majors—library science and information science—have core courses, guided electives, programs of study, and general electives that both provide a cohesive program as well as allowing for individual learning experiences.

Standard II.5
When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant

Every POS has as its foundation the core courses (SLIS 5000, 5200, 5600) which provide a general foundation in library and information studies. In creating the programs of study representing specialized learning experiences, the statements of knowledge and competencies from the American Association of Law Librarians, the American Association of School Librarians, the American Society for Information Science and Technology, the Public Library Association, the Medical Library Association, and the Special Libraries Association were taken into account.

The School Libraries Proficiencies Checklist is based on both certification standards in Texas and AASL's Standards for the Twenty-first Century Learner.

Standard II.6
The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

Course Quality and Delivery Modes

Because there was a need for LIS education throughout Texas, the program made the decision over a decade ago to utilize emerging technologies to meet this need. The desire, to the extent possible, to provide distance students with the same breadth and depth of curricular opportunities as residential students and the desire for all students to have the opportunity to meet face-to-face with fellow students formed the basis for the program with its blend of online, blended, and face-to-face classes as well as the Web Institutes.

Courses are delivered in different formats and different locations. While the majority of the formats are entirely online, many have a "blended" format or are offered face-to-face. Students are brought to campus for Web Institutes as part of their core course experience. Courses are also taught in Houston, Georgia, California, Nevada, Montana, Idaho, Virginia, and the Pacific Islands as part of our cohort programs. SLIS 5020 Economics of Information and SLIS 5712 Horizon Technologies are also offered in a 'blended' format. Similar to Web Institutes, the students meet for two days three times per semester with the rest of the course being online.

No matter what the format or where the course is offered, the faculty strive to provide full and balanced offerings in all formats while maintaining the quality of the course content. Table II.6 provides a breakdown of class format by number of students.

Table II.6: Instructional Format by Number of Students, 2006-2012

Class Format	2006	2007	2008	2009	2010	2011	2012
Two-thirds or more of classes taken in face-to-face format	16 (4%)	17 (5%)	8 (2%)	4 (1%)	5 (2%)	9 (2%)	7 (1%)
Less than two-thirds or none of your classes taken in face-to-face format	92 (25%)	131 (38%)	99 (30%)	85 (24%)	41 (18%)	103 (22%)	98 (21%)
Attended Web Institute and completed entire program or all remaining courses online via the Web	267 (71%)	200 (57%)	222 (67%)	268 (75%)	184 (80%)	346 (76%)	368 (78%)

As the department has moved to a mostly online program, quality of course content remains an important construct. Faculty members devote considerable attention to course design. Whether developing new online course or converting traditional course to alternative formats, the aim is to ensure that the essence of the students' learning experience and rigor of effort are maintained. Much attention has been given to maintaining comprehensiveness, currency, and quality of course content as each

faculty member is encouraged to revise courses as needed. Also, courses offered online are vetted through CLEAR for quality control.

The End of Program Survey conducted from 2006 to 2012 shows the percentage decrease in the number of students who responded two-third or more of classes taken in face-to-face format; from 4% in 2006 and/or 5% in 2007 to 1% in 2012. Consequently, significant increase in the percentage of students who attended Web Institute and completed entire program or all remaining courses online via the Web was observed; from 57% in 2007 to 80% in 2010 and/or 78% in 2012. These results indicate that more students tend to take online classes while they are completing their degree.

New faculty members are given a course release each semester during their first year of employment to allow them to develop high quality online courses. All part-time and full-time faculty at UNT have access first-rate instructional support through the Center for Learning Enhancement, Assessment, and Redesign (CLEAR). The Center combines technology resources with expert consultation and personnel, in an effort to provide faculty with a "one-stop" guide to creating quality technology-based courses (online, hybrid, and videoconference).

New faculty members are given a course release each semester during their first year of employment. Additionally, the Center for Learning Enhancement, Assessment, and Redesign (CLEAR) was established in 1998 as a service to assist faculty with the development and delivery of distributed learning at UNT. The Center combines technology resources with expert consultation and personnel, in an effort to provide faculty with a "one-stop" guide to creating quality technology-based courses (online, hybrid, and videoconference).

As mentioned earlier, one of the strategies employed to reach out to students who do not live in the Denton area and cannot travel to Denton to attend classes is the Web Institute, a blended delivery method, for the core courses. It provides all students with a common on campus experience of interacting directly with instructors and classmates at the start of their program and has proved to enhance online communications. Faculty is exploring alternate ways of conducting Web Institutes.

Web Institutes for the core courses are now being held in Denton and various cohort locations. Those offered outside of Denton and Houston are centered on off-campus initiatives or cohort groups that are "shepherded" through the program by certain faculty members. These are described more fully under the Students Standard. In keeping with the LIS goal to maintain the quality of the campus experience, core courses and several other of the courses are still offered in traditional onsite more at least one semester a year.

Since 1998 when the Master's Program became a mostly online program, all information relating to the program is available online. *Table II.7 shows the delivery modes by number of courses from 2006-2012.*
A link is provided for all pertinent forms for both current and prospective students at (http://www.lis.unt.edu/main/ViewPage.php?cid=225). These forms are easily accessed and have the advantage on providing advising with ease and speed. Of course, personal advising is available through e-mail, phone, and face-to-face through CI-Advising, headed by Toby Faber.

The LIS website also provided access to a full range of information about the Master's Program for current and prospective students, such as degree program descriptions and requirements, semester schedules, financial aid, admissions, practicum, and graduation. This website was extensively updated in 2012 after the approval of the new program articulation. The website has been updated with more information and each year provides more information and better access.

Information about courses on the SLIS website is supplemented by information on the UNT eCampus (www.UNTeCampus.com or www.DistanceEducation.com) Faculty members list course requirements in eCampus to assist students in finding current course information.

Table II.7: Delivery Modes by Number of Courses, 2006-2012

Year	Semester	Online	Blended	F2F	Total
2006	Spring	33	6	16	55
	Summer	38	10	5	53
	Fall	29	7	16	52
2007	Spring	31	9	15	55
	Summer	34	12	3	49
	Fall	38	11	11	50
2008	Spring	33	10	11	54
	Summer	54	8	1	63
	Fall	30	11	16	57
2009	Spring	38	11	18	67
	Summer	55	8	4	67
	Fall	35	14	14	63
2010	Spring	39	14	18	71
	Summer	63	10	3	76
	Fall	36	15	13	64 (+ 1 CSUN)
2011	Spring	41	16	14	71
	Summer	68	9	2	79
	Fall	38	17	11	66
2012	Spring	46	14	13	73
	Summer	62	9	2	73
	Fall	44	13	12	69

Standard II.7
The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments.

Curriculum Review

The curriculum of the Master's Program is continually reviewed and innovations in the field of LIS are continually evaluated and incorporated into the courses. The Board of Advisors (BOA) meeting minutes (available on the COA wiki) as well as student and employee surveys give valuable input into the process and have been incorporated into the Working Plan (see *Appendix 1*).

Since the last COA visit, the core courses have been revised. The two majors (information science and library science) underwent a new articulation during 2011-2012 with each of the majors now having clearly articulated "paths" to each major. In 2012, the programs of study also

Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

went through a review and update to make sure that all courses and course titles were current.

The Working Plan is used for evaluation of ongoing course appraisal, to make improvements, and to plan for the future. In accordance with the LIS Working Plan, Graduate Academic Certificates and course offerings will be reviewed beginning Fall 2012.

Students evaluate the quality of instruction in each course through the SETE evaluation administered by the university. Faculty members are also encouraged to offer their own course evaluations to students. Graduating students complete as part of their End of Program exam and EOP Evaluation Questionnaire. The department also surveys recent graduates and employees who have hired the graduates. In addition, the LIS board of Advisors and other constituents serves as sources of input and as sounding boards. All of these sources are considered in evaluation and revision of the department's curriculum. See Call Number at (http://www.ci.unt.edu/main/ViewPage.php?cid=257) and Alumni Society at (http://www.ci.unt.edu/main/ViewPage.php?cid=252).

The success of UNT SLIS students and graduates also serve as an evaluation of the program and its courses. Since 2010, the department has had 11 American Library Association (ALA) Spectrum Scholarship winners and two National Library Medicine (NLM) Associate Fellows. Four students were selected for the Association of Research Libraries (ARL) Initiative to Recruit a Diverse Workforce (IRDW) Scholarship since 2008. In 2012, two students have been selected as Gates Millennium Scholars, a scholarship program funded by the Bill & Melinda Gates Foundation and one student has been named a Medical Library Association (MLA) Sheila Cates Scholarship winners. Within the university, six students in the department received UNT Toulouse Graduate School scholarships.

RECOMMENDATIONS

1. Continue to develop and conduct systematic reviews, including scheduling, of all aspect of the Master's program two majors.
   a. Review the congruence between the MS curriculum and the MGO of the department, college, and university.
   b. Develop a process to ensure that data are continuously captured and used in review.
   c. Review the extent to which course content and pedagogy are revised regularly and incorporate innovations and developments.
   d. Continue to ensure that LIS Constituencies are involved in key aspects of curriculum review.

2. Develop a way to examine LIS courses to determine the extent to which current basic and applied research and scholarly literature are incorporated into courses to reflect the evolving body of knowledge in the field.

3. Review Master's Level Graduate Academic Certificates (GACs) and revise, eliminate, and/or add to them.

4. Review the new two major articulation to ensure the course sequences are appropriate and successful in educating students for a variety of information professions.

III. FACULTY

INTRODUCTION

The faculty of the Department of Library and Information Sciences offers a range of specialties and skilled expertise to accomplish the goals and objectives of the Master's Program. They address the challenges of maintaining quality graduate professional education, the demands of a geographically diverse student population, and the exciting opportunities afforded by new teaching technologies in a number of ways. Methods include offering innovative class arrangements, using creative types of team approaches to course management, conducting faculty research and projects in library and information science, employing experienced and knowledgeable part-time faculty, providing skilled technological support for faculty members, and continuing to lead the implementation of new instructional technologies across the campus. This section describes the extent to which the faculty continues to deliver quality education in conformance with this Standard.

STANDARD	PROGRAM
Standard III.1.1 *The school has a faculty capable of accomplishing program objectives.*	***The school has a faculty capable of accomplishing program objectives.***

The faculty of the Department of Library and Information Sciences is comprised of diverse group of educators and researchers with the required knowledge and expertise to carry out the major share of the research and service activities required for the Master of Science Program. Faculty expertise spans seven broad research areas: information users and behaviors; information policy; information organization and knowledge representation; information resources and systems; information management and evaluation; social, community and organizational informatics, and digital knowledge curation and preservation (Appendix 30). Full-time faculty members have the expertise needed to teach the three required core courses and to oversee clusters of courses in their areas of expertise that collectively span the range of courses taught to master's students. The curriculum is supported by a cadre of adjunct faculty drawn from the professional community of the university, the Dallas/Fort Worth metroplex, and other cities where cohort programs are delivered.

As Discussed in section 1.1, LIS faculty collaboratively updated the vision of the department upon the creation of the college and the changes in the Strategic Plan of the university. In Fall 2009, COI's Organizational Vision (see Appendix 7) was created by the college faculty to align with the UNT's Five-Year Strategic Plan 2008-2013, and it was adopted on March 5, 2009. Shortly after the creation of the COI core documents, the Department of Library and Information Sciences worked on its charter and vision, mission, goals, and objectives (Appendix 2). The LIS VMGO was created by the faculty with input from the LIS Board of Advisors, and approved on March 3, 2010 (Appendix 2). The UNT vision is supported by the LIS vision by creating a diverse environment of excellence and leadership in teaching, research and service.

The LIS faculty views the concept of diversity in two ways. One is variety of backgrounds in subject area expertise and experience and the other is variety of culture, ethnicity, and languages. The faculty is strong in both kinds of diversity, and welcomes both kinds as extra value that individuals bring to the department. In fact, the faculty has become more diverse in both ways since the last Program Presentation in 2006. New professors that have joined the faculty have added more diversity through ethnicity and culture as well as

subject specializations to the LIS program.

Evidence of the ability of the faculty to accomplish the Master's Program Objectives includes the overall positive responses of students, alumni, and employers to surveys based on the program objectives. The necessary credentials and experience of the faculty are evident in their curricula vitae (Appendix 18). The faculty CV's document the background and accomplishments of LIS full-time faculty that allow them to work collaboratively to accomplish the vision of the Department and the University

Standard III.1.2
Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.

Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution

Graduate Faculty advance the research, teaching and professional development mission of the University of North Texas through excellence in graduate education. The Graduate Faculty is composed of Full Members and Associate Members. The University of North Texas Policy for Graduate Faculty Membership states that members of the UNT Graduate Faculty are expected to actively participate in the graduate programs of the university through scholarly and creative accomplishments, effective teaching of graduate courses, and mentoring of graduate students.

The policy for Graduate Faculty Membership is locate at (http://policy.unt.edu/sites/default/files/untpolicy/pdf/6-Faculty_Affairs-Graduate_Faculty_Membership.pdf). As of Fall 2012, UNT/LIS currently has 20 faculty members. Nineteen UNT/LIS faculty members are full members of the Graduate Faculty holding permanent membership status with the right of directing master's and doctoral theses and dissertations.

and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.

The LIS faculty is comprised of a diverse group of educators and researchers who each make valuable and unique contributions to the MS program and curriculum, research productivity, and departmental activities. UNT/LIS has faculty members to teach the full curriculum and specializations as defined in the Goals and Objectives of the Department. out the 20 current faculty members, five have joined since the MS program was last reviewed in spring 2006. The UNT/LIS Faculty includes two Regents Professors, two Full Professors, 11 Associate Professors, four Assistant Professors, and one Senior Lecturer. Faculty losses are accounted for by two retirements (Barbara Stein Martin, Philip Turner), and the departure from the department of three non-tenured professors (Vandana Singh, Miguel Ruiz, and Dale Thompson). Five faculty members have the rank of Professor Emeritus and one of them is on modified service.

The UNT/LIS faculty includes Dr. Martin Halbert who serves as Dean of Libraries for the University of North Texas University Libraries. He joined the faculty in 2010 and participates in LIS governance. One faculty member, Dr. Ana Cleveland, has a joint appointment with the School of Public Health in the UNT Health Science Center. Nineteen LIS faculty members teach courses offered in the master's degree program. This number includes one full-time senior lecturer who is an associate member of the faculty and participates in all activities of the faculty. According to UNT Policy, associate members are faculty and practitioners appointed to the Graduate faculty without the right to direct master's or doctoral thesis. Dr. Lawrence Enoch, who is an Associate

Graduate Faculty member, has an appointment in the Department at the rank of Senior Lecturer. Four faculty members have joint faculty and administrative appointments and therefore reduced teaching loads. The current distribution of the LIS Faculty across ranks is noted in *Table III.1* as follows:

Table III.1 Current Rank Distribution of UNT/LIS Faculty

Faculty Rank (Total Number of Faculty Currently Holding Rank)	Faculty Member(s) Associated with Specified Rank
Regents Professor (2)	Ana D. Cleveland Herman L. Totten
Professor (2)	Brian O'Connor Suliman Hawamdeh
Associate Professor (11)	Yvonne J. Chandler Jianping Chen Yunfei Du Elizabeth Figa Martin Halbert Shawne Miksa William Moen Guillermo Oyarce Miguel Ruiz* (2011) Linda Schamber Barbara Schultz Jones Maurice Wheeler
Assistant Professor (4)	Janet Hilbun Jeonghyun Kim Daniella Smith Dale Thompson* (2012) Oksana Zavalina
Lecturer (1)	Lawrence Enoch
Retired/Modified Service (2)	Barbara Martin
Professor Emeritus (3)	Donald Cleveland Barbara Stein Martin Philip Turner

Last Held Rank of Departed Faculty Member

The faculty of the UNT/LIS include scholars pursuing research and teaching in the majority of the areas identified by the Association of Library and Information Science Education on the LIS Research Areas Classification Scheme that is published on the ALISE website at (http://www.alise.org/index.php?option=com_content&view=article&id=487)
The University also includes the research and areas of expertise for faculty on the Faculty Profile System. Appendix 30 illustrates the areas of research, study, and teaching identified by the UNT/LIS faculty.

Programs of Study and Graduate Academic Certificates

The Programs of Study are intended to prepare graduates to succeed in a wide range of positions and information settings in both private and public organizations. They serve as advising guides for students. Each student works with a faculty advisor to create an individualized program reflecting the student's career goals. The Programs of Study are useful to provide guidance for both the advisor and the student when selecting courses during their matriculation. An individual LIS faculty member is in charge of each Program of Study. All thirteen Programs of Study are directed by LIS faculty. The faculty members and their Program of Study are listed in Table III.2.

Table III.2 Programs of Study and Faculty Director

Major	Program of Study	Faculty Director
Information Science and Library Science	General Program of Study	Yunfei Du
Information Science and Library Science	Archival Studies and Digital Image Management	Brian O'Connor
Library Science	Distributed Learning Librarianship	Philip Turner
Information Science and Library Science	Health Informatics	Ana Cleveland
Information Science and Library Science	Information Organization	Shawne Miksa
Information Science and Library Science	Information Systems	Guillermo Oyarce
Library Science	Law Librarians and Legal Informatics Specialist	Yvonne J. Chandler
Library Science	Youth Librarianship	Elizabeth Figa

LIS faculty also offers five Graduate Academic Certificates designed by the University for people who want to enhance job skills, pursue a different career path or simply explore new topics of interest. LIS faculty member teaching in this area of specialization defined by the GAC supervises the completion of the required courses for the certificate. The faculty member selects the required courses to be completed and approves any changes or exceptions for students. The Certificates required completion of between three courses (nine hours) or four courses (twelve hours) to earn. All Graduate Academic Certificate Programs are directed by LIS faculty (Table III.3).

Table III.3 Graduate Academic Certificates and Faculty Advisor

Graduate Academic Certificates	Faculty Advisor
1. Advanced Management in Libraries and Information Agencies	Maurice B. Wheeler
2. Digital Content Management	Jiangping Chen
3. Leadership in Professional Development in Technology for Schools	Barbara Schultz Jones
4. Storytelling	Elizabeth Figa
5. Youth Services in Libraries and Information Agencies	Elizabeth Figa

Size of the LIS Faculty

The LIS faculty are well qualified and productive in accordance with Standard III on Faculty and dedicated to executing the goals and objectives of the program. The department adheres to University, College, and Department policies and procedures for hiring and evaluating faculty. The faculty is sufficient in number to support the teaching, research, and service for the master's degree program. The current enrollment of the MLS program is 717 students. The faculty/student ratio of UNT/LIS is 38. While the faculty/student ratio is still comparatively high to similar MLS programs, the size of UNT/LIS faculty has increased 20% (from 16 to 20 full time faculty members) since the last COA visit in 2006. At the same time, the student enrollment decreased slightly, about 3% (from above 771 to 717). Of the LIS schools compared with the UNT/LIS program, nine have large enrollments with Master's students in LIS or IS degree programs of over 500 (Table III.4).

The faculty continues to work on balancing the workload among all faculty members across teaching, research, and service to align departmental needs and the knowledge and skill inventory of individual faculty members. Workload assignments take into account various faculty teaching, research and service efforts, master's and doctoral students' advising, class sizes, and responsibilities of cohort directors. Table III.4 presents faculty and student body size of schools with comparable programs to LIS based on ALISE 2012 data.

Table III.4 LIS Faculty and Student Enrollment

School	Faculty	MLS Students	MS IS Students	Total MS Students	*Internet & Blended Courses
University of North Texas	19	595	222	717	68
Kent State	19	599		599	_
Simmons College	23	729		729	17
Wayne State	13	532		532	120
San Jose State University	24	2,135		2,135	217
Drexel	46	623		623	-
Florida State	31	497		497	86
Syracuse	44	131		131	0
UT Austin		245		245	15
University of Illinois	26	618		618	118
Clarion	12	509		509	109
Dominican	16	452		452	16
Indiana	26	490		490	43
Pittsburg	29	311		311	74
Rutgers	24	383		383	21
Wisconsin-Milwaukee	34	586		586	149
Texas Women's	15	422		422	34

Faculty Advising Support

Since the last accreditation visit in 2006, LIS has made a number of changes to support faculty workload in order to assist their efforts to conduct research and publications. Enrollment size, unequal distribution of workloads and the demands of online teaching and advising were identified as a need to be resolved in order to retain an energetic, involved, and enthusiastic faculty. A faculty members' advising load depended on the size of the POS with which they are associated, along with their own individual commitments to recruitment, placement, and doctoral advising.

The need to assist faculty members with the demands of teaching, advising, and working with students was identified and addressed in the LIS Working Plan. The recommendation in the Plan was to ensure that full-time faculty productivity would be continued through the provision of appropriate and sufficient resources including all appropriate human and emerging

technologies and innovative instructional methods. In addition to hiring five new faculty members, the need for a faculty support office to communicate with and assist students was created. To address the large student enrollment to faculty ratio along with the need to balance other faculty responsibilities, an Advising Office was created with two full time advisors and supporting staff. This office allows faculty to remain involved and connected with students. The Advising Office meets a number of needs for both faculty and students. The Office provides academic advising, technical support, and answers other student life questions for our majority of online students as well as full time campus-based students. Advising and interaction with cohort students by the directors is still in person during the two required Web Institute weekends where the MLS program is introduced to the students pursuing the distance education program. These students are also supported by the work of the Advising Office in coordination with the faculty cohort directors.

Considering the significant changes in communication patterns brought about by distributed learning, particularly the massive transition to asynchronous email, it is remarkable that the perceived accessibility of faculty and staff has remained relatively high. The Department traditionally takes pride in faculty and staff responsiveness to students and effectiveness of advising. In the End of Program (EOP) Survey results from 2006 to 2012, students (n=2,136) strongly agreed or agreed that they were properly guided in selecting courses by their official advisors (74.0%) or by faculty and staff other than their official advisors (66.4%; 25.2% giving no opinion). Similarly, students (n=2,136) were satisfied (60.2%; 25.0% giving no opinion) with career guidance provided by faculty and staff.

Table III.5 indicates that in the last seven years, face-to-face meetings between students and faculty continue to be lower than 3%, whereas email exchanges between accounted for 95%, with from 17.9% - 23% outside WebCT and 75.2%-72.3% inside WebCT or Blackboard. The figures for staff members are similar except for a higher percentage of telephone and WebCT communications. This is not surprising in that Advising Office staff and teaching assistants serve as the real-time front line for department and course help and information. Satisfaction with faculty participation in, or encouragement of, student extracurricular professional activities was lower (53.69%, 37.9% giving no opinion).

Table III.5 Chief Methods Used to Communicate With Faculty and Staff: 2006-2012

Method	Faculty		Staff	
	2006-2007 (n=719)	2011-2012 (n=494)	2006-2007 (n=721)	2011-2012 (n=494)
In person	2.6%	1.6%	4.7%	1.8%
Telephone	2.6%	2.8%	10.5%	23.5%
Email (outside WebCT)	17.9%	23.0%	20.8%	37.9%
Email (inside WebCT)	75.2%	72.3%	63.1%	36.4%
Mail	1%	0%	1%	0%
Fax	0%	0%	0%	0%

Note. From responses to End-of-Program Questionnaire. Students and faculty use all methods, but questionnaire items allow choice of only one chief method

Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty.

The UNT/LIS program does depend on a range of part-time or adjunct faculty to teach in areas that complement the teaching competencies of the full-time faculty, enriching the quality and diversity of the MS program. Some part-time faculty have an ongoing relationship with LIS (emeritus faculty, doctoral students, academic professional staff, Dallas and Houston metroplex library practitioners, and members of the Advisory Board). Other part-time faculty (UNT Library faculty, other UNT staff, professionals from the Dallas Public Library, University of Houston, University of Texas Southwestern) are drawn from the local areas of the Dallas Metroplex, Houston, the cohort locations, and across the country.

Team Approach

The UNT/LIS program experienced significant enrollment and growth between 2000 and 2006 during the last accreditation review period. The most significant growth was in the school library certification program that at its highest enrollment comprised nearly half the Master's Program student body. As a method for handling large classes while maintaining quality control, a number of full-time faculty members maintained a team approach to course management. The team approach was used for all seven courses in the School Librarianship Program of Study. This approach made creative use of subject experts and skilled support people who worked in faculty-supervised teams for teaching and support. Depending on the demands of the course, the teams consisted of various combinations of full-time faculty as managers and instructors, part-time faculty and practitioners, and student teaching assistants.

The team approach enables faculty to provide individualized learning experiences in large classes. Large classes were divided into smaller groups of about 30 to 40 students, a size comparable to that of many traditional lecture classes. Team members were assigned to the smaller groups to interact with individual students in providing instruction, advice, and technical support. Many classes are further divided into small discussion or work groups of about 10 students each. As enrollment has leveled off during the past few years, the number of classes using the team management approach decreased. Currently the School Librarianship master's and certification program utilizes a group of seven library professionals as adjuncts for the program. These teachers have long time relationships with the program and years of experience teaching the classes in the program.

Adjuncts and Part-time Teachers

The largest proportion of part time adjunct professors contribute to the delivery of the MS program by teaching online. Part-time faculty teach courses about music libraries, rare books, preservation, medical informatics, copyright, database technology, government documents, business information, economics of information, and telecommunications.

The Department is fortunate to have programs located in two of the largest metropolitan areas in the nation, Dallas and Houston. In addition, LIS has

tremendous access to potential instructors through its huge network of top-level information professionals in the major cities that host the Master's Program in Atlanta, Los Angeles, the western states, and the Virginia area.

The Dallas/Fort Worth Metroplex is home to two of the five largest public universities in the state (UNT including the UNT Health Sciences Center and UT Arlington), as well as several other colleges and universities (Southern Methodist University and Texas Christian University), two major public library systems (Dallas and Fort Worth), two law schools (Southern Methodist University and Texas Wesleyan University School of Law (will become Texas A&M University School of Law in June 2013), the national or regional headquarters of many Fortune 500 companies, service institutions such as law firms, advertising, and accounting companies, and many independent school districts.

