

THE UNIVERSITY OF NORTH TEXAS

A Working Plan For

The School of Library
and Information Sciences

Draft

2004-2009

04/30/04

**THE SCHOOL OF LIBRARY AND INFORMATION SCIENCES
2004-2009**

TABLE OF CONTENTS

Introduction.....	1
Working Plan Preparation Process.....	1
University of North Texas Vision.....	2
University of North Texas Mission Statement.....	3
SLIS Annual Planning Process.....	4
Budgeting Themes for fiscal year 2005.....	5
SLIS Vision Statement.....	7
Mission and Goals.....	8
Program Objectives for MS.....	8
Activity Summary.....	10
Faculty Publications and Presentations.....	12
SLIS Working Plan Outcomes 2004-2009.....	23
Standard I: Mission, Goals, and Objectives.....	23
Standard II: Curriculum.....	26
Standard III: Faculty.....	36
Standard IV: Students.....	42
Standard V: Administration and Financial Support.....	52
Standard VI: Physical Resources and Facilities.....	55
Enrollment Trends.....	59
Enrollment Projections.....	61
Goals and Objectives for 2004-2009.....	62
Standard I: Mission, Goals, and Objectives.....	63
Standard II: Curriculum.....	66
Standard III: Faculty.....	75
Standard IV: Students.....	80
Standard V: Administration and Financial Support.....	87
Standard VI: Physical Resources and Facilities.....	91

**A WORKING PLAN
FOR THE SCHOOL OF LIBRARY
AND INFORMATION SCIENCES**

2004-2009

INTRODUCTION

The *SLIS Working Plan* is meant to be the core document for the management of the School. The *Plan* contains the actions that are planned for the next five years with accompanying timelines and costs. In addition, the *Plan* serves as a reporting document in which the School's progress toward the goals of the previous years is reported. The *Working Plan* is a dynamic document that serves both as a blueprint for the activities of the faculty, staff, and administration, and is continuously modified by the collective wisdom of the human resources of SLIS.

WORKING PLAN PREPARATION PROCESS

In the fall of each year, SLIS Committees select and prioritize goals and objectives from the *Working Plan*. Progress on these goals and objectives forms a portion of each faculty meeting's agenda. In the spring, each committee provides an update of new goals and objectives for the revision of the *Working Plan*. Results from outcome assessment procedures are provided to SLIS Committees to assist in their work.

The *SLIS Working Plan* is based upon:

- The University of North Texas Vision and Mission
- Standards for Accreditation of the Master's Program of the American Library Association and statements by other relevant professional organizations
- The School's Vision, Mission, Goals, and Objectives
- Input from the School's constituencies

The planning process is dynamic and iterative with the *Plan* both impacting and being impacted by all of these groups and documents (see page 4.).

During 2003-2004, this process was continued. The faculty met in a retreat in early fall to discuss and prioritize the objectives identified for this year. During the spring of 2004, faculty committees and the Faculty as a whole discussed and debated the *Plan*, adopting it at the last faculty meeting in May.

University of North Texas: A Vision for 2015

The Vision

The University of North Texas will be one of the state's top-tier universities - - a premier educational, intellectual, research and cultural resource. As the flagship of a multi-institutional university system and the leading university of its region, UNT will be recognized for education, research, creative activities, and public service, and for advancing innovations in the enhancement of learning. UNT will be an inclusive and diverse institution with an international perspective, helping to create an informed citizenry, high-quality graduates, and a workforce well prepared for the global economy.