The growth in enrollment of the Houston program has allowed the Department to offer more courses in that city via face-to-face and distributed learning methods. Professionals from the Houston area serve as part-time instructors. As the fourth largest city in the country, the Houston metropolitan area offers a community of readily available professionals due to the large number of universities, colleges, corporations, museums, public library systems, medical centers and research institutions, and hundreds of school libraries. The UNT/LIS program has a longstanding relationship with members of the professional community working in libraries and systems in the Houston community. These institutions include the Houston Public Library, Harris County Public Library, Houston Public Schools, Montgomery County Library System, Houston Independent School District, Houston Area Law Librarians, University of Houston, and Texas Southern University. The University of Texas–M.D. Anderson Cancer Center has proven to be a particularly fruitful source of instructors for the Health Informatics Specialist Program of Study.

Cohort Sites

Each of the cohort locations has a professor who is in charge of maintaining and developing relationships with the professional community, alumni, and recruiting new students (Table III.6). They identify interested and qualified professionals and work with them to develop courses and deal with problems. Strong relationships are forged by LIS faculty members at each of the Cohort sites that have yielded many positive partnerships and experiences for the MLS program and the University. Our continuing relationship with the Nevada State Library and the major libraries in Las Vegas – the Las Vegas Clark County Library System and the University of Nevada Las Vegas led to a second grant awarded from the IMLS Laura Bush 21st Century Librarian funds. These grants proved to be the stimulus for the establishment of the Nevada/Utah Cohort program that has sustained with three more cohort classes offered in 2006, 2007, 2009, and 2011. A new cohort is being recruited to begin classes in summer of 2013.

Two other cohorts, established with IMLS funds, have demonstrated sustainability for LIS. The Georgia Cohort program was started with the impetus of an IMLS grant that was developed through a partnership with Emory University and the Atlanta University Center Robert W. Woodruff Libraries. A third cohort class was started in 2012. In addition, after working with UNT/LIS on this grant, Dr. Martin Halbert who was on the library faculty at Emory University, became the new Dean of Libraries at UNT and joined the UNT/LIS faculty. He has worked to develop other funding opportunities with faculty that has developed new programs such as the Digital Curation

curriculum. The SWIM Cohort, representing the states of South Dakota, Wyoming, Idaho, and Montana, Cohort was also begun with support from IMLS through a partnership with UNT/LIS and the state libraries of each of the four states. LIS faculty have established strong contacts with libraries in the four states including; Montana State University – Billings, Twin Falls Public Library, and the University of Montana – Missoula. A second cohort began classes in Fall 2012.

Cohorts have also been sustained for multiple years in the Los Angeles and Virginia areas. The relationships developed with libraries and the professional community includes support and assistance from the aforementioned libraries that LIS has partnered with as well as other institutions including; Brigham Young University, the State Library of Utah, Utah Valley University, the Salt Lake Public Library System, California State University Northridge, and James Madison University Library.

Table III. 6 Cohort Location and Faculty Directors

Cohort Locations	Faculty Member
Georgia	Yvonne J. Chandler
Greater Los Angeles – Calif. State Univ. Northridge	Philip Turner
Nevada/Utah	Yvonne J. Chandler
Pacific Region – Library Education for the American Pacific	Yvonne J. Chandler
South Dakota, Wyoming, Idaho, and Montana (SWIM)	Yvonne J. Chandler
Virginia	Philip Turner

Over the years, the Department has taken advantage of the rich communities of professional librarians in the large cities it serves outside of the home state of Texas. Relationships are maintained with the professional communities in Los Angeles, Atlanta, Las Vegas, Salt Lake City, Billings, and other areas that enrich the MLS program in the cohort sites. Library professionals in the cohort areas are advisors on the community, teach classes, act as guest speakers, offer lectures, provide mentoring and practicum experiences to students, and provide leadership and support to the LIS program. All of the cities can be and have been mined for potential instructors. Several prominent local leaders in the information professions from these cohort locations sit on the department Board of Advisors
 (http://www.lis.unt.edu/main/ViewPage.php?cid=219).

Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

The largest proportion of part-time adjunct professors contribute to the delivery of the MS program by teaching online. Part-time faculty teach courses about music libraries, rare books, preservation, medical informatics, copyright, database technology, government documents, business information, economics of information, and telecommunications,

The UNT/LIS harmoniously utilizes a blend of experienced and knowledgeable library and information science professionals to augment the expertise and specializations of the full-time and tenured faculty members. The faculty recognizes the desirability of having a larger proportion of courses taught by full-time faculty, particularly the value of having full-time faculty with

responsibility for core areas of the curriculum. The UNT/LIS faculty has continuously agreed that all core courses will be taught by full-time tenured or tenure track faculty members or lecturers. Each of the programs of study is also directed by a full-time faculty member to insure quality and stability in the program.

Table III.7 Percent of Master Level Courses Taught by
Full-Time vs. Part-Time Faculty

Term	# Taught by FT	# Taught by ADJ	# Taught by FT/ADJ	Total % of FT/ADJ/FT-ADJ
Fall 2006	25	21	4	50%/42%/8%
Spring 2007	30	15	6	59%/29%/12%
Summer 2007	31	15	0	67%/33%/0
Fall 2007	35	15	0	70%/30%/0
Spring 2008	41	12	1	76%/22%/2
Summer 2008	30	19	3	58%/37%/5%
Fall 2008	30	18	9	53%/32%/15%
Spring 2009	32	27	7	48%/41%/11%
Summer 2009	26	27	6	44%/46%/10%
Fall 2009	31	19	1	61%/37%/2%
Spring 2010	32	23	13	47%/34%/19%
Summer 2010	30	29	8	45%/44%/11%
Fall 2010	30	24	9	48%/38%/14%
Spring 2011	32	30	11	44%/41%/15%
Summer 2011	32	26	4	52%/42%/6%
Fall 2011	30	26	8	47%/40%/13%
Spring 2012	34	29	7	49%/42%/9%
Summer 2012	36	32	7	48%/43%/9%
Fall 2012	35	24	8	52%/36%/12%

FT – Courses taught by a Full Time DLIS faculty member
FT/ADJ/FT – Courses taught by an adjunct professor supervised by a DLIS full time faculty member
ADJ – Courses fully taught by an adjunct professor
FT/ADJ/FT-ADJ – Percentages of all types of teaching of DLIS courses

Table III.7 notes the proportion of all sections of MS courses taught by full-time faculty vs. the proportion taught by all categories of part-time faculty over the past twenty terms (with all Maymester, Summer I and Summer II classes and sections combined). This data illustrates that UNT/LIS courses taught by

part-time adjuncts is in balance to those taught by a full-time faculty member. Slightly more summer courses are taught by part-time faculty because full-time faculty generally devote summers to their research and publication efforts.

Table III.8 Adjunct Faculty and Doctoral Students

Organization Affiliation	Names of Adjuncts
UNT/LIS Emeritus or Retired Faculty Members	1. Dr. Donald Cleveland 2. Dr. John Corbin 3. Dr. Barbara Stein Martin
UNT/LIS Alumni	1. Dr. Daniel Alemneh 2. Dr. Sharon Jenkins 3. Dr. Rich Anderson 4. Dr. Margaret Carroll 5. Constance Coyle 6. Teresa Dahlstrom 7. Dr. Gale Hannigan 8. Stephanie Fulton 9. Wylaina Hildreth 10. Valli Hoski 11. Dr. Lynne Simpson 12. Sara Jones 13. Kimberlee Long 14. Dr. Agnes Goz Pearcy 15. Dr. Jodi Philbrick 16. David Whelan
UNT University Libraries Professional Staff	1. Gayla Byerly 2. Melody Kelly 3. Frances May 4. Dr. James Morris Martin 5. Will Senn 6. Jennifer Sheehan 7. Beth Thomsett Scott 8. Randall Wallace
UNT/LIS Doctoral Students [assignment to teach MS courses based on special expertise of the student]	1. David Denny 2. Toby Faber 3. Michael Pullin
Adjunct Faculty Dallas/Fort Worth, Houston, or Other Metropolitan Area LIS Professionals – School	1. Maribel Garzo Castro 2. Deborah Jennings 3. Marilyn Joyce 4. Nancy LaCrone 5. Kathy Royall 6. Christopher Salerno
Public	1. Eva Poole
Academic	1. Sharon Almquist 2. Walter Betts 3. Dr. Tyrone Cannon 4. Jimmy Newland
Special	1. Katherine Chaumont 2. Denise Chochrek 3. Deborah Halsted 4. Kristie Holmes 5. Mon Yin Lung 6. Dr. Florence Mason 7. Mary O'Connor 8. Dr. Timothy Stettheimer

Courses taught in the master's program by part-time adjunct faculty include those listed in Appendix 33. These courses were taught during the period Fall 2006-Fall 2012. An asterisk indicates that the faculty member developed the course, reflecting his/her special areas of expertise.

Part-Time Faculty Selection

Part-time faculty are selected based on domain expertise and teaching ability; many are accomplished alumni of the UNT/LIS program and thus already have an understanding of LIS program goal objectives. Part-time faculty who have taught Master level courses for us in the period Fall 2006-Fall 2012 are listed in Table III.8. The list reflects the nature of their affiliation.

Supporting the adjunct and part-time instructors was identified by the LIS faculty as an ongoing initiative in the Working Plan. The LIS faculty continues to use the Team Approach model to support adjunct instructors and to maintain quality and consistency in the program which uses a lead faculty member to work with adjuncts (Appendix 5). Other support systems have also been started to support these important members of the Department's instructional team including getting their input in the planning process.

Standard III.2.1
The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions;

The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions

The faculty of UNT/LIS is comprised of a group of diverse scholars with specializations reflecting the interdisciplinary nature of the library and information sciences field. The interdisciplinary approach to professional education of the master's degree shapes the selection and appointment of faculty as well as the research and other creative activities of professors. Candidates for faculty positions are evaluated in terms of their potential for success in teaching, research, and service.

The LIS Guidelines for Promotion and Tenure clearly spell out the criteria considered for promotion, with high expectations for research (strong evidence of research productivity; significant impact on the field of LIS; an intellectual and professional identity and a cohesive body of research), teaching (including classroom teaching, mentoring, and course and curriculum development), and service (including evidence of the quality and impact of service activities, with particular attention to relation to research and teaching in the case of public and professional/ disciplinary service). Faculty are encouraged to be leaders through innovation in teaching, research, and service. The LIS Department Promotion and Tenure Guidelines (*Appendix 4*) clearly detail the criteria for promotion and tenure. Each candidate must present strong evidence of research productivity, excellent teaching, and significant involvement in service to the department, the university, and the profession. Since 2006, five faculty members have received promotion in rank and tenure. During this time, all of the department's recommendations to the Provost regarding tenure and promotion were granted. One faculty member, Dr. Ana Cleveland, was awarded the Regent's Professorship.

Sources of evidence:

- UNT/LIS faculty CVs (see *Appendix 18*)
- Tenure Review Procedures - Retention, Promotion and Tenure Committee, College of Information, December 21, 2009
- University of North Texas College of Information Charter, May 3, 2012

Standard III.2.2
by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

by encouragement of innovation in teaching, research, and service;

UNT/LIS continues to be a leader on the University of North Texas campus in innovation in teaching. The School of Library and Information Sciences, now Department of Library and Information Sciences, was a leader on the campus in the development of the highly successful distance learning programs now offered by programs and departments across the UNT campus. The UNT/LIS faculty has partnered with other colleges, departments, and the University Libraries to develop new graduate master's and doctoral programs, courses, revisions of existing courses, innovative curriculum development, and groundbreaking cohorts.

Two examples are initiatives undertaken in partnership with the University Libraries with support from IMLS grants. One innovative project led to the creation of a new curriculum in digital curation and preservation that has now been implemented with the courses being offered in the UNT/LIS Master's Program and internship experiences. A second successfully created a new distance cohort in the Pacific Islands that is offering education for the master's degree to a first generation of indigenous populations in the U. S. Affiliated Pacific Islands.

and through provision of a stimulating learning and research environment.

Innovation in Faculty Research

Faculty research is given high priority at SLIS and UNT. An ongoing effort articulated by the LIS faculty in the Working Plan was to increase the level of external grants and research funding by all LIS faculty. The Plan included recommendations to develop strategies to encourage increased faculty research productivity to strengthen faculty research development efforts such as; supporting participation in intramural programs, collaboration, and faculty research using doctoral students. The range of funded research projects is one indicator of the innovation that characterizes the research undertaken by UNT/LIS faculty. A review of resumes of UNT/LIS full-time faculty demonstrates the range of expertise and activities that contribute to making UNT/LIS an exciting, stimulating, and innovative learning and research environment.

The UNT/LIS research strategy is supported by the Texas Center for Digital Knowledge. Establishment of the TXCDK Center and its services was defined as a goal in the Working Plan. All faculty have access to a variety of research services. One purpose of TxCDK is to work with faculty in developing and managing proposals and funded grants. For external grants, the UNT Office of Research Services provides grant development assistance, official university endorsement of proposals, and liaisons with other university units involved in grants administration.

A grant officer is now supported by the UNT Office of Research Services and is housed directly in each College on the campus. The grant officer provides grant support and budget management assistance. With this level of support, LIS faculty have been enormously successful at obtaining teaching and research grants from internal and external sources. Specific research activities are described below.

The Texas Center for Digital Knowledge (TXCDK) plays a leading role to support the scholarship and research of LIS faculty members through programs such as "Research Fridays." Once a month TXCDK sponsors a Friday afternoon seminar jointly for both the LIS and the Department of Learning Technologies faculty members to discuss various research topics. These meetings provide a valuable opportunity for LIS faculty to hear about new projects and experiences. LIS faculty have collaborated with professors from LT to produce many publications. For example, Dr. Demetria Ennis Cole, Associate Professor and Dr. Daniella Smith published a well-received paper on assistive learning and autism.

Senior faculty work with junior faculty on research projects including opportunities such as grants and research clusters. A monumental grant for the state of Texas and libraries was a collaboration between the COI Dean, Dr. Herman Totten, and Assistant Professor Yunfei Du who is the principal investigator. The grant, Promoting & Enhancing the Advancement of Rural Libraries (PEARL), was funded for $1.6 million from the Ruby Priddy Charitable Trust. This grant was the second highest award received by UNT in 2010 and Dr. Du was nominated for the Competitive Funding Award given by the Office of Research Services.   In a grant awarded in 2008 from IMLS, the Dr. William Moen, Associate Dean and Director of the TXCDK is collaborating with Assistant Professor Jeonghyun Kim on the "Digital Information Management and Curation for 21st Century Science and Scholarship." These two faculty members have created a new curriculum that is being offered in the Department. Faculty at all ranks are working together on proposals such as Regents Professor Ana Cleveland, Associate Professor Yvonne Chandler, and Assistant Professor Daniella Smith who jointly submitted a grant to IMLS in September 2012.

All LIS faculty have access to intramural funding offered by the Office of Research and Economic Development and the Office of the Provost to fund research, scholarly and creative projects. The University awards a number of funding opportunities including the Research Initiation, Research Opportunity Program, and Research Enabling grants. The Junior Faculty Summer Research Grants are sponsored by the Office of the Provost. These grants provide funding to stimulate and aid the initiation of research for junior faculty, seed money to develop pilot-data and/or conduct preliminary research that shows a high potential for attracting and maintaining funding from external agencies, summer salary support, and monies for research and scholarly activities for which extramural funding is not available. A number of LIS faculty have received intramural funding awards including Dr. Oksana Zavalina, who has received two Junior Faculty Summer Research Fellowships and a Research Initiation Grant (See appendix 35 for complete listing).

The LIS faculty is committed to continue to improve all research efforts and opportunities. Faculty will continue to be encouraged to collaborate with faculty from other departments in campus-wide interdisciplinary research projects and clusters. Incentives and awards for faculty research, grant writing, and publication of collaborative efforts will be supported. Faculty will be particularly encouraged and supported to offer more research and project experiences for online students that will improve their educational experience with more faculty interaction.

Standard III.3
The school has policies to recruit and retain faculty from diverse backgrounds, Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The school has policies to recruit and retain faculty from diverse backgrounds.

The department and the college adheres to university policies and procedures concerning personnel at all levels. The University of North Texas is committed to increasing the diversity of the faculty. As part of each faculty search, the department has actively sought applicants from diverse backgrounds. The Office of Equal Opportunity and Access provides training and assistance and also has a search manual governing procedures for advertising, recruitment, and interviewing for academic searches. In accordance with university policy, all advertising for faculty positions carries appropriate language to encourage applicants with multicultural, multiethnic, and multilingual backgrounds.

Faculty Searches

In SLIS faculty searches, advertisements are placed in appropriate professional journals, multicultural faculty in other institutions are contacted for suggestions, and letters of invitation to apply are sent to identifiable African Americans, Hispanics, and other culturally diverse potential applicants.

Diversity Among Faculty

UNT/LIS continues to be one of the most diverse Departments on the UNT campus. The department has a long tradition of having members of underrepresented populations on its faculty. In 2005, out of 15 full-time professors, the ethnic composition was 9 white, 3 African American, 2 Hispanic, and 1 Asian. One of the African American professors was a Regent's Professor. The other was successfully promoted and tenured during the next year. Since 2006, 2 Hispanic and 1 African American professor have joined the faculty. Currently the ethnic composition of the faculty is 4 African Americans (of which one is a Regents Professor and 2 are tenured Associate Professors), 2 Hispanics (one is Regents Professor and the other a tenured Associate Professor), and three Asians (two are tenured Associate Professors). These proportions make the SLIS faculty the most diverse faculty among all major academic units at the university.

The diversity of the LIS faculty is also comparable or more representative than faculty at all LIS programs reporting to ALISE. The majority of the UNT/LIS faculty is diverse, comprised of Hispanic, Asian, African American or International educators from Russia and Jordan. Fifty-five % of the LIS faculty is diverse. The percentage of faculty members at all LIS programs reporting to ALISE for the ethnic groups comprising the UNT/LIS faculty is much smaller. Table III.9 illustrates the comparison of the LIS faculty to all LIS faculties. The number of ethnic minorities that are on the LIS faculty on all LIS faculty's totals 176 out of 799 faculty members for a percentage of 22.0%.

Table:III.9 Ethnicity and Rank of Current Full-Time Faculty as Compared to All LIS Faculty – LIS/ALISE

Rank	HIS.	AP	AA	WH	INT.	Total
ADMIN.	0/2	0/3	1/1	0/40	1/0	46
PROF.	1/6	0/20	0/6	1/153	0/0	2/185
ASSO.PROF.	1/7	2/23	2/14	6/182	0/6	11/232
ASST. PROF.	0/10	1/47	1/21	1/191	1/7	4/269
LEC.	0/6	0/3	0/3	1/45	0/0	1/57
Total LIS (N=20)/ ALISE (N-48)	2/32	3/97	4/45	9/623	2/13	20/799
%	10.0/3.32	15.0/10.05	20.0/4.66	45.0/64.56	10.0/1.35	55.0%/22.0

Source: ALISE 2012 report

Faculty Abbreviations	Ethnicity Abbreviations
Deans & Directors: ADMIN	Hispanic: HIS
Professors: PROF.	Asian or Pacific Islander : AP
Associate Professor: ASSOC. PROF..	Black or African American: AA
Assistant Professor: ASST. PROF..	White: WH
Lecturer: LEC.	International: INT

Gender Composition of Faculty

The gender composition in 2005 was 9 female and 6 male faculty members. Currently in 2012 the composition is 11 female and 10 male professors. The faculty includes 2 fluent speakers of Spanish, 2 Chinese, 1 Korean, 1 Russian and Arabic.

Diversity Recognition

Most telling of the LIS commitment to diversity on the faculty is that the college is the home of the Hazel Harvey Peace Professorship in Children's Library Services. In 2004, UNT's School of Library and Information Sciences began a campaign to raise $350,000 for an endowed professorship to honor Fort Worth resident Hazel Harvey Peace, a longtime educator and advocate of children's literacy for decades, even after teaching her last English class. Peace's friends and former students at I.M. Terrell High School assisted in creating the endowment.

In 2007, to honor Peace on her 100th birthday, SLIS announced Barbara Stein Martin, a faculty member since 1984, as the first Hazel Harvey Peace Professor in Children's Library Services. The professorship is the first at a four-year public university in Texas to be named for an African-American woman. The Department and the College also succeeded in attracting international faculty in the last hires from Korea, Ukraine, and Jordan.

Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

All guidelines regarding faculty review are published and made available to faculty from the beginning of their employment. The University faculty success website provide detailed information on tenure and promotion policies, document and forms (http://facultysuccess.unt.edu/tenure-and-promotion). These personnel policies and procedures are widely available and promoted within LIS, COI and UNT as part of the normative institutional documentation. Appropriate archived copies of the latest versions of these documents are accessible and maintained by appropriate organizational mechanisms. This body of policies and procedures are reviewed in appropriate cycles to ensure their relevance. The department's Charter provides the structure wherein changes can be made.

All guidelines regarding faculty review are published and made available to faculty from the beginning of their employment.

Standard III.4
The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching,

The faculty are recognized experts in the areas in which they teach. Faculty have knowledge of technology as it relates to the content of their designated teaching areas as well as with respect to its use in instruction. With regard to the use of technology in teaching, faculty have access for all courses to the infrastructure initially developed to support distant learning courses and to instructional technology staff who can aid them in its effective use. There is a full time instructional technology staff person housed in the Department to assist faculty.

There is a strong emphasis on quality of teaching by the university. Moreover, the state of Texas requires the evaluation of teaching. In Fall 2008, the UNT Student Evaluation of Teaching survey (SETE) was created by the UNT Provost Office, Faculty Senate, Institutional Research and Effectiveness, and other campus units. The SETE system was designed to capture student evaluations at the end of each semester. SETE is intended to produce valid scores for measuring teaching effectiveness on a scale that crosses all course sections at the University of North Texas. It has been used campus wide since then. A detailed description of and analysis about SETE is available at (http://sete.unt.edu/). All evaluations are strictly private. All instructors are required to use the SETE system as a tool for student feedback on instruction. The evaluation results are sent to administrators and to the individual faculty responsible for each course.

With regard to the use of technology in teaching, faculty have access for all courses to the infrastructure initially developed to support distant learning courses and to instructional technology staff who can aid them in its effective use. There is a full-time instructional technology staff person housed in the department to assist faculty. There is a strong emphasis on quality of teaching. All instructors are required to use the SETE system as a tool for student feedback on instruction.

UNT/LIS faculty are active in a variety of local, state, and national professional associations related to their areas of teaching and research. A

review of current faculty CVs demonstrates the interdisciplinary character of this activity.

Full-time LIS faculty members are active in the American Library Association (including a wide variety of divisions and round tables.   Assistant Professor, Dr. Daniella Smith, is a newly elected member of the ALA Council), American Society for Information Science and Technology, Association for Library and Information Science Education, International Federation of Library Associations, Medical Library Association, American Association of Law Libraries, and Special Libraries Association. Other associations in which one or more faculty members participate include: , American Medical Informatics Association, Association for Computing Machinery, International Society for Knowledge Organization, Association of Internet Researchers, IEEE, International Communication Association, International Foundation for Multi-Agent Systems, International Reading Association, Children's Literature Association, and the National Reading Conference.

Many of the LIS faculty are active members of the international professional associations. Dr. Suliman Hawamdeh, the department chair is a well know expert in the field of knowledge management and an active member in the International Council on Knowledge Management (ICKM). Dr. Barbara Schultz-Jones and Dr. Ana Cleveland are active member of IFLA.

Faculty members are also active participants in state and local organizations and hold leadership positions at the highest levels. Yvonne Chandler is the President Elect of the Texas Library Association for 2013 – 2014.

Standard III.5 *For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.*	***For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.*** The University of North Texas is a major research university and all of the LIS faculty members are actively engaged in research and publication. In the area of research, LIS faculty continue to bring significant external funding, as well as visibility and prestige, to UNT in their areas of specialization and study. Current research strengths and areas of specialized study for LIS Faculty are identified on the LIS (http/www.lis.unt.edu) web site and are listed in the UNT Faculty Profile System. Appendix 30 identifies the research areas of LIS faculty members according to the ALISE Areas of Research. The Spring 2010 issue of the college's alumni magazine, *Call Number* (www.coi.unt.edu/press/), was devoted to research accomplishments of faculty and alumni. William Moen, LIS associate professor and associate dean for research was among the top 15 in funding received on the UNT Campus in 2010. Table III.10 details the number of publications, presentations, panels, and other scholarly productivity by LIS faculty since 2006.

Record of Accomplishment in Funded Research

LIS faculty members assisted in securing nearly $6 million dollars in external funding for UNT during this 7 year period (*Appendix 9*) through 36 submitted and 16 funded proposals. The appendix also indicates an increasing trend in the amounts of awards being secured. UNT/LIS faculty members have experienced a high rate of success with 43% of proposals being awarded

Table III.10 Faculty Scholarly Productivity

Type of Scholarly Work	Total
Books	19
Book Chapters	30
Journal Articles	104
Proceedings	60
Papers and Presentations	265
Invited Papers	36
Posters	29
Panels	12
Editorial Roles	45
Grants Funded	50
Proposals Submitted - Unfunded	21
Consultant/Accreditation Visitor	11

Grant Funding

LIS faculty have been successful in competing for major grants from a variety of federal agencies and foundations. The Special Area of Emphasis provides details on the IMLS grants received under the Laura Bush 21st Century Librarian program (http://www.imls.gov/applicants/grants/21centuryLibrarian.shtm).

Appendix 9 provides a listing by funding agency of sponsored projects external funding activities by LIS faculty members from. LIS faculty members assisted in securing nearly $6 million dollars in external funding for UNT during this 7 year period. They were responsible for submitting proposals in excess of $15 million dollars during the same period. Appendix 9 also indicate an increasing trend in the amounts of awards being secured.

The College of Information is the home of one research center - the Texas Center for Digital Knowledge. The mission of the Texas Center for Digital Knowledge (TxCDK) is to stimulate and support interdisciplinary research encompassing theoretical frameworks and practical applications that can enhance the creation, storage, organization, retrieval, use, and evaluation of information in a wide variety of digital formats. TxCDK brings together researchers from multiple disciplines to enhance the relationships between individual knowledge workers and the technology-based environments in which they work to advance today's global knowledge economy.

Standard III.6.1
The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to

The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content.

The faculty profile in American academia and at UNT/LIS has become more multidisciplinary as new hires and joint appointments introduced new areas of expertise to supplement the department's traditional strengths in core areas of

conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

library science. This has enabled new courses to be introduced to the MS program and has enhanced interdisciplinary linkages across the campus. Table III.11 provides a list of LIS advance degrees and the diverse granting institutions.

Table III.11 Current LIS Faculty – Degree and Granting Institutions

Faculty Member	Highest Degree Earned	Year Granted	Institution Granting Degree	Field of Study
Yvonne J.Chandler	PhD	1995	University of Michigan	Information Studies
Jiangping Chen	PhD	2003	Syracuse University	Information Transfer
Ana Cleveland	PhD	1976	Case Western Reserve University	Information Science
Yunfei Du	PhD	2003	University of North Texas	Information Science
Larry Enoch	PhD	1992	University of North Texas	Library Science
Elizabeth Figa	PhD	2002	University of Illinois at Urbana-Champaign	Library and Information Science
Martin Halbert	PhD	2006	Emory University	Information Science /Interdisciplinary Liberal Arts
Suliman Hawamdeh	PhD	1989	University of Sheffield	Information Studies
Janet Hilbun	PhD	2004	Rutgers University	Library and Information Studies
Jeonghyun "Annie" Kim	PhD	2006	Rutgers University	Library and Information Studies
Barbara Stein Martin	PhD	1982	North Texas State University	Education/Library & Information Science
Shawne Miksa	PhD	2002	Florida State University	Library and Information Studies
William Moen	PhD	1998	Syracuse University	Information Transfer
Brian O'Connor	PhD	1984	University of California, Berkeley	Representation of Moving Image Documents
Guillermo Oyarce	PhD	2000	University of North Texas	Information Science
Miguel Ruiz	PhD	2009	University of Iowa	Intelligent Systems and Information Retrieval
Linda Schamber	PhD	1991	Syracuse University	Information Transfer
Barbara Schultz-Jones	PhD	2007	University of North Texas	Information Science
Daniella Smith	PhD	2009	Florida State University	Library and Information Studies

Herman Totten	PhD		University of Oklahoma	Educational Media/ Library Science
Philip Turner	EdD	1977	Texas A&M Commerce	Instructional Technology
Maurice Wheeler	PhD	1994	University of Pittsburgh	Library Science
Oksana Zavalina	PhD	2010	University of Illinois at Urbana-Champaign	Library and Information Science

Intramural Research Funding

Many LIS faculty members have received intramural funding offered by the Office of Research and Economic Development (ORED) to fund research, scholarly and creative projects. UNT/LIS faculty members are also active participants in a new intramural research opportunity offered by ORED – research clusters. The UNT Research Clusters are collaborative, cross-disciplinary teams composed of leading researchers, faculty, students, and institutions engaged in seminal research and the synergistic exchange of ideas and resources. The College of Information and faculty members from the LIS are part of two interdisciplinary research clusters, Knowledge Discovery from Digital Information (KDDI) and Initiative for Advanced Research in Technology and the Arts (iARTA).

The Knowledge Discovery from Digital Information (KDDI) cluster will support basic and applied collaborative research in areas of interest to LIS faculty including information visualization, machine learning, data mining, natural language processing, Web archiving, digital curation, information retrieval, and image, audio, and video processing. The website describing the project is located at: (http://kddi.unt.edu). The Initiative for Advanced Research in Technology and the Arts (iARTA) is an innovative collaboration examining how technology and the arts come together and interact. The website describing the iARTA cluster is located at (http://iarta.unt.edu/).

The University awards a number of funding opportunities including the Research Initiation (RIG), Research Opportunity Program (ROP), and Research Enabling (REG) grants; UAEM-UNT Research Seed Fund (UAEM); and Junior Faculty Summer Research Funds (JFSRF) from the Office of Research and Economic Development and the Office of the Provost. These grants provide funding to stimulate and aid the initiation of research for junior faculty, seed money to develop pilot-data and/or conduct preliminary research that shows a high potential for attracting and maintaining support from external funding agencies, summer salary, and research and scholarly activities for which extramural funding is not available. Table III.13 details the LIS faculty members who have been the recipients of these grant awards.

Faculty have specialized knowledge covering academic program of studies. In addition to previously recognized successful programs in school libraries, law librarians, medical, information systems, public libraries and youth services. LIS department hired Dr. Yunfei Du specializing in academic libraries in 2007. Drs. Jeonghyun Kim and Moen were funded by IMLS to expand the department's digital libraries curriculum   With this funding, they have added a number of excellent courses to the curriculum concerning digital curation and preservation as well as developed the new digital content management program. LIS's rural public library project was funded by a private foundation and this new initiative paved the path to enhance the areas of teaching and research on rural public libraries.

In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field.

All faculty members are involved in academic planning and evaluation of the curricular offerings. Update and improvement of courses is ongoing. Each faculty member also maintain "close and continuing liaison with the field" through teaching, research, and professional service. Considering the faculty as a whole "the field" encompasses not only the various types of libraries, but also areas of curricular emphasis such as health informatics, youth programming, digital libraries, and data curation.

The LIS faculty hold leadership roles and participate in many collaborative projects across the University with faculty and staff from other disciplines. The participation of faculty in university-wide activities demonstrates the variety of specialized knowledge, skills and experience of LIS faculty. They are involved in governance and interact with faculty of other disciplines at the University level, serving on a wide variety of University committees. Some university leadership roles bring particular visibility to the School, such as Dean Herman L. Totten who has been serving as Vice-President for University and Community Affairs.

Maintaining "close and continuing liaison with the field" is accomplished through teaching, research, and professional service. Considering the faculty as a whole "the field" encompasses not only the various types of libraries, but also areas of curricular emphasis such as health informatics and data curation, as well as employment sectors. Faculty have close connections with school libraries (Hilbun, Schultz Jones, and Smith), public libraries (Wheeler), academic libraries (Du), medical libraries (Cleveland), law libraries (Chandler), government agencies (Moen), digital libraries (Chen, Moen, and Halbert), the cataloging and classification community (Miksa), and IT application areas such as databases or data and text mining (Oyarce), and information behavior (Schamber).

Specialized knowledge among DLIS faculty incudes Dr. Elizabeth Figa, who is a recognized expert in youth programming and storytelling. The DLIS Youth Services program, led by Dr. Elizabeth Figa is ranked number 13 among LIS programs across the nation.   She the Associate Editor of the journal, Storytelling, Self and Society: Interdisciplinary Journal of Storytelling Studies. Dr. Shawne Miksa is a nationally respected leader in the area of cataloging, metadata, and RDA development and implementation. She has been appointed to many national and international professional committees and task forces including; the ALA Task Force on Competencies and Education

for a Career in Cataloging, Volunteer and the RDA Implementation Task Force of which she was chairperson. She is a member of the editorial boards of the Journal of Library Metadata Editorial Board since 2007 and the ASIST Bulletin. Dr. Daniella Smith is an emerging scholar and developing professor in school librarianship and technology. She is the editor of AASL Essential Links and is an editorial advisor for the Evidence Based Library and Information Practice (EBLIP). Dr. Martin Halbert is the President of the National Digital Information Infrastructure and Preservation Program Meta Archive Cooperative and established the MetaArchive Cooperative (http://www.MetaArchive.org). Dr. Suliman Hawamdeh is a nationally and internationally recognized leader in knowledge management and is the editor in chief of the Journal of Information and Knowledge Management. He is also the editor of the Book Series on Innovation and Knowledge Management and is a member of the editorial board of four journals in this area including; the Journal of Information Science (JIS), the International Journal of Nuclear Knowledge Management (IJNKM),the International Journal of Applied Knowledge Management (IJoAKM) , and the International Journal of Computational Intelligence Research (IJCIR)

The faculty nurtures an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

The faculty serves as leaders and participates in a variety of interdisciplinary activities exemplified by the series of colloquia offered for master's and doctoral students throughout the year and professional conferences such as the Open Access Symposium that has been held annually since 2010 and hosted by the UNT Libraries, Office of the Provost, and the College of Information. Dr. Barbara Stein Martin, the first Hazel Harvey Peace Professor, created the Annual Hazel Harvey Peace Lecture Series that was held on the UNT campus in 2009 and 2010. Many members of the UNT/DLIS faculty have been involved for the past year and through next year with the organization of the 2013 iSchool Conference that will be hosted by UNT/DLIS and held in Fort Worth, Texas.

Standard III.7
Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

The standard teaching load for full-time UNT/LIS faculty is two courses in the fall or spring and three courses in the alternate semester. Faculty members have the option of teaching for additional compensation in either of the summer sessions (Maymester, five weeks or ten weeks). To assist new faculty hires to develop their teaching and to allow focused attention on research and publication, reductions in course load have been given during their first two years. The workload escalates from one course during each semester of the first year to two courses each term in the second year. Other reductions may occur if a faculty member has certain administrative assignments. In addition, faculty are eligible to apply for developmental leave according to university guidelines.

The department chair coordinates scheduling in consultation with each faculty member. The size of the faculty and the reasonable course load make it possible for faculty regularly to teach in their areas of expertise. In addition many adjuncts have taught for us on a regular basis over several years in their areas of expertise, providing an assurance of quality and continuity. Full-time faculty carry a substantial portion of the teaching load in the fall and spring semesters, both on-campus and online. In summer we are much more heavily dependent on adjunct faculty as many faculty generally reserve the summer months to concentrate on research and writing. A faculty member's

teaching load may include courses in the undergraduate informatics minor or doctoral seminars in addition to courses intended for MS students.

Appendix 34 illustrates the contribution of full-time faculty to teaching courses in each of the master program enrollment options. Supervision of practicums, independent studies, and theses is an important role of the full-time faculty over and above their regular course load.

Standard III.8 *Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.*	**Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service.** The UNT LIS has a set of norms consistent with the policies and guidelines of the University of North Texas to guide systematic evaluation of faculty. The guidelines for annual review, third year review, and promotion and tenure review are consistent with the campus-level guidelines. Two faculty committees oversee the systematic evaluation of faculty in the areas of teaching, research and service. The two committees are the Personnel Affairs Committee (PAC) that conducts the annual review of each LIS faculty member and the Retention, Promotion, and Tenure Committee (RPTC) that conducts the third year and promotion and tenure review.

For junior faculty there is an established third year review procedure to provide more detailed feedback on progress toward tenure. The annual review and third year review procedures have ensured regular and systematic feedback to junior faculty as they work toward promotion and tenure review.

Student evaluations of teaching are an integral part of all levels of review. For promotion and tenure review, at least three letters are required from external reviewers, preferably faculty with the rank of professor at peer institutions.

Each faculty member must submit details of their work in the areas of teaching, research, and service over the last previous three calendar years. The actual evaluations of faculty performance take place early in the spring semester of each year. Each faculty member evaluates every other faculty member according to separate rubrics to evaluate teaching, research, and service that are defined in the Annual Performance Evaluation Guide. In conducting the evaluations, PAC considers two main bodies of evidence:

- Materials submitted by the faculty member: current curriculum vitae, summary report of activities in the previous three calendar years, and personal statement about activities in the previous calendar year

- Materials filed in the Chair's Office: University semester workload reports, student evaluations of course and instructor, and previous documents related to annual evaluations, promotion, and tenure.

Untenured faculty are considered junior faculty. For junior faculty there is an established third year review procedure to provide more detailed feedback on progress toward tenure. LIS maintains a specialized committee to focus on this particular faculty group, the Retention, Promotion and Tenure Committee (RPTC). This committee has established a third year review procedure to provide each junior faculty members with a more detailed individual feedback on their progress toward tenure. The annual PAC review and the third year

RPTC review provide regular and systematic feedback to junior faculty as they work toward their actual promotion and tenure review.

Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

The evaluations resulting from PAC and RPTC are submitted to the Department Chair, who uses them when independently evaluating each faculty member. The Chair prepares and sends a summary evaluation to each faculty member. The PAC and the Chair's evaluations are filed in the Chair's Office.

Student evaluations of teaching are an integral part of all levels of review. Although students do not participate directly in the faculty annual evaluation process, they do contribute in terms of their evaluations of courses and instructors every semester. LIS places a high priority on effective teaching, and students' course evaluations are seriously considered in evaluations of faculty.

The results of the End-of-Program, Recent Graduate, and Employers questionnaires contribute the views of a wider range of constituents to the evaluation of LIS faculty members. These results relate to faculty performance over the longer term and are used to improve the curriculum and course delivery.

Faculty Honors and Recognition

One indicator of faculty performance is the external recognition of quality, at the campus level Several current UNT/LIS faculty have received recognition at the Campus level for outstanding scholarship, teaching, and service. This is noteworthy given that there are more than _ tenure track faculty at UNT and that the College of Information and Department of Library and Information Sciences is the smallest College and one of the smallest departments on the university campus respectively. The excellence of UNT/LIS faculty has likewise been recognized with awards from professional associations. The table below lists awards and honors received by LIS faculty.

Table III.12 Faculty Receiving National and Campus Awards

Faculty Member	Award
Yvonne J. Chandler, Associate Professor	• President's Council Teaching Award, University of North Texas, 2008.
Ana Cleveland	• Hispanic Leader (Líderes Hispanos) Recognition, Al Dia National Newspaper, 2008 • President's Council Teaching Award, Association for Library and Information Science • 2010 • Librarian of the Year, Janet Doe Lecturer, Medical Library Association, 2007 • Librarian of the Year, Medical Library Association – South Central Chapte,

	2007
	• Elizabeth K. Eaton Research Award for Contributed Papers 2011, 2010, 2009
Yunfei Du	• Cutting Edge Award, Academy of Human Resource Development, 2011 • University of North Texas – Office of Research and Economic Development, Nominee, Competitive Funding Award, 2011
Elizabeth Figa	• Library Instruction Round Table Top Twenty Award, ALA, 2010 • Faculty Award for Excellence in Doctoral Mentoring – Nominee, UNT, 2006 • Provost's Award for Extraordinary Professional Service on the UNT Evaluation of Teaching Committee, 2009
Barbara Stein Martin	• Board Member, Buffalo Bill Historical Center • Advisory Board Member, Center for International Scholarship in School Libraries • The Laura Bush Foundation for America's Libraries • Advisory Board Member, 20 • Hazel Harvey Peace Professorship in Library and Information Sciences, 2008 • Provost Award for Extraordinary Professional Service to UNT
Daniella Smith	• Provost Commendation for the UNT Thank a Teacher Program, 2012 • Faculty and Staff Recognition List, UNT Honors Day, 2012
Herman L. Totten	• Phi Kappa Phi Honor Society, 2010 • Editorial Board Member, 2010, Library Quarterly • Board of Directors, 2006, Photographic Preservation Society • Lifetime Achievement Award, Texas Library Association • Commissioner by Presidential Appointment, 2004 – 2007, United States National Commission on Libraries and Information Science
Philip Turner	• STAR Award for contribution to Texas Higher Education - Finalist, 2008. • Outstanding Doctoral Student Mentor Award, 2008, UNT

RECOMMENDATIONS

1. The current economic crisis negatively impacted academic institutions across the country, including UNT. The university currently has a hiring freeze in place on faculty positions. The Department should continue to pursue other methods of securing new faculty lines and positions such as endowed professorship positions and funded grants.

2. In order to maintain and to improve the high quality of and the instructional effectiveness of the master's degree program. The size of the SLIS faculty should be increased in proportion to the size of the student body Increase the size of DLIS faculty in proportion to the size of the student body, programs of study, specializations offered in the school, and to better respond to fluctuations in enrollment.

3. Investigate the equity of faculty workload in the department and across the college. This examination should take into account teaching, research, and service efforts, doctoral student advising and mentoring; enrollment and class sizes; advising load; new programs of study that faculty are developing; and additional time and effort involved in recruiting, online teaching, and advising. A study should be made to determine the teaching load and make it comparable to peer LIS schools.

4. Develop strategies to increase faculty research productivity and increase external and internal research funding. Faculty should continue to encourage and support faculty efforts to participate in campus-wide interdisciplinary research projects and research clusters. Consider incentives and awards for faculty research, grant writing, and publication on collaborative efforts. Increase involvement of students in faculty research, grant writing and publishing.

5. Team-managed foundation courses such SLIS 5200 have proven to be an effective model. Consider using the same approach for the other two core courses, SLIS 5000 and SLIS 5600 that also have large online enrollments to better utilize the skill and time of current faculty. Encourage faculty/student collaboration on research and publication, particularly faculty with online students.

6. Continue identifying qualified potential part-time teachers and adjuncts located in cities where LIS cohorts and students are concentrated.

7. Develop strategies to continue supporting part-time faculty, including training, monitoring and evaluating their teaching effectiveness. Formal approaches to better overseeing and supporting part-time faculty, including systematic monitoring and evaluation of teaching effectiveness. These efforts should be pursued as methods to express appreciation for the knowledge and goodwill that part-time faculty bring to the department and the college.

8. Encourage administrators and faculty to establish procedures and processes to broaden the participation of faculty and administrators in recruitment as the Department expands the curriculum to include new areas of study in information science, knowledge management, digital libraries, and other areas, in order to insure quality teaching, and enrollment size

IV. STUDENTS

INTRODUCTION

The Department of Library and Information Sciences adopts a student centered approach that helps students to develop competence as well as positive and "can-do" attitude toward work and the advancement of the profession. The focus is on students who will graduate and become productive members of the library and information science community in a widening circle of influence, from the North Texas area, to the state of Texas, to other states and countries. This section describes the extent by which the department supported students in conformance with the standards.

STANDARD

Standard IV.1
The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

PROGRAM

The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program.

Mission and Policies

The LIS Vision and Mission, Goals, and Objectives (see *Appendix 2*) comprise the foundation for the existence of the department and its overall purpose and daily operations involving students. The central statement says:

> *The Department of Library and Information Sciences provides and supports resources, research, and service for education and leadership to the library and information sciences community and prepares information professionals of the highest quality to serve dynamic roles in the state, the nation, and the world.*

The department focus is on students who will graduate and become productive members of the library and information community in a widening circle of influence, from the North Texas area, to the state of Texas, to other states and countries. Admission, academic, and other policies are intended to ensure that potential students, current students, and graduates have open and equitable access to all information, opportunities, and assistance offered by the department in its efforts to fulfill its mission.

Technology-based Distributed Learning

The biggest boost in enrollment has come through distributed learning, which makes the Master's Program accessible to those who cannot come to campus for physical or financial reasons. The number of distance students has increased since Summer 2001, when the first core course Web Institutes were held. In this format, students attend up to a week of intense onsite classes for up to three of the required core courses (SLIS 5000, 5200, and 5600), after which they complete each course online. Since 2001, the institutes have become a mainstay and the number of online courses available to complete the degree has grown considerably. Student retention is enhanced by the high level of communication in online courses that builds on the experience of meeting classmates and faculty in person at the institutes.

Off-campus Course Delivery

Beyond the core courses, faculty members continue to travel to many locations to put a human touch on distributed learning by recruiting and teaching students face to face. The department has successfully built communities of students in several locations.

- Dallas: Some 5.7 million people live within 60 miles of the Denton campus in what is called the Dallas/Fort Worth (DFW) Metroplex. This population is a significant source of students, many of whom commute north to Denton from various cities in the Metroplex. However, the 50-mile drive from the south side of Dallas is particularly difficult because of traffic. In Spring 2000, began offering classes at the UNT System Center at Dallas.

- Houston: Since 1991, the LIS has delivered the Master's Program to the Houston area. This program has increased in enrollment from less than 100 to over 300 students, primarily because of intense recruitment efforts. Houston students can choose from many courses in face-to-face, online, or blended formats.

- The department offers cohort programs for residents of Nevada, Utah, Georgia, Virginia, West Virginia, South Dakota, Wyoming, Idaho, Montana, the Greater Los Angeles area, and the South Pacific. Students are required to attend face to face orientation session call Web institutes for the three main courses. Web Institutes are offered at different locations in which faculty as well as supporting staff travel to teach the face to face session. While this adds considerable cost to the operation of the offsite programs and cohorts, we believe this is important to the socialization of the discipline. It is one of the strength areas of UNT programs. We also have staff and faculty on sites to assist with the coordination and management of the programs and cohorts. They conduct information sessions, participate in advising and in some cases teach face to face courses. Appendix 29 provides detail information about each of the offsite programs and cohorts.

Admissions

LIS admissions follow a two-step approach in that prospective students must apply to the Toulouse Graduate School for admission to the university as a graduate student. For admission to the Toulouse Graduate School, student transcripts must show that students have earned a bachelor's degree from a regionally accredited institution and earned a grade point average meeting one of the following requirements: 2.8 GPA or higher on your undergraduate degree or 3.0 GPA on the last 60 hours of your undergraduate degree or 3.4 GPA on a completed master's degree. (Additional details regarding the admissions requirements can be found at: http://tsgs.unt.edu/admissions/programs).

Students also apply directly to LIS for admission into the LIS program. LIS adheres to the Graduate School's requirements for admission to the university. In addition, in order for an application to be considered for the LIS program, students must submit to the department:

1. A statement stating their purpose and goals in applying to the LIS program. The statement should include the nature of the student's interest, short– and long–term goals, the strengths that the student brings to the information profession, and how the LIS program will help meet career and educational objectives

2. A resume of both academic and professional careers

3. Three (3) letters of recommendation. Letters should be from former professors, job supervisors, or others, who can evaluate the student's academic qualification

Students that do not meet the Graduate School's minimum GPA requirement may appeal to the department, and in doing so are guided through that procedure by the LIS admissions office. The LIS has a Student Affairs Committee that consists of four individuals: three faculty members and one student. The committee formulates and recommends policies in the areas of admission, financial assistance, academic progress, discipline, honors and awards, and student welfare in general. As part of it's charge, the Student affairs committee evaluates appeals and then renders verdict to the LIS Admissions office. During 2012, the Student Affairs Committee agreed to the admission of approximately 10 appeals where in each case GPAs were slightly below minimum (3.0) requirement, but prior contribution to the profession terms of library jobs, professional activities, publishing and similar evidence of commitment weighed in their favor. For example, in July 2012 the committee rendered in favor of an applicant with a GPA of 2.89, but showed a five year history of promotions and committee leadership while employed at her local library. No appeals were denied during that period.

Financial Aid

The LIS offers a number of financial incentives which are geared toward the needs of the student body. While some incentives are available to the student body as a whole, others are focused on specific groups or regional areas.

In some cases LIS partners with outside funding agencies in order to provide incentives to targeted groups. For example, The PEARL project is funded by the Priddy Charitable Thrust. Similarly, the LEAP program is funded by the Institute of Museum and Library Services (IMLS).

The Student Affairs Committee oversees the LIS scholarship process. The committee reviews applications for scholarships sponsored by the department and solicits nominations for student award competitions.

The committee oversees the awarding of general scholarships available to the entirety of the student body. Scholarships are awarded for Fall, Spring, and Fall/Spring. Dates for applications are posted on the department website.

The committee receives a packet of spreadsheets from the Budget Office with submissions grouped in 6 categories:

1: New admittance to the program
2: Continuing in the program, No previous award, Unemployed
3: Continuing in the program, No previous award, Employed
4: Continuing in the program, Received a previous award, Unemployed
5: Continuing in the program, Received a previous award, Employed
6: PhD students

Funding levels and the number of recipients are recommended to the dean and chair, who make the final decision with regard to the number and amount awarded. In responding to the EOP Questionnaire in 2005, 17.2% of students said they received LIS scholarships or assistantships, compared to 42.2% in 2011. This indicates that the LIS has greatly increased financial support for students. Table IV.1 displays the amount of scholarships awarded 2009-2012.

Table IV.1 General Scholarships awarded 2009-2012

	Students	Total Amount
2009/2010	190	$155,800
2010/2011	346	$170,400
2011/2012	201	$106,000
2012/2013	81	$42,600*

*This data only represents scholarships that have been awarded for the fall semester.

The committee also oversees the awarding of endowed scholarships named for individuals. Currently 17 named/endowed scholarships are available to LIS Master's students. These are awarded on an annual basis. The criteria for award varies from scholarship to scholarship, but in general are based on GPA and other academic considerations. The scholarships are awarded based on the recommendations of the Student Affairs committee the feedback of the faculty as a whole.

Aside from those already mentioned, each year the Beta Phi Board awards scholarships to promising students who uphold the ideals of the organization. She or he must have a commitment to scholarship by being a student in good standing, by possessing a 3.75 GPA or higher, and ideally by presenting or publishing within her or his chosen emphasis. The recipient ideally has a commitment to service to others and exhibits strong leadership characteristics. Finally, the recipient must be committed to continued learning, must be representative of LIS student body, and is not currently receiving -- or has never received -- financial assistance from the LIS Department of the College of Information. The decision is made between the Student Affairs committee and the Beta Phi Mu faculty member with input from the faculty.

The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds.

Recruitment and Diversity

A Master's Program objective is to:

> *To demonstrate knowledge and skills related to the roles and impacts of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological and global information society.*

This objective translates to more than awareness-raising through coursework. It underscores the department's commitment to increase the diversity of students and ultimately of information professionals who can best serve diverse populations.