Achieving the Vision

To achieve this vision, the University of North Texas will:

- advance excellence in basic and applied research, original scholarship and artistic activities that expand the core of knowledge for future discoveries, lead to new technologies, devise solutions to problems facing society, enhance citizens' quality of life, and instill a sense of discovery and creative insight in our students;
- employ its status as a major doctoral degree granting institution and the talents of its nationally and internationally recognized teacher-scholars to support strong undergraduate and graduate academic programs taught by the same faculty and providing research opportunities for students;
- emphasize selected academic programs and create new academic and professional programs that have or can achieve wide recognition for excellence;
- promote excellent, accessible, and affordable higher education to the region's growing and demographically diverse population through partnerships with educational entities and the business, public, and not-for-profit communities;
- foster a residential learning environment for students living on or near its campus that promotes tradition, instills institutional and societal values, and encourages the development of a lifelong connection to the UNT community;
- lead in offering learners access to education through satellite locations, the Internet and other electronic resources, and partnerships with other institutions;
- serve as an important source for lifelong learning, professional education, and outreach activities and as a prime venue for artistic performances and exhibitions and sports events; and
- be an essential partner in meeting the expanding needs of the Dallas-Fort Worth Metroplex, the largest metropolitan area in the state.

Approved by the Board of Regents, May 26, 2000

MISSION STATEMENT
UNIVERSITY OF NORTH TEXAS

The University of North Texas is the largest and most comprehensive research and doctoral degree-granting institution in the North Texas area and the flagship of the UNT System. The University is committed to excellence in teaching and the discovery and application of knowledge through research and creative activities. As the educational leader in the North Texas region, the University is dedicated to the development of the area as the number one region in the nation.

The University:

- *achieves high-quality instruction, scholarship, and service by:*
 - fostering excellence and innovation in teaching and learning;*
 - supporting research and creative activities that expand knowledge, strengthen undergraduate and graduate programs, and promote the application of knowledge for the benefit of society; and*
 - assuming the primary leadership role in addressing community needs of the North Texas region and the state;*
 - maintaining academic integrity through free and open inquiry including the examination of values;*
- stresses understanding and appreciation of the historical, intellectual, technological, scientific, and cultural nature of the search for knowledge;
- *promotes the advancement and preservation of the arts;*
- nurtures development of students by providing continuing opportunities for intellectual, physical, emotional, social, and career growth;
- supports a culturally diverse environment and advocates mutual respect for all members of the University community as they strive for excellence;
- *provides a high quality residential environment and opportunities for lifelong learning; and*
- enhances access to higher education through the use of emerging information and telecommunication technologies.

The University continues to expand its relationship with the University of North Texas Health Science Center at Fort Worth; to develop the University of North Texas System Center at Dallas; and to cultivate partnerships with elementary and secondary schools, community colleges, other universities, businesses, government agencies, and nonprofit organizations to improve the quality of education and community life.

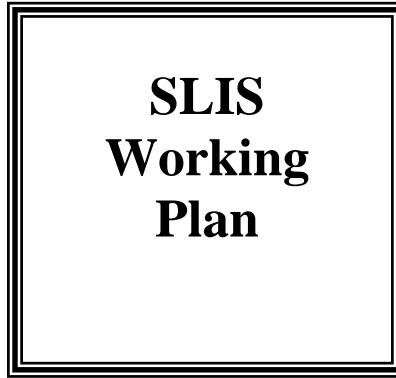
Approved by the UNT Board of Regents May 26, 2000 and by the Texas Higher Education Coordinating Board, January 26, 2001.

SLIS ANNUAL PLANNING PROCESS

Internal to SLIS

SLIS MGO
Assumption
Priorities
Vision

Generate



Evaluate

Internal Constituents
Faculty/Staff
Students

Revise

Set

External Constituents

SLIS
Actions and
Products

External to SLIS

COA Standards
UNT Mission,
Policies, Actions

Constituents
Professions

Education
Technologies
Government

Board of Advisors
Alumni Society/Alumni
Employers/Supervisors

University of North Texas Budgeting Themes for Fiscal Year 2004

The following themes should be considered as ways to continue to enhance the quality of the university's academic programs, student support services, university support services, research, outreach, and other areas that address the university's mission.

Salaries

Because of severe budget constraints, it is probably there will be no funds available for merit or across-the-board pay raises in FY '04.

The long run goal is to close the "gaps" (by rank and discipline for faculty) with respect to differences in average salaries between UNT and selected Texas institutions.

Research

The near-term focus will be on enhancing externally funded R&D, a relatively narrow subset of "scholarship." The intent is to maintain the current level of support for all types of scholarship, but new dollars will be focused on enhancing research classified as funded R&D.

Distributed Learning

For the short run, the University will employ a broad definition of "distributed learning" to include face-to-face instruction at off campus locations (including the UNT System Center at Dallas) and interactive video, but longer run the emphasis will shift to high-quality web-based and blended instruction. Removing the geographic restrictions (under appropriate circumstances) currently included in the "distributed learning" funding model and encouraging entrepreneurial activities will be long-term goals.

Diversity

The University will be proactive in the development of programs to attract and retain under-represented populations among students, faculty and staff. Our efforts should encompass the notion of building community (civility, welcoming diversity, developing leadership), enhancing campus pride, and creating alumni from the moment students hit campus. In addition, it is important that our campus expand its efforts to provide internationalization experiences for students and faculty.

Administrative Web-based Systems

Implementing new web-based systems is crucial to participate fully in distributed learning, to compete in what will surely be a global market place for higher education, and to enhance administrative productivity while at the same time providing end users greater access and control.

Incentives to Encourage Behavior that Maximizes Formula Funding

The legislature appropriates most funds on the basis of formulas. The basis for these formulas is student enrollments, the number of undergraduate semester credit hours taught by tenure/tenure track faculty, and the value of funding, research. Implementing incentives that encourage behavior that maximizes appropriations will be a long-term goal. Because of severe budget constraints, we may not be able to support (or support fully) these incentives.

Intercollegiate Athletics

The University seeks to develop a reputation for Intercollegiate Athletics that mirrors the reputation currently enjoyed by its academic programs.

Develop the College of Engineering

The University seeks approval to add engineering programs and create a new college of engineering. The college has been approved by the THECB and implementation has already begun.

VISION STATEMENT

School of Library and Information Sciences

Exponential increases in the volume and complexity of information products and technologies are creating societal change on a global scale. The School of Library and Information Sciences sees itself playing a leadership role in preparing information professionals to ensure the maximum positive impact of this change.

Our graduates will continue to play key roles as intermediaries between information and information seekers, as well as expanded roles in a wide variety of settings with increasingly sophisticated technological tools. As represented by the model on the following page, the vision of the School is to provide our students with the knowledge to add value to information products through understanding users and applying the latest tools for information organization and access.

We strive to create and maintain a community of scholars that enables all members of a diverse faculty to contribute their unique strengths. We have as our vision to conduct collectively the teaching, research, and service that will enable the School to thrive.

Good teaching by each faculty member is fundamental and required. We recognize that developments in information and telecommunications technologies are changing higher education in a fundamental way. We discover and employ the best uses of these technologies in the teaching and learning process to bring quality education to our students regardless of time and space. We are also committed to providing a high quality residential experience for those students who seek and will benefit from such an experience.

We also recognize that the full potential of the knowledge age will not be reached without a sustained research and publication effort. We are committed to playing a significant role in the continued investigation of the fundamental questions of this era through scholarly inquiry, at the same time our research agenda focuses on digital knowledge with an eye toward future applications.

We also recognize that our professional community seeks direction in coping with constant transition. We provide leadership and life-long learning opportunities for information professionals. We will be a crucial partner in meeting the expanding needs of the global information society.

MISSION, GOALS, AND OBJECTIVES OF SLIS

Mission of the School

The School of Library and Information Sciences prepares graduates for dynamic roles in the information age. The School's mission is to provide resources, research, and service for education and leadership to the library and information community and to prepare information professionals of the highest quality to serve the state, the region and the global community.

Goals of the School

The goals of the School are to:

1. Prepare information professionals who demonstrate excellence in leadership, service, research, and education in a technology-driven environment.
2. Advance and contribute to leading-edge research and scholarship.
3. Contribute to professional, academic, and public interests through consulting, continuing education, and leadership.
4. To provide high-quality distributed learning opportunities while maintaining a high-quality residential experience.