The department strives to recruit individuals from groups that are underserved in terms of both cultural/ethnic diversity and distance. Diversity is of considerable importance in Texas, where nonwhite and Hispanic residents make up nearly half the population. Distance is a concern for reaching areas of the state where many of the racial, cultural, and economically underserved groups are concentrated. Despite the fact that there are three ALA-accredited master's programs in Texas, the vast size of the state presents a challenge for potential students who are not within driving distance of such a program. The department has a long tradition of reaching out to far corners of Texas and, in recent years, to states that lack ALA-accredited master's programs.

Recruiting is a continuing and multifaceted effort that involves the entire faculty and staff in various ways. It is closely tied to retention through ongoing advising and professional networking events. The department attracts and retains students using a number of methods, including academic programs, technology-based distributed learning, off-campus course delivery, scholarships, advertising, and events and conferences. A few of these methods have been quite successful in recruiting students from underserved groups.

The use of technology is an integral part of the department's efforts to recruit multicultural students. The department seeks to reach a diverse population of potential students who as shown by numerous studies, may experience a variety of barriers such as a lack of access to library and information science degrees due to geographic location, a lack of information regarding graduate education entrance requirements, and financial constraints that may result in a lack of access to graduate school opportunities.

The department's approach of recruiting with the active use of modern technologies such as social media tools, an informative department website, and online mailing lists helps in removing some of these barriers by increasing the visibility of:

- educational and career opportunities
- the availability of financial support
- internship, mentoring, and networking experiences to help students gain experience in the LIS field
- information to assist with the understandings of the profession from a practitioner's perspective.

- a diverse department that promotes a sense of belonging by celebrating a multicultural group of students, alumni, staff, and faculty members

As the program has become more distributed, so have the students. In Fall 2011, students came from 38 other states. The proportion of out-of-state enrollment in Fall 2011 was approximately 23%. Moreover, in 2011, students came from 22 other countries or territories. (See Table IV.2).

Table IV.2: LIS International Student Enrollment: 2006-2012

	Year						
Country	2006	2007	2008	2009	2010	2011	2012*
Albania	2	1	1	1	1	1	1
Bangladesh	1	2	0	0	0	0	0
Brazil	0	0	1	2	1	1	1
Cameroon	0	0	0	0	0	0	1
Canada	3	4	1	3	3	5	4
China	10	7	6	5	7	5	4
Ethiopia	2	1	1	0	0	0	0
Former Yugoslav Rep. of Macedonia	0	0	1	1	1	0	0
France	1	0	0	0	0	0	0
Germany	0	0	0	1	1	0	0
Ghana	0	0	1	1	0	0	0
Great Britain	2	0	0	0	0	0	0
Guyana	0	1	1	0	0	0	0
India	1	0	2	2	3	3	4
Indonesia	0	0	0	0	0	0	1
Iran	0	0	0	1	1	1	1
Ireland	0	0	1	1	1	1	1
Japan	3	4	2	1	2	1	2
Kenya	3	2	0	0	0	0	0
Korea	4	0	2	3	2	2	2
Kuwait	0	1	2	2	1	0	1
Krygyzstan	0	1	1	1	1	1	1
Malaysia	1	1	1	1	1	1	1
Mexico	1	2	4	3	1	0	0
Morocco	0	0	0	0	0	0	1
Nepal	0	0	0	0	1	1	0
Nigeria	0	0	0	0	1	2	2
Oman	0	1	0	0	0	0	0
Philippines	0	0	3	3	0	0	0
Poland	0	0	0	0	1	1	1
Republic of Serbia	0	0	1	1	0	0	0

Russian Federation	1	1	1	1	1	1	0
Saudi Arabia	1	0	0	0	2	3	5
Singapore	2	1	0	1	1	0	0
Switzerland	0	0	1	1	0	0	0
Taiwan	1	0	0	0	1	1	1
Thailand	1	2	2	3	3	2	2
Turkey	9	7	10	10	8	4	3
Uganda	0	1	1	1	1	1	1
Ukraine	2	1	1	1	1	1	1
Yugoslavia	0	0	0	0	1	1	1
Total	51	41	48	51	49	40	43

* This information represents the semesters through Summer 2012.

Academic Programs

People with limited job experience as well as those with established careers may be drawn into the Master's Program through other programs, primarily School Library Certification. The department's students find the program appealing because they may take courses through onsite, online, or blended formats. (See Standard II.6 for more details about the formats of the courses provided by the department.) Library paraprofessionals may take their first courses in one of the Graduate Academic Certificate (GAC) programs. GAC's vary in the number of courses that are required to obtain them. While paraprofessional may decide to limit themselves to GACs many go on to complete the degree program. Concurrently earning a degree and a GAC requires permission from the Toulouse Graduate School. More details the concurrent admission to a GAC and a degree can be found at: (http://tsgs.unt.edu/admissions/certificates). See *Appendix 12* for a list of GACs.

Some students are recruited by special programs. For example, in Fall 2011 a cohort of 23 students from the U.S.- Affiliated Pacific Islands (USAPI) began earning a master's degree from the LIS. The Library Education for the U.S.-Affiliated Pacific (LEAP) program is funded by the Institute of Museum and Library Services. Each student in the cohort has received a $20,000 full scholarship to cover his or her tuition and fees.

In Fall 2010, the LIS launched a three-year project, Promoting and Enhancing the Advancement of Rural Libraries (PEARL). PEARL aims to help 105 rural libraries create a Community Outreach Plan and train library staff in using it. The participants are able to share experiences and concerns via a resource center website, a virtual community for peer interaction, two annual workshops, memberships in the Texas Library Association (TLA), and attendance at TLA's annual conference.

Five graduate students have been funded to earn a Certificate of Advanced Study (CAS), with an emphasis in rural librarianship. Each student will work with seven libraries a year, or a total of 21 libraries over three years.

Advertising

Programs and opportunities are advertised in professional and scholarly journals, in booths at professional conferences, and in the department's own sources (see Information and Communication below).

Events and Activities

The off-campus programs are by their nature conducive to building collegial relationships among local students, and active local chapters of student organizations further enhance communication and involvement (see extracurricular activities below). The LIS department schedules additional events and activities to recruit and retain students through personal interactions with faculty, staff, alumni, and professionals.

For example, the highly popular All School Days, which are described in more detail in Standard II.4 are held in Houston and in other areas that have 100 or more students. All School Days combine recruiting, advising, and opportunities to network with practitioners. Similar events take place in the Minnesota and Nevada programs.

Reputation and word-of-mouth communication contribute substantially to the department's continued recruiting success. Prospective, current, and past students meet at the department's booths and alumni reunions at several professional conferences, notably those of the Texas Library Association (TLA). Individual administrators and faculty members periodically travel to locations such as El Paso and Atlanta to recruit individuals in targeted demographic and/or career-interest groups. All faculty members actively serve as ambassadors for the college and the department at conferences and meetings across the state and the country by participating in the events. Faculty members interact with event participants and share details about the program while providing professional development opportunities and sharing research results. Evidence of faculty member participation in various events can be found in *Appendix 18. In addition, faculty member participation in events are documented in editions of the Call Number Magazine. Editions of the Call Numbers can be found at:*
(http://www.ci.unt.edu/main/viewpage.php?cid=257).

The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

Demographics

Since the last reaccreditation review, the department's distance programs and online course offerings have stabilized after reaching peak growth in 2009/2010. During this time, the department has remained committed to fostering diversity within the student population. Diversity in the student population enhances the department's learning environment for all students by exposing them to new perspectives and encouraging them to analyze their own perspectives. The consideration of varying perspectives facilitates learning by helping students to hone the critical thinking skills that they will need to identify the moral and ethical issues that they are likely to face as information professionals.

Moreover, the department's commitment to embracing diversity facilitates our students' ability to relate to people of different races, nationalities, and religions. The students' academic experiences develop their leadership skills because the department's diverse learning environment acknowledges the need to be aware of social problems. Students are taught the necessary skills needed to formulate creative and original ideas to aid equality in information access.

Table IV.3 presents the numbers of students by degree level and gender beginning in 2006. At the master's level, the total enrollment of degree and non-degree students continued to increase through 2009. The gender ratio has remained fairly consistent, between 82.4% and 85.9% female through the 2006-2012 period.

Table IV.4 contains enrollment data by race and ethnicity for master's-level students beginning in 2006. The data indicate that the total number of students across all nonwhite categories have increased each year. For example, 22.85% of the students in 2006 were non-white compared to 30.02% in 2011. Variations in the consistency of the student population can be attributed to many factors. For example, the department has cohorts in various geographic locations. These locations such as Georgia may attract larger populations of African American students. The number of multicultural students represented in these cohorts may change with the demand for the degree in those locations. There have also been several instances throughout the country where educational funding has been cut. Librarianship positions are frequently casualties of these funding cuts. This funding can have an impact on the number of students who are seeking the degree, because the students depend upon the financial support to pay for their education. It is logical that students who seek support from educational funding may be impacted when the funding decreases or ceases to exist thus effecting the number of students currently enrolled in the department's degree program.

This is lower than the current university average of 51.3% (UNT Common Data Set: https://institutionalresearch.unt.edu/sites/default/files/CDS_2011-2012.pdf) and less than half the Texas average of 56.7% (U.S. Census Bureau data for 2010: http://quickfacts.census.gov/qfd/states/48000.html).

The LIS faculty will review LIS recruitment, admission, and financial aid policies and procedures with the purpose of identifying ways to enhance recruitment efforts and retain enrollment. Develop a strategic approach to recruitment that:

- Targets demographic groups and geographic locations with the potential for increasing the diversity of the student body.
- Includes incentives such as financial assistance and assistantship positions.

Conserves resources by adding recruiting to other activities such as All School Days and professional conferences.

Table IV.3 Enrollment by Degree Level and Gender: 2006-2011

	BS			MS			PhD			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Total all levels
2006	12	22	34	129	663	792	37	51	88	914
2007	10	26	36	111	679	790	29	48	77	903
2008	11	21	30	133	758	891	26	44	70	991
2009	8	26	34	162	891	1053	26	37	63	1150
2010	17	43	60	184	862	1046	31	39	70	1176
2011	7	38	45	130	686	816	33	36	69	930

Table IV.4 Enrollment of Master's-Level Students by Race and Ethnicity: 2006-2011

	AI	AP	AA	H	W	I	NA	Total	Non white total	Non white percentage
2006	4	19	34	92	611	16	16	792	181	22.85%
2007	5	11	45	116	582	22	9	790	208	26.33%
2008	6	16	54	135	651	26	3	891	240	26.94%
2009	7	27	65	152	778	20	4	1053	275	26.12%
2010	11	29	48	146	762	38	12	1046	284	27.15%
2011	8	31	30	134	571	31	11	816	245	30.02%

Note. AI = American Indian; AP = Asian/Pacific Islander; AA = African American; H = Hispanic; W = White; I = International; NA = Not Available.

Although the LIS has successfully recruited nonwhite and Hispanic students, the current proportion of these students is only 30.02%%. This is lower than the current university average of 51.3% (UNT Common Data Set: https://institutionalresearch.unt.edu/sites/default/files/CDS_2011-2012.pdf) and less than half the Texas average of 56.7% (U.S. Census Bureau data for 2010: http://quickfacts.census.gov/qfd/states/48000.html).

Table IV.22 Degree Seeking Student Progress

	Students	Graduates
2007	790	*95
2008	891	352
2009	1053	390
2010	1046	508
2011	816	490

Note-The data for 2007 only incudes Fall 2007.

Table IV.22 should not be taken as an indication of two common measures of program effectiveness, student retention and graduation rates, because it does not account for the number of students still pursuing coursework.

The progress of students through the program is affected by many factors, including the department's criteria for admission, rigor of coursework, quality of advising, state budget cuts in libraries, and students' own personal situations.

The majority of LIS students are enrolled part time, which obviously slows their progress toward graduation. In Fall 2009, 234 students or 65.5% took 1 to 8 credit hours, or less than the 9 credit hours necessary for graduate students to be considered full time at UNT. In contrast, in Fall 2011, 674 students or 82.5% were part-time students.

The time required by many students to complete the program has fluctuated during the last six years. Although the majority of students in 2006 continued to finish within two years, 53.9% took more than two years, compared to 53.8% in 2011. Table IV.6 contains data on completion times for the last six years.

Table IV.23: LIS Student Completion Rates

Years	2006 (N= 375)	2007 (N= 348)	2008 (N= 332)	2009 (N= 105)	2011 (N= 446)	2012 (N=118)
1	3.2%	7.2	3.3	4	4.2	1.7
2	53.9%	40.8	54	47	53.8	53.4
3	27.5	32.8	28	39	27.3	33.1
4	9.6	10.3	9.6	5	8.5	7.6
5	3.7	5.5	3.0	3	3.5	3.4
6	2.1	3.4	2.1	2	2.7	.8

Note. This information is from the EOP surveys. The data from 2010 is not available. Data is only reported for Spring 2009. Data is only reported for Spring 2012.

As described above, the department provides financial support to students. In responding to the EOP Questionnaire in 2005, 17.2% of students said they received LIS scholarships or assistantships, compared to 42.2% in 2011. This indicates that the LIS has greatly increased financial support for students.

As noted above, each student has access to an assigned faculty advisor as well as to other faculty and staff members for guidance in course selection and other matters. In responses to the EOP Questionnaire in 2011, the majority of students said they got useful guidance in selecting appropriate courses (strongly agreed/agreed) from their official advisors (77.8%) and from other faculty and staff (63%). Career counseling and placement got similar results. The majority of students said that faculty and staff provided satisfactory career guidance (66.6%). These scores are somewhat low and warrant a closer look.

Out of the same set of respondents, 53.1% reported that, at the time of completing the program, they had or soon would begin jobs in libraries or information-related positions. Of the remainder, 14.8% were employed in other fields and 4.9% had internships. Responses to the Recent Graduate Questionnaire in Fall 2011 indicated that 62.2% saying they were employed.

Standard IV.2
Current, accurate, and easily accessible information on the school and its programs is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Current, accurate, and easily accessible information on the school and its programs is available to students and the general public.

Information and Communication

The department disseminates information using multiple media and methods: department and college websites, listservs, social media tools (Facebook, Twitter, LinkedIn, Paper.li), and print. The LIS website (http://www.lis.unt.edu/) is the central source of comprehensive and up-to-date information about the department and its programs. On the EOP Questionnaire in 2011, 88.1% of students strongly agreed or agreed that the LIS website was valuable.

The School of Library and Information Sciences website was redesigned in 2009 as the Department of Library and Information Sciences website by the web administrators in accordance with UNT University Relations Marketing and Communications (URCM) suggestions and approval. In June of 2011, College of Information Marketing and External Affairs staff worked with the web administrator to match the UNT template and added to the department's website the picture element, along with the news notes to share announcements, student achievement, and other pertinent data. New additions also include the LIS news feed and RSS feed.

In Fall of 2011, the students in SLIS 5960 Information Architecture course under the guidance of Dr. Chen conducted user study and usability assessments of the department's website. The class collected feedback on the website usability from Department's students, faculty, and staff. Based on the results, a proposal for an information architecture redesign was submitted.

In Spring 2012, UNT launched a new branding campaign with graphic identity marks that must appear in all official communications, print and electronic. All Department's publications, web pages, and business forms have been revised to reflect this change.

Since 2010, Department has a presence on Facebook via UNT College of Information Facebook account (www.facebook.com/untcoi). As of September 29, 2012, Facebook.com/untcoi had a total of 944 followers, a weekly total reach average (i.e., the number of people who engage with content) of 389 and weekly viral reach (i.e., number of people who see a story published by UNT COI on their friend's wall or profile) of 68.

The department also has presence on other important social media outlets:
- *Twitter.com/untcoi (since 2011; 195 followers as of 09/29/2012)*
- *Linkedin.com (since 2011)*
  - *UNT College of Information*
  - *Library And Information Sciences*
  - *programs of study groups*
- *Paper.li (since Spring 2012)*

Brochures and other materials about the department and its programs are available for mailing in response to inquiries or for distribution at Department's events and professional conferences. Past events are covered in the Alumni magazine, *Call Number* (See editions of the Call Number at http://digital.library.unt.edu/explore/collections/CALLNO/).

Faculty, students, and alumni academic, professional and research achievements are publicized both in the *Call Number* quarterly publication by the College of Information and in the *North Texan* quarterly publication by the University of North Texas. See editions of the North Texan at: (http://northtexan.unt.edu/).

All new students automatically get UNT email (Eaglemail) accounts, which are used in part to disseminate Department's announcements.

Announcements of Program Goals and Objectives

The department website includes a section that announces goals and objectives of Master's Program as well as goals and objectives for bachelor's and PhD Programs and for Department as a whole (http://www.lis.unt.edu/main/ViewPage.php?cid=29).

Descriptions of Curricula

The Academic Programs section of the department website includes the following information:

- Master of Science program general information (http://www.lis.unt.edu/main/ViewPage.php?cid=64)
- Information about program requirements for Master of Science majoring in Information Science (MS-IS) and Master of Science majoring in Library Science (MS-LS) (http://www.lis.unt.edu/main/ViewPage.php?cid=68)
- Advising guides for various programs of study (http://www.lis.unt.edu/main/ViewPage.php?cid=35)
- Preparatory information for new students and for core course Web Institutes (http://www.lis.unt.edu/main/ViewPage.php?cid=33).

The programs of study section of the department website includes detailed information on the program requirements for each of the specializations or programs of study under MS-IS (http://www.lis.unt.edu/main/ViewPage.php?cid=224) and MS-LS (http://www.lis.unt.edu/main/ViewPage.php?cid=225).

The Course Information section of the department website includes course rotation information (http://www.lis.unt.edu/main/pdf/CourseRotation.pdf) and external links to semester course schedules (http://essc.unt.edu/registrar/schedule/scheduleclass.html) and course catalog (http://www.unt.edu/catalog/) housed on the central university website. Information about the department programs is also available through the UNT website (http://www.unt.edu) in the Graduate Catalog and semester schedule (also in print), and in the UNT online course database, eCampus (http://www.untecampus.com).

The department's academic counselor emails updates and announcements to students who are enrolling or waiting to enroll in the core course Web institutes via a constantly updated mailing list. The LIS listserv, LIS-Announce, is the official channel for posting information about new courses. The listserv had more than 1,400 subscribers in Spring 2012.

Information on Faculty

The department website includes a People section with brief information on each of the full-time faculty members, which includes research interests, contact information, credentials, links to faculty websites, and faculty portraits (http://www.lis.unt.edu/main/Directory/ViewPeople.php). In addition, faculty academic, research, and professional achievements are publicized through:

- Department of Library and Information Sciences website news section
- College of Information website news section.

Detailed information on Department's faculty is also available through the UNT faculty profile system (https://faculty.unt.edu/).

Admission Requirements

The section for prospective students on the department's website includes a webpage that details admission procedures, requirements, and criteria (http://www.lis.unt.edu/main/ViewPage.php?cid=66), a link to application form (http://www.ci.unt.edu/main/PDF/FormFillin-LISApplication.pdf) and a link to recommendation form (http://www.ci.unt.edu/main/PDF/FormFillin-LetterOfRecommendation.pdf) . In addition, the Admission Checklist for the Master's Program is available on the College of Information website (http://www.ci.unt.edu/main/ViewPage.php?cid=195).

Availability of Financial Aid

The Financial Assistance section of Department's website includes financial assistance overview (http://www.lis.unt.edu/main/ViewPage.php?cid=103), information about specific types of assistantships and fellowship, procedures and eligibility requirements (http://www.lis.unt.edu/main/ViewPage.php?cid=135), external link to tuition and fees information on university website (http://essc.unt.edu/saucs/tuition-and-fees.html), and online scholarship application forms (http://www.lis.unt.edu/main/Forms/ScholarshipApplication/ScholarshipClosed.php). The LIS listserv, LIS-Announce, is the official channel for posting information about financial aid opportunities.

The department's virtual student union, LIS Village, is located in a web-based courseware site. The LIS Village provides notification of financial assistance opportunities. It had 76 discussion groups, over 11000 user sessions and 4109 (including 357 guest logins, 466 alumni, 28 faculty and 25 staff members) members in academic year 2011- 2012.

Criteria for Evaluating Student Performance

The department website includes a section that details criteria for evaluating student performance via the End of Program (EOP) examination. This includes overview webpage detailing the EOP procedures (http://www.lis.unt.edu/main/ViewPage.php?cid=113), EOP examination calendar and events page (http://www.lis.unt.edu/main/ViewPage.php?cid=188), and EOP examination online registration form (http://www.lis.unt.edu/main/Forms/Capstone/).

Assistance with Placement

The Job Placement section on Department website links to UNT Career Center (http://careercenter.unt.edu) that provides job information and counseling for all UNT students. The LIS listserv, LIS-Announce, is the official channel for posting information about job opportunities and upcoming events. The LIS Village also provides notification of employment opportunities to Department students.

Other Information

The department website also includes other important information, policies and procedures:

- Graduation procedures and requirements
- Practicum and field experience information
- Technology requirements
- Information about professional and student organizations
- Message from the Chair
  (http://www.lis.unt.edu/main/ViewPage.php?cid=30)
- Department's history
- Board of Advisors
- Department, College of Information and UNT resources.

The department website provides email addresses and a toll-free telephone number for Department's central office. Contact information is provided throughout the website for inquiries about admission, advising, etc. as well as general contact information for faculty, staff, Board of Advisors, and Alumni Society.

The department's homepage features news and announcements and a link to an events calendar. Department's website also has an LIS news feed, to which College of Information Marketing and External Affairs staff post stories on a regular basis (more often than quarterly). These stories can be accessed on both LIS website (http://www.lis.unt.edu/) and College of Information (http://www.ci.unt.edu) website. College of Information Marketing and External Affairs staff also maintains the RSS feed on the department's website. The LIS Village provides a forum for lively discussions on current professional and social issues.

The success of LIS placement efforts is evident from the number and variety of positions graduates have secured through their own efforts and the assistance of faculty networking and recommendations. The positions encompass a full range of types of libraries and other public and private agencies. A brief sample:

- Public libraries: Miami Dade, Fort Worth, Dallas, Arlington, and Los Angeles Public Library Systems.
- Academic Libraries: South Texas College, UM Helena, Western Texas College, Texas Wesleyan University, Western Nevada College
- School libraries: across Texas and in other states, including Alaska, New Jersey, New York, Washington
- Special Libraries: D.L.A. Piper, Ericsson United States, J.P. Morgan
- Private companies: Microsoft, Hess Corporation, By Water Solutions, McAfee

- Public agencies: City of Lewisville, Texas, University of North Texas

The LIS website has remained the central source of public information about the department and the programs. On the EOP Questionnaire in 2011, 88.1% of students strongly agreed or agreed that the LIS website was valuable.

One purpose of promoting student participation in student and professional organizations is to help students begin building professional networks. When asked on the EOP Questionnaire in 2011 whether faculty members encouraged and actively participated in extracurricular professional activities, the responses were mixed. 52.2% of students who had opinions responded that they strongly agreed or agreed.

Although the faculty welcome student participation on department committees, responses in 2011 to the EOP statement about whether students had opportunities to serve on policy making bodies while at LIS were varied. 25% of students responded positively. 41% of the students had no opinion while 34% had no opinion or did not answer the question.

Department has policies and procedures to support information dissemination.

Postings of news items and calendar events to Department's website is guided by the College of Information Content Creation Policy for Posting to COI News and Calendar. For social media postings, LIS follows the UNT policies and procedures (http://www.facebook.com/untcoi) The RSS feed on the department's website populates the social media outlets. The UNT College of Information has developed two printing policies: *Policy for Individually Produced Publications* and *Policy For Publications Developed by External Affairs*.

The LIS faculty will evaluate and revise all official communication media including: the department's website, LIS Village, listserv, and print materials with regard to:
- Information and communication policies and procedures such as designer/posting access rights and updating/maintenance schedules.
- Accuracy, currency, and completeness of content, including the appropriateness of the content for each communication medium.
- Graphic redesign to support content changes and adhere to new UNT graphic identity rules.
- Gathering critical input and feedback from all of the department's constituent groups.

Standard IV.3
Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Admissions

Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual.

The Master's Program application procedures and admission standards conform to those of the UNT Toulouse Graduate School and are clearly stated on the department's website. For current admission criteria, see the Department of Library and Information Sciences Master's Admission Checklist (http://www.ci.unt.edu/main/ViewPage.php?cid=195) and the Toulouse Graduate School admission procedures page (http://tsgs.unt.edu/admissions). The Graduate School statement on compliance with HB 1641 can be found accessed at (http://www.tsgs.unt.edu/hb1641.htm).

A prospective student must be admitted first by the Toulouse Graduate School. The Toulouse Graduate School only admits students who have earned a bachelor's degree from an accredited institution. After meeting the Graduate School requirements, the applicants are reviewed by the Department of Library and Information Sciences. The Student Affairs Committee makes the department admission decisions. The committee reviews petitions for admission for students who fail to meet LIS admission requirements. The committee reviews student documentation and offers recommendations for admission based on admission guidelines.

In addition to transcripts and graduate entrance exam scores required by the Graduate School, the Department of Library and Information Sciences requires a statement-of-purpose essay, a resume of both academic and professional careers, and three recommendations. The department accepts scores from the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or Graduate Management Admission Test (GMAT). The department has adopted the standards used by the Graduate School for minimum entrance exam scores, based on annual national averages, and for undergraduate degree grade point average (GPA). Applicants' backgrounds, essays, and recommendations are used to help assess their ability to succeed in the program and contribute to the field.

An applicant who is denied admission because of a low GPA may be admitted to a leveling program if they have an acceptable entrance exam score. In LIS as in other UNT units, this requires successful completion of 15 credit hours of approved upper-level undergraduate courses in order to be reconsidered for admission at the graduate level.