Program Goal and Objectives for Master's Program

The Master's Program goal is to prepare students to:

Understand the principles, analyze the problems, and design and implement practices related to recordable information, including its creation, communication, identification, selection, acquisition, organization, description, storage, retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination and management.

The objectives are for students to:

1. Understand the critical impact of electronic technology and networks on information practices.
2. Remain flexible and 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.
5. Understand human information behavior in order to design and implement information systems and services that meet user needs.
6. Evaluate, synthesize and present information for client use.
7. Demonstrate communication skills necessary for personal and professional growth, leadership, interaction, and collaboration in appropriate professional contexts.
8. Manifest a commitment to the philosophy, principles and legal and ethical responsibilities of the field.
9. Recognize the impacts of information policies, practices, and information itself on diverse populations in a technological and global society.
10. Demonstrate additional knowledge and competencies appropriate to their individual interests, specializations and career goals.
11. Understand the importance of professional development, continuing education and participation in professional organizations.
12. Relate the methodologies and content of other disciplines to the information field and understand the contribution of the information field to other disciplines.

2003-2004

ACTIVITY SUMMARY

The School of Library and Information Sciences continued its unprecedented growth in both teaching and research. For the fourth year in a row, semester credit hour production in the Master's Program set a record (up over 160% since 1997) as the School completed the third full year of offering the Web/Institute. The third Minnesota Cohort began with a Web Institute in September of 2003 with forty-one participants. Out-of-State students also participated in Web Institutes held in Denton and Houston making up approximately 17% of those institutes. The full-time residential masters student population also increased with approximately 110 students. These students were supported by the availability of fellowship funding, research and development grants, and by the teaching assistantships in support of the online program.

The main thrust of SLIS's development efforts was in the attempt to establish the Hazel Harvey Peace Professorship in Children's Library Service. The goal of this effort was to raise \$350,000 and a celebration was held on May 27th to celebrate the establishment of this professorship. The School was also successful in establishing the John Medders Memorial Endowment in the amount of \$30,000. ISB 202 is being renovated and will be named the John Medders Endowed Seminar Board Room.

The SLIS faculty voted to request that the UNT Foundation petition the Denton County Probate Court to allow multiple professorships to be established with the \$2,250,000 gift from the Sarah Law Kennerly Bequest. If this is granted, the SLIS faculty will decide whether to establish multiple professorships.

Funded research remained a high priority for the School with over \$2,00,000 in research and development grant proposals. The majority of these proposals were made through the Texas Center for Digital Knowledge.

An excellent faculty and outstanding students have brought the program to national recognition. SLIS continued its high rankings in the US News and was named as a *US News Top Ranked Online Program* this year and the School Librarianship Program was named as a top-ten program. We look forward to the upcoming five years and meeting the challenging objectives outlined in this version of the *SLIS Working Plan*. But first, let's review the past year.

Among the many achievements of the School during 2003-2004 are:

- Listed as a Top Online Graduate Program in *US News*.

- Planned and implemented Web/Institutes in Denton (Summer, Spring, and Fall), Houston (Fall and Spring) and Minnesota (Fall and Spring).
- Held SLIS Visits (Information sessions in local libraries, Alumni Dinner, and All School Meetings) in Houston (two), El Paso, Lubbock, Nacadoches, and San Antonio. Met with students in Minneapolis (three times), Salt Lake City, Fargo, and Bismark.
- Expanded Master's Program enrollment for the fifth year in a row. (Semester credit hours up over 160% since 1997.)
- Began third cohort program for Master's students in Minnesota using the Web/Institute format.
- Re-engineered three courses for Web delivery.
- Continued the Texas Center for Digital Knowledge with over \$1,000,000 in funding obtained.
- Supported over 60 residential students with teaching, research, and development grants.
- Graduated 89% of students who began Master's Program in 1998.
- Submitted \$2,500,000 in research and teaching grant proposals.
- Established the Hazel Harvey Peace Professorship.
- Established the John Medders Memorial Endowment and planned to name ISB 202 in his honor.
- Held successful Board of Advisors meeting in February.
- Held successful Texas Library Association Alumni Dinner with 170 in attendance.
- Held LISSA Board Party, SLIS Holiday Party, and three SLIS Graduation Receptions
- Arranged for the "SLIS Express", an alumni trip on Amtrak to San Antonio for the Texas Library Association.
- Planned and recruited for the second Nevada Cohort.
- Continued the SLIS Village, an online student "union" with over 500 student, faculty, and staff "citizens". Held four colloquia in the Village.