In March 2005, the UNT Graduate Council approved a holistic review process for all UNT degree programs. This process is in accordance with HB 1641, a law adopted by the Texas Legislature to affect how graduate and professional programs admit students and award scholarships. Therefore the Department of Library and Information Sciences applies multiple quantitative and qualitative criteria for making admission decisions. In addition to an applicant's prior academic performance as an

undergraduate or graduate student and appropriate standardized test scores, the following factors are also considered to predict student success in the program:

- an applicant's academic record as a high school student;

- the socioeconomic background of the applicant while the applicant attended elementary and secondary school and was an undergraduate student, including any change in that background;

- whether the applicant would be the first generation of the applicant's family to attend or graduate from an undergraduate program or from a graduate or professional program;

- whether the applicant has multilingual proficiency;

- the applicant's responsibilities while attending elementary and secondary school and as an undergraduate student, including whether the applicant was employed, whether the applicant helped to raise children, and other similar factors;

- to achieve geographic diversity, the applicant's region of residence at the time of application and, if the applicant graduated from a public high school in this state within the preceding 20 years, the region in which the applicant's school district is located;

- the applicant's involvement in community activities;

- the applicant's demonstrated commitment to a particular field of study;

- for admission into a professional program, the current comparative availability of members of that profession in the applicant's region of residence while the applicant attended elementary and secondary school;

- whether the applicant was automatically admitted to a general academic teaching institution as an undergraduate student under Section 51.803; and

- the applicant's personal interview.

Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

The application acceptance rates of the department are displayed in *Table IV.4*. The rigorous admissions process enables the LIS to enroll quality students who are poised to become change agents within the field. Most LIS students graduate within 3 years (See *Table IV.5*). *Table IV.5* should not be taken as an indication of two common measures of program effectiveness, student retention and graduation rates, because it does not account for the number of non-degree students (e.g., School Library Certification) or students still pursuing coursework. The progress of students through the program is affected by many factors, including the School's criteria for admission, rigor of coursework, quality of advising, state budget cuts in libraries, and students' own personal situations.

**Table IV.5: LIS Library and Information Sciences Application
Acceptance Rates**

Year	Applied	Accepted	Not Accepted
2012	285	216 (76.8%)	69 (23.2%)
2011	379	266 (70.2%)	113 (29.8%)
2010	556	385 (69.2%)	171 (30.8%)
2009	558	398 (71.3%)	160 (28.7%)
2008	493	357 (72.4%)	136 (27.6%)
2007	460	354 (76.9%)	106 (23.1%)
2006	344	234 (68.0%)	110 (32.0%)

*Table IV.6: Average Graduate Record Examination Scores of
Admitted Students*

	Mean GRE	
Year	**Verbal**	**Quantitative**
2006	527.86	533.49
2007	517.12	518.08
2008	510.46	511.58
2009	513.66	517.4
2010	507.24	517.81
2011	510.64	517.81
2012*	513.4	512.97
Total Average	**514.34**	**518.46**

* This information represents the semesters through Summer 2012.

Table IV.7: **3 Year Graduation Rates of LIS Students**

Cohort Year	Graduation Year	% Graduating within 3 Years
2004	2006-07	56.20%
2005	2007-08	57.40%
2006	2008-09	58.80%
2007	2009-10	60.80%
2008	2010-11	56.20%
2009	2011-12*	58.00%

* This information represents the semesters through Summer 2012.

Table IV.8 : Average Cumulative Grade Point Averages 2006-2012

Year	Cumulative GPA
2006	3.81
2007	3.78
2008	3.79
2009	3.83
2010	3.82
2011	3.81
2012	3.27
Average Cumulative GPA	**3.73**

* This information represents the semesters through Summer 2012.

The majority of LIS students are enrolled part time, which obviously slows their progress toward graduation. In Fall 2009, 234 students or 65.5% took 1 to 8 credit hours, or less than the 9 credit hours necessary for graduate students to be considered full time at UNT. In contrast, in Fall 2011, 674 students or 82.5% were part-time students.

The time required by many students to complete the program has fluctuated during the last six years. Although the majority of students in 2006 continued to finish within two years, 53.9% took more than two years, compared to 53.8% in 2011. Table IV.9 contains data on completion times for the last six years.

Table IV.9: Years to Program Completion

	2006 (N= 375)	2007 (N= 348)	2008 (N= 332)	2009 (N= 105)	2011 (N= 446)
1 year	3.2	7.2	3.3	4	4.2
2 years	53.9	40.8	54	47	53.8
3 years	27.5	32.8	28	39	27.3
4 years	9.6	10.3	9.6	5	8.5
5 years	3.7	5.5	3.0	3	3.5
6 years	2.1	3.4	2.1	2	2.7

Note. This information is from the EOP surveys. The data from 2010 is not available. Data is only reported for Spring 2009. Data is only reported for Spring 2012.

Economic factors may contribute to the time it takes for many of the students to complete the program For example, in End-of-Program (EOP) Questionnaire results, 80% of respondents in 2006 reported being employed full or part time during all or part of their coursework, compared to 93% in 2011. Moreover, 53.6% of respondents in 2006 reported borrowing money to pursue the degree, compared to 29.4% in 2011.

Constraints of employment may account at least in part for the popularity of the department distributed learning initiative because students can study at any time or place.

A majority of the students who graduate from the program, as indicated by the EOP survey, agree that they are well prepared for a career in library and information science (See Table IV.10). Moreover, the results of the most recent Employer Survey administered by the department in 2011 indicates that alumni are typically favorably viewed by their employers (See Table IV.11). Employers note that most LIS graduates have mastered the program objectives. (See *Appendix 15: Employer Feedback Questionnaire to review the questions posed to employers of the departments alumni.*)

Table IV.10: Graduating Student Perceptions of Career Preparation

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Strongly Agree	46.2%	54.3%	49.6%	48.6%	51.4%	39.0%
Agree	50.8%	42.1%	42.6%	45.0%	40.0%	53.0%
No Opinion	1.5%	2.5%	4.7%	3.7%	7.0%	5.0%
Disagree	1.5%	1.0%	1.6%	2.7%	1.1%	1.0%
Strongly Disagree	0.0%	0.0%	1.6%	0.0%	0.5%	2.0%

Table IV.11: 2011 Employer Evaluation of Program Objectives

Objective	E	G	F	P	N/A	NR
Recognizes that impact of information policies and practices on diverse populations in a technological and global society.	50.0%	28.2%	4.4%	0.0%	6.5%	10.9%
Plans, manages, and implements information systems in a networked environment for the creation, organization, and dissemination of information.	54.3%	17.4%	4.4%	0.0%	15.2%	8.7%
Develops and implements conceptual and technological systems and structures for the organization of information in any format for effective access.	50.0%	21.4%	7.2%	0.0%	21.4%	0.0%
Effectively evaluates, synthesizes and presents information for client/user use.	47.8%	36.9%	4.4%	0.0%	0.0%	10.9%
Understands human information behavior in order to design and implement information systems and services that meet user needs.	39.1%	36.9%	4.4%	0.0%	10.9%	8.7%
Participates in networking activities for personal and professional growth, leadership, collaboration, policy development, and change management.	47.8%	34.8%	6.5%	0.0%	2.2%	8.7%
Participates in teaching, research, and service activities that contribute to the advancement of the library and information science field.	39.1%	21.8%	13.0%	0.0%	17.4%	8.7%
Demonstrates additional knowledge and competencies appropriate to their individual interests, specializations and career goals.	39.1%	21.8%	13.0%	0.0%	17.4%	8.7%
Relates the methodologies and content of other disciplines to the information field, and understands the contribution of the information field to other disciplines.	37.0%	39.1%	6.5%	0.0%	8.7%	8.7%
Remains flexible and is easily able	67.3%	19.6%	4.4%	0.0%	0.0%	8.7%

	E	G	F	P	N/A	NR
to manage change in a technology-driven and knowledge based environment.						
Demonstrates the communication skills necessary for personal and professional growth, leadership, interaction, and collaboration in appropriate professional contexts.	52.2%	30.4%	6.5%	2.2%	0.0%	8.7%
Participates in networking activities for personal and professional growth, leadership, collaboration, policy development, and change management.	47.8%	34.8%	6.5%	2.2%	0.0%	8.7%
Understands the importance of professional development, continuing education, and participation in professional organizations.	54.3%	26.1%	8.7%	0.0%	2.2%	8.7%
Understands and upholds the philosophies, principles, and legal and ethical responsibilities of the library and information science field.	58.7%	26.0%	4.4%	0.0%	2.2%	8.7%

E: Excellent, G: Good, F: Fair, P: Poor, N/A: Not Applicable, NR: Not Rated

The LIS faculty will review admission policies and procedures with the purpose of identifying ways to retain enrollment. The department will also explore ways to improve graduation rates. Moreover, the department will seek ways to improve the communication and networking skills of students.

Standard IV.4
Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school.

Programs of Study

The Master's Program goal is to prepare students for careers as information professionals in a variety of roles and settings. Moreover, the goal of the College of Information in which the LIS resides has the following mission:

"Our mission is to generate, integrate, and disseminate knowledge in a learner-centered environment. We advance domains of knowledge in information science, library science, computing and technology systems, learning and cognition, and human performance."

The LIS supports these goals in several ways. For instance,
while it is not possible for all students to be selected because of the limited number of committees, one student is recruited to participate in department committees with faculty members. Students are asked on the EOP survey if they are encouraged to participate on faculty committees. (The results from this question are in Table IV.12.) (This is done to ensure that student input is used to enhance the program. This student feedback is used in conjunction with survey responses such as those collected for the EOP and Employer surveys. Also see Standard IV.5 for more details regarding student participation).

Table IV.12: Student Participation on Faculty Committees

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Strongly Agree	3.1%	3.6%	4.7%	7.3%	4.3%	7.0%
Agree	21.5%	19.8%	22.5%	17.4%	11.7%	16.0%
No Opinion	50.0%	47.2%	47.3%	56.0%	60.6%	48.0%
Disagree	18.5%	24.9%	18.5%	12.8%	17.0%	21.0%
Strongly Disagree	6.9%	4.6%	7.0%	6.5%	6.4%	9.0%

In addition, faculty members of the LIS have developed the Master's Program and its modes of delivery to accommodate a wide variety of students' individual needs, interests, and career goals. Students have multiple distance programs and distributed learning options. Students may take courses via onsite, online, or blended formats.

In addition to multiple class formats, students may choose from nine coherent programs of study (POS), one directed to general career development and the rest to building competencies in specialized areas. All POS share the same three required core courses, which address all parts of the Curriculum Standard. The POS are also flexible in offering options for elective courses. The POS are considered to be guides, and students may work with their faculty advisors to develop degree plans tailored to individual goals and expectations without conforming exactly to a particular POS. In addition to selecting a POS, students may choose to earn 6 certificates to further enhance their skills.

The LIS Department also offers four course codes for special problems and directed independent studies. These codes are SLIS 5900, 5910, 6900, 6910. Enrollment in these courses has been fairly consistent with spring generally seeing the greatest number of enrollees. (See Table IV.10).

Table IV.13: Students enrolled in special problems/independent studies 2007-2012

2007-2008	79
2008-2009	56
2009-2010	54
2010-2011	58
2011-2012	53
2012-2013 (Fall Semester Only)	28

Students receive systematic, multifaceted evaluation of their achievements.

Program Completion

The accredited master's curriculum requires a minimum of 36 credit hours. Students complete the program through coursework, Practicum, and EOP examination. At the time of graduation, all course work used to satisfy degree requirements may be no more than six years old. Students must complete all course work used toward the degree with an average grade of B (3.0) or better, pass EOP assessment, and file an application for the

degree.

While each course has a Blackboard homepage, each course is also listed in the UNT eCampus (http://web3.untecampus.com/default.php). The UNT eCampus contains information about the expectations and assignments for each course. In addition to practicum experiences that allow students to apply theory to practice, the course descriptions included in the UNT eCampus indicates that students receive multifaceted evaluation through a variety of evaluation methods that include: the development of individual projects tailored to their personal interests, writing papers, completing course tests, research projects, and frequent discussions.

The LIS Department follows the UNT grading system. UNT's grading system uses the letters A, B, C, D, F, P, NP, I, PR, W, WF and Z. At the graduate level, no semester credit hours and no grade points are allowed for grades D, F, I, NP, P, W, WF. The letter Z is used to indicate a grade was not properly received and/or recorded for a course.

> **A: excellent work**
> **B: good work**
> **C: fair work**
> **D: passing work**
> **F: failure**
> **P: pass**
> **I: incomplete**
> **W: drop or withdrawal without penalty**
> **WF: drop or withdrawal with failing grade**

Students are required to demonstrate general computer proficiency before starting the program. This requirement may be satisfied by taking the Information Technology Knowledge and Skills Assessment, by passing a computer proficiency examination (http://www.lis.unt.edu/main/ITKS/) designed by the department or through faculty approval of prior course work or experience. This proficiency includes knowledge of computing terminology and concepts, as well as minimal competency in the use of specific types of applications software.

The LIS faculty understands the importance of merging theory and practice. Therefore students also must present evidence of relevant experience by meeting a field experience requirement. The LIS maintains a database of practicum sites (http://www.lis.unt.edu/main/Forms/Practicum/gp-approved-list.php). This requirement may be satisfied through appropriate prior experience as approved by the faculty or through a practicum or internship. Students without prior experience may be required to take SLIS 5090, Practicum and Field Study which does not count towards fulfilling the 36 hours of graduate credit required for the degree.

The End of Program (EOP) Exam

Students in the program begin their academic careers with three core courses. (See Curriculum Section, Standard II.1) The competencies included in these courses are tested in the EOP exam which every student must take. The EOP examination is the culminating academic event for all students. Students participate in the EOP examination during the last semester of their graduate program in order to meet the examination requirement of the Toulouse Graduate School.

The EOP examination is designed to give students the opportunity to demonstrate their ability to organize and synthesize knowledge as developed throughout their academic program, and to defend positions on current issues in library and information science, and the larger, dynamic information environment.

Students must prepare formal answers to three (3) Essay Questions designed to synthesize knowledge from their coursework and educational experience. The exam is conducted in the EOP examination (SLIS 5900) Blackboard course site over 7 days. The EOP examination calendar may be accessed online at http://www.lis.unt.edu/main/viewpage.php?cid=188.

Each essay question is evaluated and graded on a PASS/FAIL basis by two (2) faculty with expertise related to the question subject matter. All essays are numbered and evaluated without knowledge of students' identities. Students must receive a passing grade on all three (3) essays in order to pass the exam. Students who receive an unsatisfactory grade on one (1) or more essays will not pass the EOP examination. Students who do not pass the EOP examination may re-take the EOP examination only once.

Student Evaluation of Program Objectives

The department collects data on the EOP survey to evaluate student satisfaction with the program and their achievement of program goals and objectives. Students are asked to evaluate the 12 goals and objectives based on five provided responses. Each of the five provided responses is given a value from five, the highest, to one, the lowest. The mean is then calculated by determining how many responses were provided for each category using their predefined value. The results indicate that students' perceptions of the program requirements and success of these requires in meeting their needs has been favorable. Survey results also demonstrate that most graduating students are satisfied with their LIS program experience (See Table IV.14).

Table IV.14: Graduating Students' Satisfaction with the Program

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Very Satisfied	62.3%	64.6%	61.1%	55.0%	53.9%	51.0%
Reasonably Satisfied	26.2%	29.7%	26.2%	35.8%	34.3%	36.0%
Somewhat Satisfied	8.5%	5.6%	6.3%	9.2%	11.8%	10.0%
Somewhat Disappointed	2.3%	0.0%	3.2%	0.0%	0.0%	2.0%
Very Disappointed	0.8%	0.0%	3.2%	0.0%	0.0%	1.0%

Acknowledgement of Student Achievement

College of Information students are frequently recognized during the UNT Honors day. (See http://studentaffairs.unt.edu/programs/honors-day for a list of honors day recipients). In addition, students who make professional contributions and are exceptional scholars are frequently honored by the LIS. Each semester current student and alumni achievements are highlighted in the Call Number publication. In addition, achievements are featured on the department's website. An archive of Call Number publications can be found at:
http://www.ci.unt.edu/main/viewpage.php?cid=257. The department

website archives are maintained at:
http://www.ci.unt.edu/main/news/archive/. These publications feature
students for achievements such as:

- Participation in state/national professional association conferences
- Publications in professional conference proceedings and journals
- Awards and honors from the LIS, UNT, and profession such as inclusion in the ALA Spectrum Scholars program and the university-wide honors day

Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Advising

The College of Information Department of Library and Information Sciences view advising as a comprehensive and continual process that encompasses guidance of students in degree planning, course selection, problem resolution, and placement. The importance of advising is reaffirmed by our commitment to students in our Student Support Services advising office and faculty commitment to be accessible to students, and in frequent discussions at faculty meetings and retreats.

All students are assigned to a primary advisor depending on their stated area of focus and interests. The primary advisor can either be a department faculty advisor or assigned to our advising office advisors and academic counselors. When students are admitted to the program, an attempt is made to match students' interests and career goals, as indicated in their applications, with faculty specializations or to our advising staff based on their program of study. (They may change advisors if desired.)

To help prepare for their entrance into LIS, newly admitted students are encouraged to contact their assigned advisors prior to enrolling, subscribe to LIS-Announce-L, and join the LIS Village. Responses from the EOP survey indicate that most LIS students find LIS- Announce-L and LIS Village to be valuable. (See Tables IV.15 and IV.16)

Table IV.15: The Value of the LIS Village

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Strongly Agree	18.5%	13.1%	15.5%	17.9%	19.1%	13.0%
Agree	39.2%	34.2%	29.5%	33.9%	33.5%	27.0%
No Opinion	25.4%	34.2%	35.7%	30.4%	30.9%	38.0%
Disagree	14.6%	14.3%	15.5%	12.5%	13.8%	16.0%
Strongly Disagree	2.3%	4.1%	3.9%	5.3%	2.7%	5.0%

Table IV.16: The Value of LIS LISTSERVES

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Strongly Agree	26.2%	18.9%	21.7%	29.50%	19.1%	20.0%
Agree	38.5%	45.4%	34.9%	29.50%	33.5%	37.0%
No Opinion	23.1%	24.0%	27.1%	28.60%	30.9%	27.0%
Disagree	10.8%	9.7%	13.2%	11.60%	13.8%	13.0%
Strongly Disagree	1.5%	2.0%	3.1%	0.80%	2.7%	4.0%

Since Summer 2002, the department has required all students to be advised each semester prior to registering for courses. Students submit online advising memos with course selections to their advisors for

approval. Approved selections are entered in the university's Enterprise Information System (EIS) as reserved seats, after which students register themselves online in the same system. This procedure has the dual advantage of giving students and advisors the opportunity to discuss course selections regularly and allows the department the ability to monitor and control class size. Student Tables IV.14 and IV.15 taken from EOP surveys shows in general, that the students feel the academic advising they receive is useful to them.

Table IV.17: Quality of Guidance from Official Advisers

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Strongly Agree	33.8%	44.4%	41.9%	38.8%	**34.6%**	34.0%
Agree	42.3%	35.7%	31.8%	34.2%	**37.8%**	37.0%
No Opinion	6.9%	10.7%	12.4%	13.5%	**10.6%**	14.0%
Disagree	11.5%	7.1%	8.5%	8.1%	**9.6%**	11.0%
Strongly Disagree	5.4%	2.0%	5.4%	5.4%	**7.4%**	4.0%

Table IV.18: Quality of Guidance from Faculty and Staff other than Official Adviser

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Strongly Agree	25.4%	22.6%	28.1%	37.0%	**30.9%**	24.0%
Agree	37.7%	40.5%	35.2%	30.6%	**35.6%**	38.0%
No Opinion	24.6%	27.7%	27.3%	23.4%	**25.5%**	23.0%
Disagree	9.2%	8.2%	4.7%	8.1%	**5.9%**	12.0%
Strongly Disagree	3.1%	1.0%	4.7%	0.9%	**2.1%**	3.0%

The department has a complex advising system with several levels.

- Newly admitted students are advised by the department's academic advising staff, which facilitate enrollment in the core course Web Institutes, the first courses taken by all except possibly School Library Certification students. The Senior Academic Counselor, who is available every weekday and more when needed, refers non-routine questions and problems to the academic associate dean or to the students' assigned faculty advisors for resolution.

- School library students have their own specific advising system, necessitated by the size and complexity of the certification and master's degree programs. A trained school library academic advisor refers non-routine questions and problems to the Senior Academic Counselor or to the Director of the School Library Program, who in turn handles procedural matters. Staff advising is available every weekday and the faculty advisors are available on demand.

- The department advising staff has regular advising responsibilities and conduct advising sessions during scheduled hours, by appointment, or on an as needed basis. They advise students in person and via email, mail, telephone, and fax.

- Many faculty members also have advising responsibilities and conduct advising sessions during scheduled hours, by appointment on an as needed basis. They advise students in person and via email, mail, telephone, or fax. As the department has moved increasingly into distributed learning, however, most faculty members have been communicating with students primarily

by email at any time on any day of the week.

Student Placement

The department takes a proactive role in the placement of graduates. In addition to the department's online postings of job announcements, faculty members continually identify positions for LIS graduates and actively help graduates find employment. Students also help one another; for example, the Library and Information Science Student Association (LISSA) and student chapters of professional organizations offer résumé-writing, interview, and job search workshops and online seminars. The Master's Program practical experience requirement, along with events such as student and alumni reunions at conferences, provide networking opportunities that can lead to job offers.

Advising and assistance in furthering the professional aspirations of LIS students does not end with graduation. All faculty and the department advising office maintain an open door policy, welcoming continuing interaction with alumni as both employees and employers.

The UNT Career Center (http://careercenter.unt.edu/) is another source for career advising and placement. The center offers a variety of services to our students. These services include assistive with writing resumes and cover letters, interview coaching, and job search strategy workshops. In addition, to frequent posts about job opportunities on our listservs, our students are also able to search for employment opportunities on the Eagle Network. The Eagle Network is the university's online job posting system. Most importantly, the Career Center has assigned a career advisor that students can consult with. The EOP survey results signify that LIS students typically feel they have received satisfactory career guidance (See Table IV.19). The results further indicate that a majority of the students in the program are employed in the LIS field upon graduation (See Table IV.20).

Table IV.19: Satisfaction with Career Guidance

Response	Spr. 11	Sum. 11	Fall 11	Spr. 12	Sum. 12	Fall 12
Strongly Agree	22.3%	25.5%	28.1%	17.1%	20.2%	19.0%
Agree	42.3%	40.3%	35.2%	43.2%	43.6%	31.0%
No Opinion	23.8%	29.1%	27.3%	23.40%	23.4%	33.0%
Disagree	7.7%	5.1%	4.7%	14.4%	11.2%	15.0%
Strongly Disagree	3.8%	0.0%	4.7%	1.90%	1.6%	3.0%

Table IV.20: Percentage of Students Employed in the LIS Field

Year	Percentage
Spring 2011	71.4%
Summer 2011	71.3%
Fall 2011	74.5%
Spring 2012	69.2%
Summer 2012	78.2%
Fall 2012	68.0%

The success of LIS placement efforts is evident from the number and variety of positions graduates have secured through their own efforts and the assistance of faculty networking and recommendations. The positions encompass a full range of types of libraries and other public and private

agencies. A brief sample:

- Public libraries: Miami Dade, Fort Worth, Dallas, Arlington, and Los Angeles Public Library Systems.

- Academic Libraries: South Texas College, UM Helena, Western Texas College, Texas Wesleyan University, Western Nevada College

- School libraries: across Texas and in other states, including Alaska, New Jersey, New York, Washington

- Special Libraries: D.L.A. Piper, Ericsson United States, J.P. Morgan

- Private companies: Microsoft, Hess Corporation, By Water Solutions, McAfee

- Public agencies: City of Lewisville, Texas, University of North Texas

The LIS faculty will continue to encourage students to attend professional conferences and to present and publish papers. The faculty will also develop ways to increase public recognition of student achievements.

Standard IV.5
The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

The school provides an environment that fosters student participation in the definition and determination of the total learning experience.

The department enthusiastically promotes student participation in their own learning experience via a number of means:
- By encouraging membership and involvement in professional organizations such as American Library Association (ALA), Texas Library Association (TLA) and Special Libraries Association (SLA). Many of the cohort sites maintain their own chapters in some of these organizations. For example, the Greater Los Angeles cohorts have a very active SLA chapter.

- By providing a wide range of programs of study (POS) within the Master's Program. Students, with input from their faculty advisors, are able to tailor their experience to their own particular interests within the repertoire of classes taught. The POS, and the approximate number and percent of students enrolled in each are displayed in Table IV.21 below,

Table IV.21: Percentage of Students Enrolled in each POS

Program of Study	Percent	Students
General POS	52%	409
School Library Certification	30%	235
Youth Librarianship	5%	42
Information Organization	5%	37
Health Informatics	4%	30
Digital Imaging	2%	18
Information Systems	1%	9
Law Librarianship	1%	9
	100%	788

By providing opportunities for students to select (with instructor approval) and work on topics and issues of their own interest. For example:

- in SLIS 5200: Introduction to Information Organization, students spend the semester creating an information organization system and a database based on a collection of books or objects of the student's choice

- In SLIS 5270: Instructional Materials Production and Use, the final project is the construction of a website of a topic of the student's choice

- In SLIS 5714: Web Content Development and Maintenance, students are assigned to 4-member groups that select, identify and discuss topics related to the use of the technologies treated in the course. Each student reviews the literature, identifies two highly relevant journal articles, and writes an annotation for each article

- In LIS 5300: Management of Information Agencies, students choose their own final project topic, and write either a bibliographic essay or a research paper

- In SLIS 5600: Information Access and Knowledge Inquiry, students, working in groups, spend the semester creating an instructional information service on topic of their choice. The service is designed for a clientele of their choice

- In SLIS 5637: Medical Informatics, students spend the semester researching a clinical question of their choice using evidence-based medicine techniques

- In SLIS 5080: Research Methods and Analysis, students conduct a research project in which they work in teams and select a public library to test an hypothesis regarding whether the library serves the demographics of its service area

- In SLIS 5000: Information and Knowledge Professions, students do a leadership project in which they propose, plan, implement, and evaluate activities in an organization that enhance their leadership abilities. Also in SLIS 5000, students

choose a library or information agency and interview the management regarding an ethical dilemma that they have faced and how it was resolved

- In SLIS 5223: Metadata and Networked Information Organization/Retrieval students create a collection of information objects of their choice in DSpace content management platform and supply metadata for their information objects

By encouraging students to participate in Department governance via student representation on department committees. The importance of such participation is reflected in the department's goal to:

> "*Prepare information professionals who demonstrate excellence in leadership, service, research, education in a technology-driven environment.*"

As well as in the Master's Program objective to:

> "*Understand the importance of professional development, continuing education and participation in professional organizations.*"

Students are provided with opportunities to form student organizations.

One purpose of promoting student participation in student and professional organizations is to help students begin building professional networks. When asked on the EOP Questionnaire in 2011 whether faculty members encouraged and actively participated in extracurricular professional activities, the responses were mixed. 52.2% of students who had opinions responded that they strongly agreed or agreed. The central student organization is the Library and Information Science Student Association (LISSA), to which students at all degree levels automatically belong. LISSA sponsors the online LIS Village and uses the LIS Village as one of its means for information, announcements, activities, and elections. Other means include Facebook and Twitter. The organization plans extracurricular educational, recreational, and fundraising activities and serves as a focal point for discussion of student concerns. The needs of distant students are addressed through active subgroups in Houston, Greater Los Angles, Virginia, Montana area, Georgia and Nevada and through several virtual meetings held each year. LISSA officers are elected annually by the student body.

LISSA serves as a link to student chapters of the professional associations ALA, TLA, SLA, and ASIST. Although some student chapters are less active than LISSA, they have successfully motivated, and in many cases supported, students to attend and present at state and national conferences. Occasionally they sponsor speakers and local events. Each student organization operates under the guidance of a faculty advisor.

The various cohort and program LISSA organizations each host and sponsor local group activities. The Virginia cohort has had an active LISSA chapter and conducted a number of virtual meetings and a few meetings on site. As an example, they hosted Jim Rettig, ALA President in a virtual meeting on leadership. The Greater Los Angeles Program LISSA has sponsored and managed two All School Days each year to which

current students, alumni, students in other LIS programs, and prospective students are invited. Some of the other events sponsored by the Greater Los Angeles Program include:

- A tour of the Wellsbourne 2/17/2012
- LA LISSA LAPL 2nd Art and Architecture tour 3/10/2012
- Natural History Museum First Friday 3/30/2012
- Various potluck dinners

The Denton, Greater Los Angeles and Houston LISSA chapters, working with their respective cohort and program coordinators, host at least one annual All School Day at each site. In addition, the Houston Program holds "Back to School Bashes" each fall to welcome students to the new academic year. The Houston Program also coordinates study groups for two core courses, SLIS 5600 and SLIS 5200, three times per semester over the course of any semester in which the course is taught. Further, in order to enhance the students' experience, alumni of the Houston program are invited to network with current students in the program.

As examples of Houston area student participation:

- The April 12, 2012 Houston All School Day, sponsored by the UNT LIS Houston Program (Topic: Boot Camp is Almost Over: Landing your First Professional Position) was attended by 116 students
- The September 1, 2012 "Back to School Bash" sponsored by the UNT LIS Houston Program (event for students and alumni) was attended by 107 students and alumni
- The study Groups for SLIS 5200 and SLIS 5600 are well attended each time they are offered

The students are also encouraged to be members of and involved in various professional associations. As an example, the Greater Los Angles SLA student chapter is very active. In 2011 that group sponsored at least twenty activities, including:

- Digital Family Reunion
- December Holiday Event
- All-School Student Holiday Party
- NAVAIR China Lake Tour and Library Visit
- Annual Business and Awards Dinner
- Tour of Mayme Clayton Museum
- Best Practices Round Table – Discussion with four authors
- Gersten-Sternheim Memorial Scholarship Fundraiser
- Tour of Autry Museum
- Tour of Edwards Air Force Base
- Professional Development Day

Each of the cohorts and programs, and in some cases student groups, is active in extra-curricular social media forums which include Facebook, Twitter, Evite, and Blackboard. As an example of how these are used, the Houston LISSA group uses Facebook and a Blog to announce group activities, post job notices, plan socials and share photos of group activities.

Participation in student organizations enhances students' sense of

belonging to the LIS community, helps them develop leadership skills, and builds networks and loyalties that continue after graduation.

Students *participate in the formulation, modification, and implementation of policies affecting academic and student affairs.*

LIS policy provides for active student participation in most aspects of Department planning and activities. The department benefits from student participation in governance in terms of critical input on policies and procedures from its chief constituency. The views and opinions of student representatives are sought and valued by the faculty.

The LISSA president traditionally serves as the student representative to Faculty-Student Council meetings. During the entirety of the review period, the LISSA president has been present, has provided LISSA reports at the majority of the nine times per annum Faculty-Student Council Meetings.

Officers and members of LISSA and other student organizations serve on standing committees of the department For example, as of January 2012, LISSA members served as student representatives on the following standing Department committees:

- EOP Exam: establishes guidelines for administering comprehensive examination for the master's degree and administers that exam

- Curriculum: makes recommendations to add, delete or modify LIS courses

- External Affairs: serves in advisory capacity for external affairs, including public relations, alumni affairs, promotion of LIS and continuing education

- Resources and Facilities: makes recommendations regarding space needs/usage, acquisition of equipment, and policies on space and equipment distribution/usage, etc.

- Student Affairs: helps formulate policies relating to admission, financial assistance, student honors and awards, academic progress, etc.

- Information Technology Knowledge and Skills: helps develop criteria and procedures for ensuring that students meet professional needs for being computer literate

Develop a strategic approach to off-campus activities and events that enhance the learning experience and build the distributed LIS community, including:

- In locations with concentrations of LIS students, expand networks of local professionals who can introduce students to the professional community, offer colloquia and special topic programs, provide mentoring, sponsor practicum experiences, and assist with job searching

- Expand the role of onsite coordinator to increase and improve local programming, professional networking, and assistance for faculty and students at off-campus locations

- Evaluate and improve channels for communication among students such as the LIS Village. Increase use of digital

technologies to facilitate participation of more students in student/professional associations and department policy-making and governance bodies

- Strengthen and refocus, if necessary, the Library and Information Science Student Association (LISSA) and chapters at distant sites to encourage and enhance student participation. Develop ways to increase involvement of faculty, practitioners, and alumni

Standard IV.6
The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

The school applies the results of evaluation of student achievement to program development.

Evaluation of student achievements is intimately connected to evaluation and development of the Master's Program. (See Curriculum Standard II.1 for more details about the evaluation and planning process). To ensure and improve the quality of the offered education, the department systematically evaluates student achievements based on the student learning outcomes using the results of the EOP examination. Since 2008, analysis of the EOP examination results serves as a basis for Master's Program reports to the Southern Association of Colleges and Schools (SACS). (see *Appendix 21).*

Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives.

The extent to which Program objectives are met is regularly assessed by two methods. The first is the regular analysis of the student achievements based on the EOP examination data. This analysis has been conducted once a year in 2008-2011 and every semester in 2012. The questions for the EOP examination are selected by the EOP Committee to represent the three major student learning outcomes in the areas of that correlate with Program objectives:

- Students demonstrate knowledge and skills in management and leadership by describing and/or proposing valid solutions to typical organizational problems in their professional areas

- Students demonstrate knowledge and skills in information organization and information systems design by describing and/or proposing valid solutions to typical organizational problems in their professional areas

- Knowledge and skills in information access and information resources by describing and/or proposing valid solutions to typical organizational problems in their professional areas.

Answers to LIS EOP examination questions are each rated by two faculty members on a 1-5 scale for each of the three standards – completeness, accuracy, and quality of writing and reference. These ratings are then aggregated and quantitatively analyzed to determine if the student learning outcome criterion is met.

The quality of the curriculum and of faculty advising is indicated by students' ability to graduate, find professional positions, participate in professional organizations, publish, and earn awards. The quality of the Master's Program as a whole is measured by results of the cumulative EOP, Recent Graduate, and Employer Questionnaires.

98

The last point is the most significant for overall program evaluation and development because each of the three instruments explicitly calls for assessment of the department's ability to attain each of its program objectives. The department has procedures for administering the instruments every semester, including summer. The Employer Survey (Appendix 15), Recent Graduate Survey (Appendix 14) and the Alumni Survey Appendix 16) were recently revised and made available online. The recent revision of the Master's Program Mission, Goals, and Objectives included a consideration of the results of these evaluations.

These evaluations also inform revisions of individual courses and curriculum as a whole. For example, many courses introduce team projects (SLIS 5000, SLIS 5080, SLIS 5223, SLIS 5600, SLIS 57407, SLIS 5740 etc.); presentation requirement have been added to several courses (SLIS 5223, SLIS 5600, SLIS 5740 etc.). This aligns with Program objective "*Communication and networking for personal and professional growth, leadership, collaboration, policy development, and change management."* A number of courses provide hands-on experience with using modern LIS professional tools and software, which aligns with the Program objective "*The design and implementation of conceptual and technological systems and services to facilitate the discovery, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information and knowledge in any format for effective access*."):

- the SLIS 5200 course students build a database using InMagic database software

- the SLIS 5210 and SLIS 5220 courses students use OCLC Connexion, Web Dewey, Classification Web, Cataloger's Desktop and Resource Description and Access (RDA) Toolkit

- the SLIS 5223 course students create digital collections and communities in DSpace digital content management system and use NoteTab Light for creating metadata records in XML and XHTML

- the SLIS 5707 course students create relational databases in Access and MySQL tools

- the 5740 course students practice in creating of a digital library using Omeka open source digital content management system

- the SLIS 5750 course students set up and use integrated library systems applications such as Evergreen, Koha, Destiny etc.

- the SLIS 5960 course students provides hands-on experience in using Drupal website building and content management tool.

Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

The three cumulative instruments -- Employer Survey,

Recent Graduate Surveys, and Alumni Survey -- solicit input from the three key constituencies most directly affected by the program: students, graduates, and employers. The faculty members discuss the results when appropriate in faculty meetings, retreats, and committee meetings.

Students are actively involved in evaluation process. The department regularly collects and analyses feedback from the students about the program quality through the EOP Questionnaire administered to the students in their final semester in the program.

The quality of individual courses, course delivery, and the curriculum in general is improved through:
- attention to student performance in courses
- responses to systematic Student Evaluation of Teaching Effectiveness (SETE) course evaluation surveys administered every semester for each of the courses and Web Institute surveys conducted every semester for online students in core courses (SLIS 5000, SLIS 5200, and SLIS 5600)

Students also participate in evaluations by serving on Faculty-Student Council and its committees.

Another way to involve students in the evaluation and improvement of the program that is practiced by the department is encouraging students to attend presentations made by LIS researchers and educators who are interviewing for Department's faculty positions and provide feedback on the faculty candidates. Student feedback on the faculty candidates is taken into account in hiring decisions. In addition, members of the department's staff, Board of Advisors, and Alumni Society are asked to provide feedback on critical changes to the Mission, Goals, and Objectives and to program content, policies, or procedures.

The department cooperates with its alumni and other LIS practitioners in the program quality assurance. The department collects and analyses feedback from the alumni through the regularly administered Recent Graduate Questionnaire. Another important group that contributes to program evaluation is employers of recent program graduates. The employers are asked to complete a survey indicating how the graduates perform according to the program objectives. The most recent Employer Survey was administered in Fall of 2011.

The department also regularly during its annual Board of Advisors meetings collects feedback from the members of its Board of Advisors on the new trends and needs of the LIS field, as well as on the quality of the department programs' graduates arriving to the field, and the skills that they must possess to be successful in their future careers: teamwork, presentation, and analytical skills, time management and leadership skills, the skills in the use of professional tools and software, etc. The department applies data and observations of student achievement along with feedback from students, graduates, and employers to improving the program.

LIS faculty will continue to review the student- oriented academic and administrative policies and procedures to ensure that the LIS Mission, Goals, and Objectives are being met. The faculty will investigate additional methods for increasing student input in the process.

RECOMMENDATIONS

1. Review the student- oriented academic and administrative policies and procedures to ensure that the LIS Mission, Goals, and Objectives are being met. The faculty should investigate methods for increasing student input in the process.

2. Review LIS recruitment, admission, and financial aid policies and procedures with the purpose of identifying ways to enhance recruitment efforts and retain enrollment. Develop a strategic approach to recruitment that:

- Targets demographic groups and geographic locations with the potential for increasing the diversity of the student body.

- Includes incentives such as financial assistance and assistantship positions.

- Conserves resources by adding recruiting to other activities such as All School Days and professional conferences.

3. Evaluate and revise all official communication media including: the department's website, SLIS Village, listservs, and print materials with regard to:

- Information and communication policies and procedures such as designer/posting access rights and updating/maintenance schedules.

- Accuracy, currency, and completeness of content, including the appropriateness of the content for each communication medium.

- Graphic redesign to support content changes and adhere to new UNT graphic identity rules.

- Gathering critical input and feedback from all of the department's constituent groups.

4. Continue to encourage students to attend professional conferences and to present and publish papers. Consider ways to increase public recognition of student achievements.

5. Develop a strategic approach to off-campus activities and events that enhance the learning experience and build the distributed LIS community, including:

- In locations with concentrations of LIS students, expand networks of local professionals who can introduce students to the professional community, offer colloquia and special topic programs, provide mentoring, sponsor practicum experiences, and assist with job searching.

- Expand the role of onsite coordinator to increase and improve local programming, professional networking, and assistance for faculty and students at off-campus locations.

- Evaluate and improve channels for communication among students such as the SLIS Village. Increase use of digital technologies to facilitate participation of more students in student/professional associations and Department policy-making and governance bodies.

- Strengthen and refocus, if necessary, the Library and Information Science Student Association (LISSA) and chapters at distant sites to encourage and enhance student participation. Develop ways to increase involvement of faculty, practitioners, and alumni.

6. Review LIS placement policies and procedures, with attention to student feedback on the EOP Questionnaire. Consider ways to improve the quality of career counseling, students' networking and job-seeking skills, and posting of position announcements.

7. Improve techniques for collecting data for program outcomes measures, such as rates of admission, enrollment, retention, graduation, and rates and types of recent graduate employment.

V. ADMINISTRATION AND FINANCIAL SUPPORT

INTRODUCTION

Since the last reaccreditation of the Master's Program, the Department of Library and Information Sciences has undergone several major changes related to administration and finances. The first, and most significant, is the 2008 consolidation of the School of Library and Information Sciences with another UNT unit, the Department of Learning Technologies, to form the College of Information. Appendix 32, UNT organizational chart illustrate the relative position of the College of Information within the university. Appendix 31, College of Information organizational chart illustrates the relative position of the LIS within the College of information.

Precipitated by the consolidation, the School's status was changed to the designation of Department within the College of Information. Because Dr. Herman Totten's deanship shifted to the college level, a new executive officer position of chair was established for the department. Dr. Maurice Wheeler became the Interim Chair. The current chair, Dr. Suliman Hawamdeh, was hired in 2010. In addition, several staff positions were shifted to the college because of the broad scope of their responsibilities.

This section describes the changes and evaluates the extent to which the department has adjusted its administrative and financial support to meet its changing needs in conformance with the COA Standard.

STANDARD	PROGRAM
Standard V.1.1	*Relationship to University*
The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution.	**The school is an integral yet distinctive academic unit within the institution.**

The school is an integral yet distinctive academic unit within the institution.

LIS is one of two units in the College of Information at the University of North Texas. The College of Information is the most recently established unit among the 11 colleges and schools that comprise the academic units of the university. Although the college was established in 2008, each of its departments has been in existence at the university for many decades.

The University of North Texas is governed by a Board of Regents and is the flagship university of the UNT System. It is the state's fourth largest university and the most comprehensive university in the Dallas-Fort Worth region. The Chancellor (Lee Jackson) serves as chief executive officer of the UNT System. The university also has a President, Dr. Lane Rawlins, who serves as the chief operating officer. The chief academic officer of the university is the Provost, Dr. Warren Burggren, who is also the Vice President for Academic Affairs.

The Chair of the Department of Library and Information Sciences, Dr. Suliman Hawamdeh, serves as the chief academic officer of the department and the LIS program, and reports to the Dean of the College of Information, Dr. Herman Totten. The governance of all academic units is guided primarily by the UNT Policy Manual (http://www.unt.edu/policy).

The Department of Library and Information Sciences administers three academic programs. The Bachelor of Science in Information Science, The Master of Science in Library Science or Information Science, and the Interdisciplinary Information Science PhD program. It is important to note that the Master of Science program is one degree with two majors. The two majors share the same core courses and are differentiated by their own major core

courses in the form of guided electives. Detailed information about the Master of Science and articulation of the two majors are discussed in Appendix 20.

Its autonomy is sufficient to assure that the intellectual content of its program … determined by the school within the general guidelines of the institution.

The Department of Library and Information Sciences is an autonomous unit within the College of Information. The department chair is the chief executive officer of the program and department has it own budget and decision-making body. The LIS Executive Committee serves in an advisory capacity to the chair and typically meets monthly during the academic year, scheduling called meetings as necessary. This committee, which consists of one elected faculty member per rank, provides faculty input when the Faculty-Student Council cannot be assembled, especially during the summer. The LIS Department charter (Appendix 3) outlines the framework in which the two committees operate. The Faculty-Student Council, the primary policy-making body for the department, meets monthly during the academic year. The chair may call special meetings of the council if deemed necessary. The council provides oversight or input in all aspects of the department, including curriculum, faculty hiring, promotion and tenure, and graduation of students. Composition and function of the Faculty-Student Council is outlined in the department charter.

Changes to the program structure, program requirements, programs of study, graduate certificates, addition or deletion of courses etc. is carried out by the Curriculum Committee. The Curriculum Committee reviews and discusses proposed changes to the program content and makes recommendations to the Faculty-Student Council within the general guidelines of both the college and university.

Its autonomy…, the selection and promotion of its faculty… determined by the school within the general guidelines of the institution.

The LIS Charter defines and makes distinctions between administrative and faculty roles, and provides guidance on the function of the Faculty-Student Council and standing committees. It specifies the standing committee structure of the department, including the methods for appointing committee members.

The committee structure follows closely the ALA Standards for Accreditation, with a committee for each Standard. The department also has operational committees such as the Executive Committee and the End of Program Exam (EOP) Committee. Members of committees include faculty, staff, and student representatives. Separate LIS documents present policies and procedures for committees such as the Department Reappointment, Promotion and Tenure Committee (Appendix 4) and Personnel Affairs Committee (Appendix 22). The Committee Structure based on ALA standards enhance the decision making process by making sure that resources are made available to the program. It also helps in maintain quality due to the need to engage in a continuous improvement of students learning.

The Reappointment, Promotion and Tenure Committee is made up of the tenured faculty in the department and operates within the general guidelines of the university (http://policy.unt.edu/policy/15-0-1).

Its autonomy…selection of its students… determined by the school within the general guidelines of the institution.

The Toulouse Graduate School grants all graduate degrees at the university. Students applying for admission to LIS must also apply to the Graduate School. The LIS Department as a standing member of the Graduate Council participates fully in policy-making activities for graduate education at the university level.

Activities of the Graduate Council include conducting reviews and approving new graduate courses and programs; reviewing and approval all units' individual criteria for membership on the Graduate Faculty; and setting minimum standards for admissions, academic progress, and graduation.
At the department level, the students Affairs Committee oversee the admission to the Master of Science program , handle appeal cases and review conditional admission. The Students Affairs Committee also oversea scholarships and financial aid which is closely related to admission, enrollment and retention of students.

The chair also a member of the Chair Academy. The Chair Academy is a forum where department chairs get the opportunity to meet and get updates from the university on various matter. The LIS chair also served on the Chairs Council, an executive committee that oversee the Chair Academy activities and negotiate with the university administration about various issues affecting the duties of the department chairs.

Standard V.1.2
The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The parent institution provides the resources and administrative support needed for the attainment of program objectives.

Over the years, the enrollment in the Master's Program has increased significantly as a result of the many innovative ideas in curriculum development and course delivery by LIS faculty. As a result, the University has provided the LIS Department and the College of Information with resources that have allowed it to grow into a much larger program and enabled it to flourish. This has been done by increasing the historical-based budget (budget for which the starting figure each year is determined largely by the starting figure of the previous year) from $1,912,236.00 in 2006 to $2,549,720.00 in 2012. The increase was driven by the increase in number of students and the need to improve quality and applied to both departments. The university instigated in 1999 and 2001 two revenue-sharing policies that guarantee that a significant portion of the revenue earned by the LIS Department will return to the department. The other type of university support was triggered by department success in attracting external instructional funding from the Institute of Museum and Library Services (IMLS). From 2006 – 2012, the department secured a total of $5,748,847.00 in IMLS funding to support cohorts in areas around the nation that are not served by LIS library Schools (Table V.1). The university provided the matching fund required by these grants. Beyond the grant period, the university continues to support student in the cohorts in the form of general scholarship.

Table V.1: IMLS Instructional Grants

IMLS Instructional Funding	
2006	$696,378
2007	$778,409
2008	$544,514; $624,663
2009	$730,659; $738,075; $140,000
2010	$999,363
2011	$226,786

The different types of university support, along with the revenue generated from OSTF and DLFM revenue sharing system, are used to directly support instructional delivery and administrative tasks in order to address program objectives.

Standard V.2.1
The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.

Opportunities for representation on the institution's advisory or policy-making bodies

It is standard practice at the university to include one representative from each department when standing or ad hoc university committees or task forces are created. Examples of recent LIS faculty membership on university committees include: the Graduate Council; Information Resources Council; Faculty Senate; Reappointment, Promotion and Tenure; and Evaluation of Teaching. Faculty members' participation on these committees, and many others, provides opportunities for the department to maintain a high degree of visibility across the campus. The followings are examples of faculty membership and service at the university level:

Dr. Jiangping Chen
University Writing Committee, 2010 - 2011, 2007 – 2009
UNT High-performance Computing Faculty Advisory Committee, 2009 - 2010
Faculty Senate, 2007 – 2010
UNT in the World: Global Scholar Development Program, 2009
UNT Faculty Research Grant, 2007 – 2008

Dr. Ana Cleveland
Graduate Dean Search Committee, 2008-2009, 2011-
Internal Graduate Education Review Committee, 2008-2009
IDEA Team, 2008-
Faculty Subcommittee, 2008-
GLBTA Committee, 2008 -
Advancement Development Network, Development Office, 2007-
Ph.D. Evaluation Committee (Graduate School), 2006.
Grade Appeal Committee, 2006
Hispanic and Global Studies Initiative, 2006-2008

Dr. Yunfei Du
Faculty Senate, 2010 – 2013
Faculty Senate Executive Committee, 2011
Faculty Senate Budget Committee. 2011
Member, Information Resource Council, 2007-2009, 2010-2011
Member, Center for Learning Enhancement, Assessment, and
Redesign Steering Committee, 2007-2012

Dr. Elizabeth Figa
Faculty Senate, 2004 – 2008
Faculty Senate Executive Committee, 2007 – 2008
University Review Committee, 2010
Evaluation of Administrators Committee, 2007 – present
Faculty Awards Committee, 2009 – present
International Education Committee, 2005 – 2010
UNT Community Award Committee, 2006 – 2007
Evaluation of Teaching Committee 2007 – 2008
Harvard University/University of North Texas Mid-Career Faculty
Research Project and Focus Group, 2009
Dean Evaluation Committee, 2009 – 2010
Evaluation of Dean Herman Totten Committee, 2009 – 2010
CDL Learning Management System Evaluation Committee, 2007
Phi Kappa Phi Interdisciplinary Honors Society University of North
Texas Chapter Board member and Secretary, 2002 – 2008

Dr. Shawne Miksa
Faculty Senate – Group II Senator, 2008-present
Committee on Faculty Participation in Governance—2008-2011
Committee on Committees (co-chair)—2009-2011

Dr. William Moen
Council of Associate Deans for Research (CADRE), 2011-2008
Information Technology Council, 2011-2008
UNT Research Council, 2009-2008

Dr. Guillermo Oyarce
UNT Delegation to Latin America (Ecuador, Peru), 2011
Dean of Library Search Committee, 2009-2010
Academic Advising Council to the Provost, 2008-2010
Information Resources Council, 2004-2008
Standards and Policy Planning Group (SPPG), 2005-2009
Center for Distributed Learning steering committee, 2005-2007
Hispanic and Global Studies ad-hoc committee to frame guidelines,
2006
Hispanic and Global Studies review committee, 2006

Dr. Barbara Schultz-Jones
Global Affairs Committee. 2011 – present
Global Affairs Sub-Committee for Study Abroad. Member. 2011 –
present.
International Education Committee. 2010 –2011
Research Opportunity Grant (ROP) Review Panel. 2009
Teacher Education Council. 2008 – present

Dr. Maurice Wheeler
University Promotion and Tenure Committee, 2009 - Present
University Chair's Council, 2008 - 2009
University Athletic Council, 2006 - 2009

*The school's
administrative
relationships with
other academic units
enhance the
intellectual
environment and
support
interdisciplinary
interaction; further,
these administrative
relationships
encourage
participation in the life
of the parent
institution.*

Administrative Relationships with other academic units

The LIS department has significant relationships across campus, partly because of the department's long history of involvement on campus and its faculty and administrator's participation in the governance of the university. For example, the dean is a member of the Dean's Council and the chair is a member of the Chair's Academy. The chair is also a member of other university bodies by virtue of his position as head of a department. These bodies meet regularly and are active both as advisory and policy-making entities.