- Created continuing education courseware in a partnership with NETLS with over 1,500 participants taking the first lesson (Privacy and Confidentiality).
- Licensed school library courses to Plymouth State University.
- Graduated XXX 2 Undergraduate, 293 Master’s students, and 8 Ph.D. Students.

1. Faculty Publications

Unit/Department	Refereed Article	Invited Article	Book	Book Chapter	Monograph	Editor	Book Review
SLIS	42	32	3	1	2	5	1

2. Faculty Presentations

Unit	International	National	Regional	State	Local	Seminar
SLIS	32	21	10	10	12	1

SLIS Faculty Publications 2002-2003

Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Cleveland, A.	1.	<u>Implementing Privacy and Security for PACS and Teleradiology: A Pragmatic Approach</u>	<i>Applied Imaging : Current Trends in PACS</i> 1 (3) February		2003	With H. Oosterwijk
	2.	<u>Developing an Indexing Method for Digital Medical Images in a DICOM Database</u>	<i>Proceedings of the Radiological Society of North America 88th Scientific Assembly and Annual Meeting 2002</i> p. 763	Chicago, IL	Dec. 2002	With H. Oosterwijk, B. Ponnam, R. Anusuri, J. Yoon, J. Philbrick, N. Welsh, and P. Zhang
	3.	<u>Using Public Domain Software for Developing Countries</u>	<i>Proceedings of the Radiological Society of North America 88th Scientific Assembly and Annual Meeting 2002</i> p. 770	Chicago, IL	Dec. 2002	With H. Oosterwijk, P. Saraswatula, B. Ponnam, B. Saab, B. Hu, and J. Philbrick
Figa	1.	<u>The VISTA Project: An Agent Architecture for Virtual Interactive Storytelling</u>	<i>Technologies for Interactive Digital Storytelling and Entertainment</i> Fraunhofer IRB Verlag	Darmstadt, Germany	2003	Conference proceedings with P. Tarau
	2.	<u>Abstract Story Traces and Projections: Exploring the Patterns of Storytelling</u>	<i>Technologies for Interactive Digital Storytelling and Entertainment</i> Fraunhofer IRB Verlag	Darmstadt, Germany	2003	Conference proceedings with P. Tarau
	3.	<u>Intelligent Dialog Management for Virtual Story Telling Agents</u>	<i>Virtual Reality Special Issue on Storytelling in Virtual Environments</i> Springer-Verlag London	London	Submitted Jan. 2003	With P. Tarau
	4.	<u>Lexical and Semantic Inference Mechanisms for Story Telling Agents</u>	<i>Virtual Reality Special Issue on Storytelling in Virtual Environments</i> Springer-Verlag London	London	Submitted Jan. 2003	With P. Tarau