Participation on these bodies allows department and college leadership to develop relationships with their peers across campus that directly impact faculty and student participation in university initiatives.

The interdisciplinary PhD program with concentration in Information Assurance (see http://www.cics.unt.edu/caedocs/SFS_PhD_Requirements_10_18.pdf), which has recently received a National Science Foundation award for *CyberCorps: Scholarship for Service (SFS),* is a good example of the intellectual collaborative efforts across the university. Receipt of the NSF grant in the amount of $991,547.00 was a collaborative effort between faculty from three colleges: Professor Ram Dantu, College of Engineering; Professor Dan Jong Kim; College of Business; and Professor Suliman Hawamdeh, College of Information.

The Department of Library and Information Sciences is well positioned within the College of Information to take advantage of the opportunities created at the college level, particularly with the Learning Technology department. The department is located in a building that houses complimentary departments such as learning technologies, computer science, information technology and electrical engineering.

When the department moved to Discovery Park in 2008, it immediately became part of an exciting initiative in the university expected to significantly affect the intellectual life and future of the university. As stated in its planning documents, key objectives of Discovery Park are "the promotion of interactive and multidisciplinary research, education, and training that benefits students, faculty and community"; and "to support interdisciplinary collaboration between internal colleges, faculty and research clusters." The close proximity to units focused on Learning Technologies, Computer and Information Technology, and Engineering and the interaction with their faculty and administrators has created a synergy that capitalizes on the interdisciplinary nature of the department itself. Also, the department is the administrative home to the Interdisciplinary PhD Program in Information Science.

The relationships established through these activities have resulted in many opportunities for faculty and students to participate in interdisciplinary research projects and teaching. The most significant of these projects are facilitated by the Texas Center for Digital Knowledge (TxCDK; http://www.txcdk.org/), which is an interdisciplinary effort to bring together faculty and students from across the university to promote and support research and academic programming in the areas of information Science, digital content management and digital curation. Beside TxCDK, there are a number of research centers in the university where the Master student have opportunities to work and collaborate on project. One of these is the Center for Information and Computer Security. Dr. Suliman Hawamdeh is the PI on an

the NSF grant generated by the center and discussed above. Appendix 28 shows selected examples of faculty and students joint publications.

<table>
<tr><td>Standard V.3.1
<i>The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.</i></td><td>

<div align="center"><i>The Executive Officer of the program</i></div>

Like the heads of other departments in colleges at UNT, the executive officer of LIS is the chair, who reports to the dean. UNT chairs serve as chief academic officers and chief operating officers of their respective units. Chairs also hold joint faculty appointments in their respective departments. The salary of the LIS Chair is within the range of executive officer salaries of other UNT chairs.

After a national search, Dr. Suliman Hawamdeh was hired in August 2010 as Professor and Chair of LIS. Prior to joining UNT he taught and coordinated the Master of Science in Knowledge Management in the School of Library and Information Studies at the University of Oklahoma. He also founded and directed the first Master of Science in Knowledge Management in Asia in the College of Communication and Information at Nanyang Technological University in Singapore.

Dr. Hawamdeh's administrative experience includes having served as chair and founding chair of several conferences including the International Conference on Knowledge Management (www.ickm-2010.org) and Knowledge and Project Management Symposium (www.kipanet.org). He is the founding president of the Knowledge and Information Professional Association (KIPA). He was also the founding president of the Information and Knowledge Management Society and served from 1999-2003. Dr. Hawamdeh has extensive national and international industrial experience, he was the Managing Director of ITC Information Technology Consultant Ltd, a company developed and marketed a line of products in imaging, document and record management, engineering drawing management, and library automation software. He worked as a consultant to several organizations including NEC, Institute of Southeast Asian Studies, Petronas, and Shell.

Dr. Hawamdeh has authored and edited several books on knowledge management including <i>Information and Knowledge Society</i> published by McGraw Hill, and <i>Knowledge Management: Cultivating the Knowledge Professionals,</i> published by Chandos Publishing. He is the editor of a book series on Innovation and Knowledge Management published by World Scientific. He is also the founder and editor-in-chief of the <i>Journal of Information & Knowledge Management</i>, one of the first refereed journals in knowledge management.

Dr. Hawamdeh is an experienced administrator and is highly qualified to lead the department (See <i>Appendix 18</i> for Faculty CVs).</td></tr>
<tr><td>Standard V.3.2
<i>The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives;</i></td><td>

<i>The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives</i>

The university's efforts to raise its research profile have had a positive effect on all academic units in the university. In line with university goals and objectives, Dr. Hawamdeh has focused on invigorating the intellectual environment in LIS. The university's emphasis on interdisciplinary research has been fully embraced by the department and is reflected in areas of focus for support of collaborative research projects between faculty, students and UNT faculty from other units. Faculty are encouraged to engage students in</td></tr>
</table>

that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

their research activities, and often leads to joint publications and presentations.

…that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

LIS promotes the socialization of students in to the field through a variety of activities that encourage interaction between students, faculty and practitioners. Faculty members are encouraged to create both formal and informal opportunities such as social events, structured networking activities and online communities. Residential and distance students alike take full advantage of opportunities that enable them to engage with professionals in the field, such as colloquia and financial support to attend conferences.

The increasing number of nonresidential students has prompted an expansion of efforts to engage these students in the "life" of the department. Regional chapters of the Library and Information Science Student Association (LISSA) have become very active, and onsite student coordinator been maintained in some areas to assist in organizing activities of LISSA and other regional student organizations.

Standard V.4.1
The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives.

The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives.

When the department was created, many administrative functions in the former school were shifted to the college staff. Operating within a college provides another level of checks and balances that are expected to enhance the program across the two departments within the college. Additional resources were deployed at the college level to support the faculty and the department in enhancing their operations and promote collaboration among faculty and programs across the College. One of these functions is the centralized operation of enrollment and admission. While admission and selection decisions are made by the faculty at the department level, operations are centralized at the college level to provide better and more efficient support.

The chair is primarily responsible for working with faculty, part-time faculty, budget oversight, scheduling courses, overseeing master's students' status, recruitment, and interactions with external constituents such as the Board of Advisors.

To supplement the support provided by the office staff, faculty also receive support through a variety of student staff positions. Most faculty members have an average of 2-3 assistant positions, with a greater number going to faculty who teach the largest classes. LIS is unusual within the university in the provision of student support positions. Many UNT faculty members do not have teaching or research assistants. The funding for these positions in LIS is made possible because of the department's Distributed Learning Funding Model (DLFM) and Out-of-State Teaching Fees (OSTF).

LIS also continues to use an innovative approach to teaching large enrollment courses through the use of managed team teaching. These teams often include practitioners who work under the direction of a senior faculty member to lead discussions, grade assignments, and provide other forms of course

support.

Standard V.4.2
Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

Effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The LIS Charter, revised and approved by the faculty in December 2010, provides the framework for decision making in the department. Changes in the department structure brought on by the creation of the new college made revision of the Charter necessary. This task involved both faculty and administrators.

The chief arena for decision making is Faculty-Student Council meetings. Department-level decisions are informed and guided by the work conducted of faculty committees. Faculty-Student Council members include all full-time faculty in the department who hold regular and continuing appointments, faculty who hold administrative appointments, retired faculty teaching part-time, full-time temporary or visiting faculty, and elected student representatives (traditionally the president of LISSA). Priorities are established through strategic planning and reflected in the working plan. The Working Plan for the charge for the various committees in the departments. Committee brings issues that requires decision making to the Faculty-Student Council after consultation with the chair. The chair is also assisted by the Executive Committee that serves as an advisory board to the chair.

The Working Plan, created by the faculty with input from students and constituents, also plays an integral role in the decision-making process.

Standard V.5
The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

The parent institution provides continuing financial support

In response to a demand for quality library and information science education in Texas and around the country, the department has grown significantly in Texas and around the country through the establishment of the federally funded cohorts. This growth has been both encouraged and enabled through the university's provision of financial support. As part of a university-wide plan for developing distributed learning, UNT adopted a number of policies that provided for the return of a major share of revenue from distributed learning to the academic unit that generated the revenue. These policies, in combination with a very successful capital campaign and a robust funded research effort, have resulted in an enviable financial position for both the college and the department.

Table V. 2 below shows support from the university for FY2006-FY2012. This support has increased from $3,760,418.18 in FY2006 to $5,773,022.08 in FY2012. [The UNT fiscal year (FY) is September 1 through August 31 and is named for the calendar year that it ends.

The sources of university support fall into two categories. The first are historical accounts that are relatively stable from year to year. The second are pass-through accounts that return to the unit a portion of the funds paid by the student. Texas Uses formula funding that is based on enrollment to fund universities and programs. The department receives the basic funding from the university that include faculty and staff salaries, Maintenance and operating cost as well as part-time support. That funding account to less than half of the money the department receives. Most the revenue to the department comes through state and out of state students tuition as well as research grants, endowments and scholarship.

Table V.2 University Support: FY2006-2012

TOTAL UNIVERSITY SUPPORT	
FY2006	$3,760,418.18
FY2007	$3,444,307.69
FY2008	$4,249,890.22
FY2009	$5,356,395.50
FY2010	$5,436,634.51
FY2011	$6,098,948.41
FY2012	$5,773,022.08

Historical accounts

Wages and salaries. This is the largest account and provides funding for all tenured/tenure-track lines and the majority of permanent staff lines. This account also funds a number of student assistantships. Positions funded through this account carry full benefits (table V.3).

Table V.3 Wages and Salaries

YEAR	Wages/Salaries
2006	$1,487,306.00
2007	$1,158,500.00
2008	$1,585,060.00
2009	$1,812,983.00
2010	$1,727,741.00
2011	$2,237,762.00
2012	$2,318,167.00

Operating. The department is provided with several operating accounts that provide funds for travel, supplies, telephones, and other support items. Also, the department derives a large part of its operating expenses from Out of State Funding (OSFT) and Distributed Distance Learning Funding Model (DLFM). Both types of Fund are explained below.

Higher Education Assistance Fund (HEAF). The State of Texas provides the university an allocation based on a variety of factors, including enrollment, space deficits, and research overhead. This fund is distributed among the colleges and schools based on a formula. The fund is restricted mainly to capital expenditures and has remained very stable.

Computer laboratory support. All UNT students pay a technology fee. A portion of this fee is allocated to support the general access laboratories throughout the campus. These funds are used to support the equipment, software, and personnel in the lab that is managed through the College of

Information.

Pass-through accounts

Course fees. The university provides an option for programs to collect course fees from students to cover expenses that are necessary for delivery of the course. These can include supplies, teaching support, royalty payment, and other categories that are directly related to the provision of instruction. These fees must be spent during the fiscal year in which they are earned. At the Department of Library and Information Sciences, these fees are used to hire a number of student teaching assistants in 15 hour-a-week positions (Table V.4).

Table V.4 Instructional Fees

Instructional Fees	
FY2006	$334,632.33
FY2007	$422,430.78
FY2008	$332,130.90
FY2009	$293,366.68
FY2010	$303,752.78
FY2011	$199,694.99
FY2012	$119,834.11

Distributed Learning Funding Model (DLFM). The DLFM returns 83% of tuition to the college or school for students who live more than 50 miles from campus and are taking only web-based delivery courses (Table V.5). This policy was created in 1999 as a means to provide an incentive to develop this delivery option and to support the growth that would occur when the method is adopted. The income from this fee must be spent during the fiscal year in which it was earned, and there are restrictions placed on how the funds can be spent. Details can be found at (http://www.unt.edu/cdl/funding_opps/revised_section/fund_mod.htm).

The largest expenditure of DLFM funds at COI and LIS is to directly support instruction, including hiring students as teaching assistants and practitioners as part-time faculty. These funds are also used at LIS to support a wide variety of functions, including travel, equipment purchases, and remodeling.

Table V.5 Distributed Learning Funding Model

DLFM Revenue		
	Account 1	**Account2**
FY2006	$172,045.44	$386,379.96
FY2007	$336,950.00	$423,041.59
FY2008	$438,871.20	$510,750.00
FY2009	$695,500.00	$711,491.62
FY2010	$739,700.00	$839,001.54
FY2011	$790,650.00	$955,715.71
FY2012	$635,250.00	$878,247.10

***Out-of-State Teaching Fee (OSTF*)**. Established by state legislation in 2001, this policy allows each department to determine a fee to charge students who reside out of state. The department receives 83% of the fee. These funds can roll over from year to year and there are few restrictions on how they can be spent. The balance in the OSTF account is shown in Table V.6 for the period 2006-2012.

Table V.6 Out of State Teaching Fee

OSTF Income	
FY2006	$955,124.45
FY2007	$796,661.32
FY2008	$1,092,585.12
FY2009	$1,410,554.20
FY2010	$1,643,410.19
FY2011	$1,680,364.71
FY2012	$1,589,970.87

The primary use of OSTF funds at LIS department is to support delivery of instruction to out-of-state students. This includes offering onsite Web Institutes in Minnesota and Nevada, Georgia, Virginia, California and the Pacific Islands. These funds are also used to fund a large number of scholarships. They provide the entire support for a staff position to coordinate the out-of-state programs and assist in advising these students. They also provide a portion of the salary of some staff members who work partially with out-of-state students.

Table V.7 Revenue from Non-Historical Accounts

TOTALS (DLFM, OSTF, INSTRUCTIONAL FEES)	TOTAL REVENUE
FY2006	$1,848,182.18
FY2007	$1,979,083.69
FY2008	$2,374,337.22
FY2009	$3,110,912.50
FY2010	$3,525,864.51
FY2011	$3,626,425.41
FY2012	$3,223,302.08

The department and the college is very fortunate to have funding policies in place that provide an income stream that is tied directly to the tuition revenue generated for most of its courses. In addition, there exists a great deal of flexibility in how the majority of these funds are expended. One of the largest accounts, the Out-of-State Teaching Fee, can be rolled over to subsequent fiscal years, thus providing a cushion for unexpected monetary needs.

While the chief use of the pass-through funds is to directly support instruction, the amount of funding has also provided opportunities to support activities in research and service. As an example, the department has been able to provide extensive scholarship support as well as support for faculty and students to travel to conferences. Table V.7 shows revenue from non-historical accounts.

Non-University sources of income

Non-endowment gifts. Historically, LIS has participated in a fall and spring telethon that raises money for the Dean's Discretionary Account. During FY2012, the college raised **$32,140.73** through these efforts. In addition, individuals and corporations make gifts to the college an the department during the year to meet special needs. These gifts are in the form of cash as well as equipment and software.

Endowment earnings. As of June 30, 2012 the total endowment for LIS was **$3,475,320.11**, making UNT one of the highest endowed LIS education programs (See Appendix 23). From 2006 -2012, these endowments earned $866,083.90.

External grants. Since the last reaccreditation, LIS has continued and expanded its tradition of receiving a large number of external grants. These have positively impacted the research efforts of the department, enhanced its ability to reach out to special populations, and provided start-up funds for various entrepreneurial ventures. (See *Appendix 9* for a list of sponsored external research funding and grants received for FY12006-FY2012).

Standard V.6
Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments

Department policies and procedures for the employees at LIS are the same as those of other UNT academic units. However, methods for establishing the compensation for each specific category of employee differ.

Department Chair. Compensation is established by the dean and all raises are determined by the dean. Department chairs across the university receive augmentation determined by the size of the unit and calculated based on the number of full-time faculty in the department. In 2012/2013, the augmentation was $6,000.

Staff. The chair and the dean make decisions based on merit for staff. However, compensation is guided by regulations set by the UNT Office of Human Resources. Each staff position has a description and a classification with an accompanying salary range. The university provides for periodic raise pools, which are usually merit-based, although some raises have been across the board.

Faculty. The chair and the dean negotiate the starting salary for each faculty member. Each year, the Personnel Affairs Committee evaluates each faculty member. The dean uses these results to provide guidance in distributing any available merit pay. There is occasionally an additional pool of funds through which the dean can address special cases such as market adjustment or excellence.

The national and state economy has negatively affected the university's revenues, and no annual raises based on merit have been given to faculty for the past two years. For 2011-2012 the Provost has provided a special pool of funds to address market adjustments and excellence.

The salaries of LIS faculty and the chair are within the range of salaries of other professional education units at UNT. LIS faculty salaries compared very favorably at the assistant and associate levels to faculty in the School of Merchandising and Hospitality Management and the Department of Criminal Justice, and were lower than similar ranked faculty in the College of Engineering. At the full professor rank, LIS faculty salaries were higher than those in Criminal Justice but lower than those in Journalism, Business School and the College of Engineering.

The department has conducted searches and filled 7 faculty positions in the last 6 years. There is currently two open lecturer positions. One in the area of health informatics and one in the area of Information technology and information assurance. During the same time period, two tenure-track faculty whose contracts were not renewed because of unsatisfactory progress toward tenure left, and two full professors retired. However, the two retired faculty members continue to be engaged with the program on a modified contractual basis.

The department is well represented at the university level and sufficiently compensated by the university in accordance with Standard V on Administration and Financial Support. The department generates additional funding on its own to assist students and support faculty endeavors.

Standard V.7.1
Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution.

Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution.

To supplement travel funds made available by individual units, the university provides additional funding each year for faculty who are delivering papers or making presentations. The LIS faculty members are eligible for and actively pursue university-funded research and teaching support. Their success in acquiring funding support for research and professional activities is listed in Appendix 9.

LIS faculty members receive department travel support well beyond that of faculty in comparable units because of the funds available through the Distributed Learning Funding Model (DLFM) and Out-of-State Teaching Fee (OSTF). In addition, faculty members do apply for and receive university-level supplemental travel support, especially for international travel.

The considerable income that the department enjoys from the Distributed Learning Funding Model (DLFM) and Out-of-State Teaching Fee (OSTF) is reinvested in many ways, such as hiring TAs, office staff, and part-time faculty, that help offset the extra workload of high enrollment. More important, the income allows the department to realize its goals and objectives in the form of new initiatives.

DLFM money is used to cover expenses, however OSTF money which is allowed to rollover by the university from one year to another is used to support initiatives, programs and strategic planning.

Standard V.7.2
Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Because of successful development efforts, entrepreneurial endeavors and faculty grant successes, the department continues to provide significant financial support to students in the form of scholarships and teaching and research assistantships. As mentioned earlier, the department secured $5,748,847.00 in federal grant funding in which was primarily used to support students scholarship.

LIS master's students have successfully competed for various graduate fellowships offered by the Toulouse Graduate School. These awards, and other support offered by the Student Financial Aid and Scholarships Office, are available to LIS students on the same basis as students from other units. Additional services and support includes assistance in the area of grants and federal subsidized and guaranteed loans.

Standard V.8
The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the

Planning and Evaluation Process

The department's planning process is guided by the LIS Working Plan (*Appendix 1*).

The Working Plan is structured to coincide with COA Standards and the Administration and Finance section of the document contains objectives relevant planning and evaluation. The Plan is reviewed annually. Outcomes are reported and objectives are updated and revised as appropriate.

Led by the chair, department planning is a collaborative process and he engages the participation of a broad range of stakeholders and constituents, including faculty, staff, the Board of Advisors and students. The department also collects information from employers, alumni and Board of Advisors

116

evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

through a systematic process described in the first section of this document. The Working Plan is updated based on the information collected from the field as well as contribution made by the students and the Board of Advisors.

Annual charges to faculty standing committees are drawn from the Working Plan, and periodic review and evaluation of outcomes is conducted by the Faculty-Student Council.

All the faculty in the department participate in the strategic meeting of the college. Many of the faculty are on the college committees. The department chair and the associate deans are part of the Dean's Cabinet that assist the dean in the decision making process. Decisions at the college level are coordinated closely with the decision making bodies in both departments.

RECOMMENDATIONS

1. Continue to enhance the administrative procedures within the department and streamline the operation between the college and the department. Several department functions such as admission, enrollment and advising are now handled at the college level for both departments. Continue to monitor these operations and assess their performance in line with UNT Four Bold Goals.

2. Reinforce and build the department commitment to research. Consider faculty research incentives, the Texas Center for Digital Knowledge, the Interdisciplinary Information Science PhD Program, and roles for master's students.

3. Continue build and enhance the department electronic repository of important department documents and data related to strategic planning and accreditation.

4. Increase efforts to build Department scholarship funds and to identify other sources of scholarships and assistantships.

5. Conduct an overall assessment of LIS faculty salaries across the two departments within the college as well as other department in UNT. Although LIS faculty salaries compared favorably at the assistant and associate levels to faculty in the School of Merchandising and Hospitality Management and the Department of Criminal Justice at UNT, it is lower than similar ranked faculty in the College of Engineering.

6. Continue to reviewing and assess policies and procedures for distributing scholarships. Continue to work with professional organizations in creating joint scholarships similar to the scholarship with the Arkansas library association.

7. Develop systematic strategies for planning and coordinating non-academic activities and events on and off campus for purposes of recruiting potential students, socializing students into the profession, encouraging interactions among classmates, and building future alumni loyalties.

VI. PHYSICAL RESOURCES AND FACILITIES

INTRODUCTION

The Department of Library and Information Sciences recognizes the challenge of meeting its mission, goals and objectives as information technologies advance, the demand for increased technology skills increases, and the student population becomes more geographically distributed. The department meets this challenge through the teaching resources and facilities it provides, research infrastructure and access to a wide range of information resources. This section describes the resources and facilities that support the Standard

STANDARD	*PROGRAM*

Standard VI.1
A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

Extent of Resources

The mission statement of the Department of Library and Information Sciences emphasizes that the department "prepares graduates for dynamic roles in the information age." The faculty believes that the accomplishment of LIS's mission and all of its goals and objectives are contingent on adequate physical resources and facilities.

The first goal and the first five specific Master's Program objectives are particularly relevant to Standard VI because achieving these requires the need for a high-tech environment for supporting instruction in the Master's Program.

Goal 1

Prepare information professionals who demonstrate excellence in leadership, service, research, and education in a technology driven environment.

Master's Program Objectives

1. *Understand the critical impact of electronic technology and networks on information practices*

2. *Be able to manage change in a technology-driven and knowledge-based environment*

3. *Plan, manage, and implement information systems in the networked environment for the creation, organization and dissemination of information*

4. *Develop and implement conceptual and technological systems and structures for the organization of information in any format for effective access*

The faculty and administration of LIS understand that, due to the nature of the Master's Program's goals and objectives and of its distributed student body, the physical resources and facilities required necessary go beyond providing quality physical resources. High-quality virtual resources and learning spaces are critical and providing these are of first importance. This portion of the Program Presentation will provide details about and evidence for meeting these needs.

Standard VI.2
Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or location of delivery

Main Campus Facilities

The Department of Library and Information Sciences is located on the second floor of the Discovery Park Building. LIS has approximately 8,000 square feet of space for faculty offices, meeting rooms and workrooms (Appendix 17). This same floor contains the College of Information (COI) Dean's Suite and associated COI support offices, the Texas Center for Digital Knowledge (TxCDK) office and the COI General Access Computer Lab. The Discovery Park Library is located one floor below.

The August 2008 move to Discovery Park resulted in the tripling of usable space. One year later the College of Information was formed and some of the office space was transitioned to support the college. Even with the division of space between department and college, the department ended up with twice the amount of usable space as a result of the move from the main campus. The additional space resulted in the addition of dedicated space for programs that involved multiple faculty members and teaching assistants. It also provided dedicated office space for adjunct faculty while on campus for coordinating their coursework. The inclusion of separate work spaces outside faculty offices for the teaching assistants enhanced the privacy for the conduct of student advising and consultation with colleagues. More importantly the physical layout of the space in Discovery Park is more conducive to the daily business of an academic unit because it is one contiguous space and not split up as was the case in the previous accommodations on the main campus.

Classrooms

There are a total of 18 classrooms available to LIS for classes. There are thirteen general shared classrooms (shared with other departments in Discovery Park). These classrooms vary in size. The smallest (6 available) can seat 12 to 15 students. The largest (1 available) accommodates 130 students. There is one shared classroom equipped for videoconferencing that holds a maximum of 60 students. Four of the 18 shared classrooms are equipped with computers to allow computer-assisted instruction. Three of these are equipped with Microsoft Windows software and one is equipped with Apple Macintosh computers.

Web institute classes and some other large classes are held in buildings with rooms that accommodate approximately 120 students. The Gateway Center on the main UNT campus and the large classroom in the Discovery Park building are used for the Web Institutes held in Denton. Web Institute classes held in offsite locations are held in similar classroom or hotel conference rooms. Specialized classes are taught in appropriate locations such as the Rare Book Room and the bibliographic instruction room in Willis Library on the main campus.

Given the large percentage of online instruction in LIS, it is important to note that considerable physical resources are devoted to this mode of instruction. The largest contribution is the courseware provided by the university. This courseware, Blackboard, is an industry standard and offers the capability for professor/student interaction in a number of different ways including online chat, e-mail, and virtual classrooms. This courseware frees the students and the faculty from dependence on "place" in the learning process. Students and faculty can be anywhere in the world and still conduct business as usual. It is important to note that the students and faculty contribute their own physical resources, at the user end, sufficient to accomplish the objectives of courses offered by the department.

Laboratories

Four Advanced Projects labs provide space for faculty researchers, adjunct professors, and research and teaching assistants. The research facilities were developed in conjunction with the College of Information and funded with faculty research grants.

Offices

The administrative complex includes a central staff office with waiting area, office workroom, a conference room, and separate offices for the chair. Faculty offices are centrally located adjacent to the chair's office. Other offices are occupied by part-time faculty and additional staff personnel. Teaching assistants have individual workstations outside the faculty offices within the LIS faculty office suite.

Meeting rooms

Students, faculty and staff hold meetings in the classrooms, LIS conference room, and the LIS chair's conference room. Larger meetings are held in the large conference rooms that are shared by all tenants of the Discovery Park complex and in the Agora common area in the Department of Learning Technologies.