Mission, Goals and Objectives

	5.	<u>The VISTA Architecture: Experiencing Stories through Virtual Storytelling Agents</u>	<i>ACM : SIGGROUP Bulletin</i> Wolfgang Prinz, Ed.		Submitted Feb. 2003	With P. Tarau
Hastings	1.	<u>Metadata Approach to Preservation of Digital Resources: The University of North Texas Libraries' Experience</u>	<i>First Monday</i> 7 (8) August http://www.firstmonday.org/issues/issue7_8/alemneh/index.html		2002	Co-authored w/ D. Gelaw and C. Hartman
	2.	<u>Informational Value of Museum Web Sites</u>	<i>First Monday</i> 7 (2) February http://www.firstmonday.org/issues/issue7_2/kravchyna/index.html		2002	Co-authored w/ v. Kravchyna
Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Hastings	3.	<u>Hot Topics: 3D Imaging</u>	<i>Bulletin of the American Society for Information Science & Technology</i> 28 (2) 8-10, December/January http://www.asis.org/Bulletin/Jan-02/hastings.html		2002	
Moen	1	<u>Critical, Cost-Effective, and collaborative: An Assessment of the Impact of TIF Funds in Libraries</u>	<i>Texas Library Journal</i>		Spring 2003	With Carol Simpson, Florence Mason, and Lou Wetherbee
	2.	<u>A Service-Based Approach for Virtual Libraries Designing</u>	<i>Texas Library Journal</i>		Fall 2002	With Kathleen Murray
	3.	<u>Designing and Demonstrating a Resource Discovery Service for the Library of Texas</u>	<i>Texas Library Journal</i>		Fall 2002	With Kathleen Murray
	4.	<u>A White Paper on Outcomes Evaluation: Concepts, Strategies, and Practical Applications</u>	Technical Report Non-Refereed Research Project Deliverable		December 2002	With Carol Simpson, Florence Mason, and Lou Wetherbee
	5.	<u>A Needs Assessment of Texas Academic, Public, and School Libraries Final Report</u>	Technical Report Non-Refereed Research Project Deliverable		October 2002	With Carol Simpson, Florence Mason, and Lou Wetherbee
	6.	<u>Illinois Library Resources and Automation in the Networked Environment: An</u>	Technical Report Non-Refereed Research Project Deliverable		October 2002	With Larry Enoch and Deborah Greenway-Hayes

Mission, Goals and Objectives

		<u>Analysis and Recommended Strategies: Final Report</u>				
	7.	<u>ZLOT Project Deliverable E: Technical Requirements & Specifications for the Library of Texas Resource Discovery Service</u>	Technical Report Non-Refereed Research Project Deliverable		December 2002	With Kathleen Murray
	8.	<u>ZLOT Project Deliverable D: Architecture Design</u>	Non-Refereed Research Project Deliverable		December 2002	With Kathleen Murray
	9.	<u>ZLOT Project Deliverable H: Proof of Concept Planning & Coordination</u>	Non-Refereed Research Project Deliverable		November 2002	
Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Moen	10.	<u>ZLOT Project Deliverable D: Technology Inventory and Assessment</u>	Non-Refereed Research Project Deliverable		September 2002	With Kathleen Murray
O'Connor	1.	<u>Photo Provocations: Thinking in with about Pictures</u>	Lanham, MD : Scarecrow Press		2003	With R.B. Wyatt
	2.	<u>Hunting and Gathering on the Information Savanna: Human Information Seeking Behavior</u>	Lanham, MD : Scarecrow Press		2003	With J.H. Copeland
	3.	<u>"What do Users See?"</u>	<i>Proceedings of the 65th ASIS&T Annual Meeting</i> , 39 : 383-390		2002	With H.F. Griesdorf
	4.	<u>Modeling What Users See When They Look at Images: A Cognitive Viewpoint</u>	<i>Journal of Documentation</i> , 58 (1) : 1-24		2002	With H.F. Griesdorf
Simpson	1.	<u>Effects of Learning Styles on Students' Enjoyment Level in Distributed Learning Environments</u>	<i>Journal of Education for Library and Information Science</i>		In Press	With Y. Du
	2.	<u>Information Technology Planning: Computers in the School Library-How Many Are Enough?</u>	<i>Knowledge Quest</i> 31 (1), 23-26		2002	
	3.	<u>Copyright Question of the Month</u>	<i>Library Talk</i> , January/February, 2002		2002	
	4.	<u>Copyright Question of the Month, "Student Cookbook</u>	<i>Library Talk</i> , March/April, 2002		2002	
	5.	<u>Copyright Question of the Month, "Lab Pack License"</u>	<i>Library Talk</i> , May/June, 2002		2002	