Students can hold small informal meetings in their own lounge. Large meetings and events, such as conference speakers, receptions and luncheons, and student orientations, are held in the nearby Discovery Park classrooms and large conference room, which is fully equipped for video conferencing. The university's Gateway Center offers fifteen meeting and conference rooms of all sizes. The department takes full advantage of these resources for classes, meetings, and conferences.

External space

Event facilities are available on the main UNT campus, primarily at UNT's Gateway Center.

Off-Campus Facilities

The department offers face-to-face courses in Dallas and Houston, two-way video courses between Denton and Dallas, and core course Web Institutes in Virginia, Georgia, Wyoming, Nevada/Utah, California and the U.S. Territory of Guam. Most classes have 30 or fewer students except in Houston where core course institutes may have up to 100 students.

LIS has delivered instruction at the UNT System campus in Dallas since 2001, shortly after the campus opened. The facilities include video classrooms, a library, and computer labs. Although UNT-Dallas is now a standalone university and not a satellite of the UNT main campus, LIS classes are still being held on that campus. This provides a convenient resource for LIS students who live in Dallas or south of the city. For them this involves a commute of one hour or less as opposed to a commute of over two hours to get through Dallas and make it up to Denton during rush hour.

Houston

For class instruction the Houston program regularly uses two rooms in the University of Houston M.D. Anderson Library, each room holding approximately 20-25 students and one computer classroom seating up to 20 students in the University of Texas M.D. Anderson Cancer Center Research Medical Library.

In addition, the program uses one classroom seating up to 20 students with computer facilities at the University of Houston Law Center and the Community Room seating approximately 60 students in the Houston Public Library. Web Institute classes taught in Houston us a 150-seat room at the Hilton Houston Hobby Airport.

For educational programs, advising, and study groups, the Houston program uses the University of Houston M.D. Anderson Library's facilities, including the Elizabeth D. Rockwell Pavilion and reserved study rooms.

California
Classes in the UNT/CSUN (California State University – Northridge) Greater Los Angles MLIS Program are held in the Presentation Room of the Oviatt Library. Students have access to the CSUN wireless network. Computer labs in the library are also reserved for the class. SLIS 5302, which is taught as a blended course, is held at the Thousand Oaks Public Library. Social events are held at the Radisson Chatsworth Hotel (headquarters hotel) and at local libraries and information centers.

Virginia
Classes in the UNT/Virginias MLIS Program are held in the media classrooms in the East Library at James Madison University (JMU). This is a new facility with state-of-the-art classrooms. Students have access to the JMU wireless network and computer labs. Social events are held at the Holiday Inn (headquarters hotel).

Nevada/Utah
Nevada classes are held in the Collaborative Learning Center (CLC) housed in the University of Nevada, Las Vegas Lied Library. Three instruction rooms are used for classroom instruction and hands-on computer labs for courses. Social activities are held in a conference room and theater at the Clark County Library, a large branch in the Las Vegas-Clark County Library District. Nevada graduation exercises are held in the theater.

Standard VI.3
Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Multimedia resources and services

The primary means for the delivery of multimedia resources for instructional purposes is the Blackboard learning system. Blackboard provides a stable, secure environment that allows for the delivery of all types of instructional media from basic text to video that can be stored and available to the students when they are ready to view it. The functionality of the Blackboard suite of software also allows faculty to transition all course-related media from semester to semester at the click of a button. The result of this storage-in-the-cloud approach is to enhance the student learning experience with a corresponding reduction in faculty effort to keep all course materials in one place. In addition it allows faculty to simply link to a wide variety of relevant digital resources available on Web. And it makes for less effort in similar links to library resources for course reserves and assigned readings. This allows all faculty members to concentrate more time on instruction and less time on course development.

<center>***Library Services***</center>

Libraries
The University of North Texas Libraries occupies five separate facilities, each facility with its special functions and clientele. In addition, the UNT Dallas Library supports the academic programs at its facility and provides access and support for LIS courses held at that location as required. The Department of Education has designated the UNT Libraries as a major research library (Appendix 24).

Willis Library
The Willis Library is the main library building on campus and is home to materials in humanities, business and economics, literature, social science, and education collections. The Library also houses an instruction lab, the Music Library, the Government Documents Depository Library, Archives, Rare Books and Texana Collections, Microforms, and the Digital Libraries Division.

The Music Library
The UNT Music Library, located in Willis Library on the main Denton, TX campus, is one of the largest academic music libraries in the nation, is located on the fourth floor of Willis Library. The library serves the College of Music and researchers from around the world with its collection of scores, books, music periodicals, and sound recordings.

The Government Documents Library
The UNT Government Documents Library, located in the Willis Library on the main campus in Denton, TX, has been a United States Federal Depository since 1948 and a Texas State Depository since 1963. It is located on the third floor of Willis Library. The library's web applications are extensive, including The CyberCemetery, an archive of retired federal government websites, and The Portal to Texas History, a resource for elementary and secondary teachers and students.

The Digital Projects Division
The Willis Library Digital Projects division includes the User Interfaces Unit, which designs, creates, and maintains the Libraries' website using a content management system, and the Digital Projects Unit which digitizes and makes available digital content. The Division has received numerous grants that support state-of-the art equipment and the research on the preservation of digitized materials.

Eagle Commons Library
The Eagle Commons Library (formerly the Science and Technology Library), is located on the main campus in Denton, TX. The Eagle Commons Library is located in Sage Hall. It houses the art, science and technologies collections, and state-of-the art group study spaces.

Discovery Park Library
The Discovery Park Library is located at UNT Discovery Park, which is a little over 4 miles north of the main UNT campus. It houses collections in engineering, information and library science, computing and information technology, and learning technologies. In addition it houses a dedicated instruction lab,

Media Library
The Media Library is located in the basement level of Chilton Hall on the

main UNT Denton campus. Media Library, housing the non-print audiovisual collections including films in a variety of formats (DVD, VHS, Streaming Media, laser disc, etc.), audio books, video games, computer software, filmstrips, and slides.

Library Annex
The Library Annex is located 2 miles from the main Denton campus. It houses the Technical Services Department and Preservation Lab. In addition it contains a remote storage area which houses lesser used research materials in a controlled environment.

Holdings
The UNT Libraries contain nearly 29,334 monograph titles, including over 800 electronic books, which support the library and information science program. The majority of these resources are housed at the Discovery Park Library.

Electronic Resources
The UNT Libraries system provides a variety of electronic resources for students and faculty. These resources include single databases, database packages, single e-journals, e-journal packages, and e-book collections The UNT Libraries provide access to over 1600 journals (over 400 online) that support the library and information science program.

Off-campus access to subscription-based online resources is available via a proxy server, which provides nearly seamless access. These subscription resources are accessible from both the libraries' catalog system as well as through the Libraries' website.

Computer and Information Technologies
UNT advertises that it is has more computers per student than any other public university in the Dallas-Fort Worth region. There are two General Access Computer Labs in Discovery Park available for student use. These labs give students access to campus email and the Internet. All of the campus facilities have wireless service, known as EagleNet, available to the students and employees of UNT.

All computers are connected to the university's WAN and to both the Internet and Internet 2. During 2003-2004, the Computing and Information Technology Center began installing wireless access points in buildings across the Denton campus, which provided wireless access to faculty, staff and students via authenticated login.

All faculty and staff members have computers in their offices to support their teaching, research, and administrative duties. These computers were most recently upgraded in August 2011 and equal, or exceed, the laboratory computers in capabilities and connectivity. Many faculty members also have laptops furnished by the department. Software loaded on teacher and student workstations supports courses in electronic searching, graphic design, digital image editing, network management, statistics, and web development. Many faculty members have specialized software packages to support specific instructional or research activities. Research grants and federal funds have been used to procure Unix servers, Linux servers, and digital imaging lab equipment. An improved computing infrastructure supports teaching and research, for example, medical imaging work and other projects.

Independent Study Facilities

LIS provides a lounge where students can meet, study, read professional literature, eat, and take class breaks. Student lounges are also available in other buildings, including the University Union and Willis Library. Due to the open architecture of the Discovery Park campus, there is abundant open space for student use. This open space is equipped with a variety of accommodations for studying and lounging.

Within the LIS spaces there is a student study/meeting room. There is also a LIS lounge equipped with kitchen facilities.

Libraries, computer labs, the University Union and other campus facilities are open and available to students during day, night, and weekend hours. Student computing needs are addressed by 14 General Access Computer Labs in ten buildings across the main UNT campus and at the Discovery Park campus. The General Access Computer Lab in Willis Library is open 24 hours a day, 7 days a week. The COI General Access Computer Lab provides specialized equipment and software for individual student and team project use. The General Access Computer Lab in the Sycamore Hall on the main campus also serves as an Adaptive Lab for students with special needs.

The Dallas Campus Library provides students with 12 general access computers for Internet searching and an adjacent computer lab with 31 computers for course-specific programs, Microsoft Office programs, Adobe Photoshop, a scanner and printer.

Media Production Facilities

Some media production facilities are available in LIS to support the curriculum requirements of courses. Some faculty members maintain hardware and software for their own media production needs, including streaming video. For example, the storytelling and LIS library faculty have video production capability for incorporating video in courses.

Access to centralized audiovisual and graphics resources and media production equipment, facilities and services are provided through the UNT Center for Learning Enhancement, Assessment and Redesign (CLEAR), Multimedia Development Lab, and Classroom Support Services.

Standard VI.4.1
The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed.

On Campus Support

The university and the department provide students and faculty with access to a full range of support staff and services, regardless of venue: main campus in Denton, at a site off campus, or anywhere in the world via distributed learning. The most important types of support come through the department, the University Libraries, and university and College computing services.

The University Libraries offer a full range of services, including reference, interlibrary loan, document delivery, and bibliographic instruction. The department enjoys a particularly close relationship with the Discovery Park Library that benefits both students and faculty in enhancing the professional education of future librarians.

- The Discovery Park Library is staffed by three full-time librarians and a number of part-time employees. Each librarian is available for individual reference instruction by appointment. The reference desk is open 70 hours per week over seven days to meet the needs of faculty and students. The reference desk in Willis Library is open 87 hours per week.

The UNT Libraries have used the ILLiad electronic interlibrary loan service since August 2002. The service is available free for all faculty, staff and students. Users establish personal accounts through the Libraries website, order online, and receive electronic articles in two to three days and books in one to two weeks. UNT Libraries can also use an online form to retrieve items from remote storage, with delivery within 48 hours.

- The UNT Libraries provide bibliographic workshops for the entire student population. In Spring 2010, for example, they offered Introduction to the UNT Libraries 23 times, Finding Books and Articles 6 times, Effective Internet Searching 4 times, and Graduate Student Workshops 3 times. Librarians are available on request to conduct bibliographic instruction in the library's Computer Learning Center, which has 26 workstations, or to speak in onsite classes or online chat sessions. LIS has taken good advantage of these services.

- A primary duty of all UNT librarians is to serve as library liaison to one or more academic departments. A library liaison is an ex officio member of LIS's Resources and Facilities Committee. Generally, the liaisons assist the departments in selecting and ordering library materials for their subject areas. LIS faculty, students, and staff can request materials purchases through the liaison or an online form.

- UNT librarians regularly speak to LIS classes. Library representatives often inform introductory classes about library systems and services, LIS resources, and how to use them. Others are asked to address topics relevant to specific courses, such as management projects.

- Particularly important for LIS education are the excellent opportunities for LIS students to gain professional experience as Graduate Library Assistants (GLAs). The program is open to full-time graduate students who are assigned jobs such as reference services, bibliographic instruction, digitization, database maintenance, and cataloging.

- The Discovery Park Library, for example, employs four LIS master's and doctoral students as GLAs to work 20 hours per week at the reference desk. These students meet for an hour every week with the Discovery Park Library Coordinator, who assigns library projects and provides training in print and electronic reference services. In this manner, the Discovery Park Library is training future librarians, as well as providing high quality reference service.

LIS and the university provide an array of electronic technologies for teaching, research, and administration.

The faculty is committed to providing computer training and support for LIS students, regardless of their level of experience on entering the Master's Program. The Information Technology Knowledge and Skills (ITKS) self-assessment test provides feedback to students on their level of expertise and follows up with remediation tutorials for those with limited skills.

The COI General Access Computer Lab is open 80 hours per week and is staffed by student lab attendants. The lab attendants are well trained to assist UNT students with equipment and software available in the laboratory.

Technical support for faculty and staff computers is provided by the College of Information Technology Support Group, which currently includes two full-time staff and two part-time assistants. This group is responsible for hosting LIS faculty and staff shared storage resources as well as hosting and maintaining the LIS website. They also assist LIS faculty, staff, and student network users in acquiring, setting up, and using teaching and research applications; overseeing security systems; and accessing UNT Enterprise Information Systems services.

UNT Academic Computing and User Services provides students and staff with a wide range of hardware and software resources, training, consulting, and information services. It offers training for software applications including communications, management systems, statistical analysis, web development, online searching and programming.

Off-campus support

Communication and coordination of activities with distance sites is critical to the success of the distributed learning program. LIS has made an extra effort to work with personnel in all of the off campus sites to ensure that the needs of LIS students and faculty are met fully and reliably.

- Since Spring 1998, a full-time employee, the Web Institute Coordinator, makes facilities and other arrangements for core course institutes in the remote sites and serves as a central point of contact for incoming institute students. The College's Academic Counselor is another key contact person for new students enrolling in core courses

- LIS hires a teaching assistant and/or local coordinator for remote sites to organize student and alumni events, promote the program at local conferences, and encourage students who are new to the program

LIS makes an effort to ensure that students in off-campus locations have access to adequate library services.

- Through the *TexShare* systems, students in Texas have borrowing privileges at numerous libraries throughout the state

- The UNT Libraries provide a full range of electronic services for distributed learning students

- Students in remote sites have borrowing privileges at host site libraries. Reserve materials for LIS courses are also made available at these libraries

- Off-campus sites are chosen and carefully vetted to ensure adequate technology support

- In addition to computer labs, each classroom has projection and video equipment and wireless Internet access

Each site has technical staff present for support during classes, including on

weekends. LIS typically builds relationships with local staff that continue from year to year.

Distributed learning support.

In recent years, LIS and the university have greatly expanded their services to accommodate students and faculty involved in distributed learning. Most distributed learning takes place in web-based online courses, with some also in two-way video modes.

- UNT is the largest provider of online credit courses among Texas public universities. Courses are offered through the university's eCampus Internet presence. UNT is currently transitioning for the Blackboard Vista platform to Blackboard *Learn*. A series of workshops have been made available to faculty to learn. The university makes available a 24/7 help desk for anybody working in the Blackboard environment

- UNT's Center for Learning Enhancement, Assessment, and Redesign (CLEAR) provides dedicated support to assist faculty in the creation, design, implementation, and assessment of distributed learning courses. CLEAR sponsors seminars and workshops throughout the school year to provide cogent learning opportunities for the faculty and TAs

- LIS's TAs assigned to individual instructors serve as the front line for day-to-day maintenance of course websites and trouble-shooting students' problems with websites. Faculty and TAs courses have developed documents that contain instructions for submitting assignments electronically and protocols for online communications

- LIS recently hired a Blackboard course coordinator to work full-time in the support of LIS faculty in the delivery of coursework to students. In addition, the COI Technology Services Group is responsible for maintaining LIS workstations and other equipment for online course delivery

- University technical support personnel are responsible for maintaining equipment for two-way video classes. The university provides a video technician at each site sending or receiving video transmissions

- The UNT Library System, including the Denton and Dallas campuses, offers a wide variety of services for students and faculty involved in online courses. This includes a library support module that is uploaded to every online course to provide a quick look resource for the students

- General reference assistance is available via telephone by calling a local or toll-free number that reaches General Reference at Willis Library. From there, users may be transferred to the Discovery Park Library. E-mail and online chat services are provided through the electronic reference system. Email reference is available 24 hours a day, with questions answered within 24 hours. Chat reference is available 7 days a week, for up to 54 hours, at the UNT Libraries website

- Individuals who are having difficulty using UNT Libraries' Electronic Resources can submit an online form that goes to the Libraries' LAN/PC Management Department, which addresses the problem as soon as possible. The department's Help Desk, which is staffed

during weekdays, can also be contacted by phone. Additional help documents for technical questions are linked to the Electronic Resources webpage

- In addition to traditional course reserves with tangible materials onsite, the UNT Libraries puts electronic documents on reserve that can be accessed without traveling to a UNT campus. The instructor can supply a password to access copyright protected materials. All reserve materials can be found by searching the library catalog

- UNT Libraries provide free lending services for distributed learning students and students enrolled at the Dallas campus. Students may request articles or books owned by the Libraries by submitting an online form. Documents are sent within 48 hours, with articles delivered by email, fax or mail and books by express mail

- UNT librarians have written online tutorials for 29 of the major electronic databases. The tutorials describe how to devise a search strategy, interpret search results, and retrieve documents. Additionally, the LIS library liaisons have created an LIS subject guide webpage that not only provides information about print and electronic resources, but also provides links to library associations and directories

- The UNT Libraries System has a Coordinator of User Education and Outreach who supervises library support for distance students and serves as liaison to the Center for Distributed Learning. Once a year, she presents an information session for UNT faculty about library services for online courses. One of these services is Librarian in the Classroom, started in Spring 2005, in which a UNT librarian joins online courses on request to provide guidance and answer questions. So far, two LIS faculty members have obtained this service for four courses. The Coordinator has also created web pages for the online courses Children's Literature and Multicultural Children's Literature

The Libraries' Coordinator of User Education and Outreach has created information materials for the core course Introduction to Information Professions. She makes a 30-minute presentation, with handouts, at the onsite institutes in Denton and provides handouts for distributing to students at off-campus institutes.

Technical support for online courses is available to students and faculty through the UNT Center for Distributed Learning (CDL) and the UNT IT Sharing Services. Extensive pages of information, tutorials, and trouble-shooting advice are available on the UNT website. The UNT Help Desk is accessible via email or phone 7 days a week during certain hours.

Standard VI.4.2
These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

Disability Accommodations

It is the policy of the university and LIS to comply with all relevant and applicable provisions of the Americans with Disabilities Act. All instructors are required to include an ADA compliance statement in their syllabi.

The university's Office of Disability Accommodation (ODA) serves as a central referral agency for students who need accommodation. ODA implements procedures and services to ensure that no individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination under any university program, service, or activity. Students are mainstreamed into existing programs and services with the

help of a variety of accommodations.

LIS is located on the second floor of the Discovery Park Building and has wheelchair access via two elevators. All spaces with the Discovery Park complex are ADA-compliant.

All classrooms and General Access Computer Labs located in the Discovery Park building are designed to be ADA-compliant. The Adaptive Lab within the General Access Computer Lab in Sycamore Hall (main campus) has consultants and specially trained lab attendants available to provide help with adaptive hardware and software. Other locations also have adaptive technologies, such as JAWS and ZoomText software for users with visual disabilities in the Computer Learning Center and all four floors of Willis Library.

The Media Library has viewing carrels, listening carrels, and a private viewing room for individuals with special needs, all of which are wheelchair-accessible. The collection includes more than 1,500 closed caption video recordings, several hundred books on tape, and televisions with closed caption capabilities.

In online courses, students with visual and auditory disabilities are provided with text transcripts and descriptions of audiovisual course materials. The Center for Learning Enhancement, Assessment and Redesign (CLEAR) reviews courses to verify compliance with ADA requirements for web pages.

All off-campus sites for delivery of LIS instruction are in public institutions or facilities that, like UNT, must conform to ADA regulations.

Assistive technologies for online presence

The Department of Library and Information Sciences is committed to making its web presence accessible to all users. As a result, the website which provides users with information about LIS was designed to improve accessibility for users with disabilities. The department website meets or exceeds most university, state, and federal guidelines, policies and coding standards for creating accessible websites. Additionally, as changes are made to the website, the accessibility level is continually reviewed in order to ensure that all content meets minimum requirements.

The Texas Specialized Telecommunications Assistance Program (STAP) is a state-wide program that provides financial assistance for the purchase of specialized assistive equipment or services for Texans having a disability that interferes with their ability to access the telephone network. This program is administered under the Texas Department of Assistive and Rehabilitative Services /Office of Deaf and Hard of Hearing Services (DARS/DHHS). Qualifying applicants are sent a voucher that may be used to purchase beneficial telecommunication equipment or services.

Relay Texas provides telephone interpreting service for individuals who are deaf, hard-of-hearing, deaf-blind or speech-disabled. Relay Texas agents have equipment that enables them to hear a speaking caller and also read the text sent by a text telephone (TTY) user. This service is available for Texans 24 hours a day, 365 days a year. There are no restrictions imposed on Relay Texas calls. Texas and United States laws ensure confidentiality for relay users and operators.

Relay Texas also provides two services for those needing assistive technologies. Video Relay Service (VRS) enables deaf and hard-of-hearing persons who communicate through signing to connect to voice telephone users through video conferencing equipment. The Internet Relay Service provides the same service through the Internet as opposed to a voice

telephone.

Standard VI.5

The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

Planning and Evaluation

The LIS Working Plan contains a section devoted to this Standard that focuses on major changes or improvements in LIS's physical resources and facilities. The faculty standing committee on resources and facilities includes representatives from the COI Technology Services Group and a university librarian as an ex officio member. The committee annually solicits input from all faculty members concerning suggestions to improve the physical and technological resources of the department. Final decisions are made by the Faculty-Student Council.

Annually, LIS conducts a day-long retreat to go over and update the LIS Working Plan item by item. This annual update serves to guide the activities of the LIS resources and facilities committee in setting its priorities for the year.

LIS conducted an all-day strategic planning workshop in Fall 2011. During the workshop the faculty augmented its strategic planning efforts by undergoing an assessment using the SWOT (strengths, weaknesses/limitations, opportunities, and threats) analysis technique. The results of this analysis are being used in LIS's strategic planning effort.

LIS engages in a continuous process for assessing hardware and software and updating as needed and when funding is available. LIS informs new and potential students of its minimum technology requirements for hardware and software. These standards exceed the minimum standards for UNT. All students must take the Information Technology Knowledge and Skills self-assessment test prior to enrolling in their first course, and report that they have done so.

RECOMMENDATIONS

1. Continue to pursue the prospect for additional physical space and facilities at Discovery Park to accommodate future growth and initiatives, including new faculty offices, research labs, and spaces for teaching, meeting, and projects.

2. Given the college participation in a number of university wide clusters, it is important to pursue enhanced facilities that will meet the need of the new faculty hired under these clusters.

3. Develop a process to identify appropriate new and emerging technologies that can improve efficiency and effectiveness in teaching, research, administration, information management, and communication.

4. Develop and adhere to a set of evaluation methods that will allow constant monitoring of quality of resources, facilities, and services on campus and at each distance delivery site.

5. Continue to support and upgrade the teaching and research infrastructure, particularly in the area of information technology and electronic classrooms for distributed learning.

SUMMARY AND CONCLUSION

This Program Presentation is an outcome of a systematic and ongoing planning process at the University of North Texas Department of Library and Information Sciences. The document describes how the department and the college plan, develop, maintain and assess the Master's Program. The Program Presentation covers the period from 2006 - 2012 and provides evidence to demonstrate how the program meets the six Standards for Accreditation of the American Library Association.

During the last seven years, the department and the college underwent major changes, each of which were presented as an opportunity of sort and led to the expansion and increased feasibility of master program. The first significant change was incorporating the School of Library and Information Sciences in the new College of Information with two departments, Library and Information Sciences and Learning Technologies. The College of Information also joined the iSchool Consortium in 2009 and will host the iConference in February 2013 in Fort Worth, Texas.

The second significant change was the expansion of the distant learning and online program. The LIS program views technology as a tool to further program mission, goals, and objectives. The department continues to employ its own approach to online instruction that involves a blend of onsite and online instruction to cohorts of students in different geographic areas where LIS education is needed. The department was very successful in securing IMLS fund to start these cohorts. The continuous enrollment by students in these cohorts beyond the IMLS funding is testimony by the students of the quality of instruction delivered by the UNT program.

The third significant change happened was the restructuring of the three core courses and the articulation of the Master of Science Degree into two distinct majors: library science and information science. The number of credit hours for three core courses (SLIS 5000, 5200, and 5600) were changed from 1, 4, and 4 credit hours respectively to three credit hours each. The restructuring of the credit hours was accompanied by substantial examination of the course content and students learning outcomes to make sure that the courses address key competencies identified through the planning process and reflect the changes in the field.

In 2011, the Department of Library and Information Sciences joined the Web-based Information Science Education (WISE) consortium. The WISE is a collaborative distance education initiative aimed at increasing the quality, access, and diversity of online education opportunities in library and information science. By joining the WISE, the department agreed to the principles and metrics for effective teaching and learning presented in the document "A Model for Quality Online Education in Library and Information Science" available on the WISE website. The principles and metrics include quality standards in administrative and technical support, faculty teaching effectives and students satisfactions. UNT as a leader in distance education and online delivery is committed to quality and the WISE experience so far is rewarding.

While the changes at the department and college level opened the doors for wide range of opportunities, it also presented administrative challenges that took a while to address. The merger with the department of learning technologies added strength to the college in terms of research activities and external funding. For the Department of Library and Information Sciences, Learning Technologies added strength to an area of increased importance in LIS education. This opened the door for LIS faculty to work closely with their colleagues in Learning Technology faculty on funded research, joint project and instructional technology.

The Department of Library and Information Sciences continues to strive to provide a learning environment that meets its mission, goals and objectives. At this point, the future looks bright. The new leadership has an exciting vision for expanding the curriculum in areas with global implications. The recommendations in this Presentation represent a fresh sense of direction, a commitment to pick up loose ends, and a willingness to embark on new initiatives. They represent a renewed sense of enthusiasm that says the department and the college can take what it already does extremely well and do even better.