Mission, Goals and Objectives

	6.	<u>Copyright Question of the Month, "Student Provides Video for Educational Purposes"</u>	<i>Library Talk,</i> September/October, 2002		2002	
	7.	<u>Copyright Question of the Month, "Site License Definition"</u>	<i>Library Talk,</i> November/December, 2002		2002	
	8.	<u>Copyright Question of the Month, "Vertical Files"</u>	<i>The Book Report,</i> January/February, 2002		2002	
	9.	<u>Copyright Question of the Month "Discontinued Software"</u>	<i>The Book Report,</i> March/April 2002		2002	
	10.	<u>Copyright Question of the Month, "Mounting Essays in a Webpage for Summer Reading"</u>	<i>The Book Report,</i> May/June, 2002		2002	
Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Simpson	11.	<u>Copyright Question of the Month, "Copyright Clearance Center Charges"</u>	<i>The Book Report,</i> September/October, 2002		2002	
	12.	<u>Copyright Question of the Month, "Choir Caroling"</u>	<i>The Book Report,</i> November/December, 2002		2002	
Totten	1.	<u>With Gratitude</u>	<i>Texas Library Journal</i> 78 (1) Spring 2002 : 4		Spring 2002	
Turner	1.	<u>Identifying At-Risk Students in LIS Distributed Learning Courses</u>	<i>Journal of Education for Library and Information Science,</i> 43 (2) Fall		Fall 2002	With Viola Osburn

SLIS Faculty Presentations 2002-2003

Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Chandler	1.	<u>Characteristics of Information Agencies (Libraries) and Information Agents (Librarians) in Highly Productive Computer Software and Services Companies: The Key to Growth and Survival?</u>	Microsoft Corporation at the Special Libraries Association Conference	Los Angeles, CA	June 9-12, 2002	With Margaret Aby Carroll
	2.	<u>New Perspectives on Library and Information Science Education: Curriculums, Demographics, and Partnerships</u>	American of Law Libraries for Thomson University and the West Group		July 23, 2002	With Mary Hotchkiss
	3.	<u>Libraries and the USA Patriot Act</u>	University of Nevada Las Vegas Lied Library	Las Vegas, NV	September 10, 2002	
	4.	<u>This is Our Time: Access, Openness, and Confidentiality</u>	New Jersey Law Librarians Association		October 28, 2002	
Cleveland, A.	1.	<u>The Evolution of a Model for Distributed Learning: Services for Distance Learners</u>	FORO Transfronterizo de Bibliotecas, Texas A&M University	College Station, TX	March 2003	With Philip Turner
	2.	<u>Developing an Indexing Method for Medical Digital Images in a DICOM Database</u>	Radiological Society of North America	Chicago, IL	Dec. 2002	With H. Oosterwijk, B. Ponnamm, R. Anusuri, J. Yoon, J. Philbrick, N. Welsh, and P. Zhang
	3.	<u>PACS Using Public Domain Software for Developing Countries</u>	Radiological Society of North America	Chicago, IL	Dec. 2002	With H. Oosterwijk, P. Saraswatula, B. Ponnamm, B. Saab, B. Hu, and J. Philbrick
	4.	<u>Assessing MEDLINE Searches Using a New Method: MEDLINE Metric</u>	American Medical Informatics Association	San Antonio, TX	Nov. 2002	With Gale Hannigan and Rachel Branson
	5.	<u>The Health Information Professional and Health Care Administrators: Partners in HIPAA Compliance</u>	South Central Chapter of the Medical Library Association	San Antonio, TX	October 2002	With Beverlee Warren

Mission, Goals and Objectives

Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Cleveland, A.	6.	<u>Supporting the Information Needs of Family Medicine Residents</u>	Medical Library Association, Medical Informatics Section Sponsored Meeting	Dallas, TX	May 2002	
Figa	1.	<u>The VISTA Project: Virtual Interactive Story Telling Agents</u>	Association for Computing Machinery (ACM) Conference on Computer Supported Cooperative Work	New Orleans, LA	Nov. 2002	Presented
	2.	<u>The VISTA Project: An Agent Architecture for Virtual Interactive Storytelling</u>	International Conference on Technologies for Interactive Digital Storytelling and Entertainment	Darmstadt, Germany	March 2003	Presented
	3.	<u>Abstract Story Traces and Projections: Exploring the Patterns of Storytelling</u>	International Conference on Technologies for Interactive Digital Storytelling and Entertainment	Darmstadt, Germany	March 2003	Presented
	4.	<u>From Fireplace and Cyberspace: An Interactive Dialogue about the Traditions, Trends, Technologies, and Tensions in Today's Storytelling Pedagogy</u>	National Storytelling Association Conference	Chicago, IL	July 2003	Submitted Nov. 2002
	5.	<u>Lexical Inference Mechanisms for Text Understanding and Classification</u>	The American Society for Information Science and Technology Conference	Long Beach, CA	Oct. 2003	Submitted Jan. 2003
Hastings	1.	<u>Designing Information Communities for the 3D Environment</u>	American Society for Information Science & Technology (ASIS&T)	Philadelphia	November 2002	
	2.	<u>Current Research in Digital Image Management</u>	American Society for Information Science & Technology (ASIS&T)	Philadelphia	November 2002	
	3.	<u>3D Imaging Research: Current Status</u>	Museum Computer Network Conference	Toronto, Canada	September 2002	
	4.	<u>IMLS Public Scanning Station at Denton Public Libraries</u>	Texas Association of Museums	Lubbock, TX	April 2002	
	5.	<u>Digital Imaging Projects in Texas</u>	Texas Library Association	Dallas, TX	April 2002	
Miksa	1.	<u>Structured Information Organization in a Digital Era</u>	Program of the Special Libraries Division and the Texas Regional Group of Catalogers and Classifiers, TLA	Houston, TX	April 3, 2003	
Moen	1.	<u>Barriers to Interoperability: Technical and Not So Technical</u>	5th Annual GILS Conference	Lisle, IL	April 8, 2003	
	2.	<u>Extending Access To Information: A Resource Discovery Service for the Library of Texas</u>	Texas Library Association Conference	Houston, TX	April 2, 2002	

Mission, Goals and Objectives

Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Moen	3.	<u>Positioning Z39.50 in the Networked Library: Standards for Building Sustainable Services</u>	Texas Library Association Conference	Houston, TX	April 2, 2003	
	4.	<u>The ZLOT Project – An Overview of Activities and Results</u>	Special Meeting for the Z Texas Implementation Component of the Library of Texas Project	Denton, TX	December 16-17, 2002	
	5.	<u>A Resource Discovery Service for the Library of Texas: Requirements, Architecture, and Interoperability Testing</u>	Coalition for Networked Information Fall Task Force Meeting	San Antonio, TX	December 5, 2002	
	6.	<u>The 21st Century Library: Collaborative Services, Standards, and Interoperability</u>	Netspeed 2002 Conference	Calgary, Alberta Canada	October 26, 2002	
	7.	<u>Interoperability, Z39.50 Profiles & Testing</u>	Netspeed 2002 Conference	Calgary, Alberta Canada	October 26, 2002	
	8.	<u>Z39.50 for Finding It All</u>	Access 2002 Conference	Windsor, Ontario Canada	October 22, 2002	
	9.	<u>A Report from the zILLANE Study: Illinois Library Automation and Resources in the Networked Environment</u>	Illinois Library Association Annual Conference	Chicago, IL	September 25, 2002	
	10.	<u>Interoperability: The Holy Grail of the Networked Environment?</u>	American Library Association	Atlanta, GA	June 16, 2002	
O'Connor	1.	<u>Size Does Matter – Doesn't It?</u>	Annual Conference of the American Society For Information Science & Technology			Panel presentation – Cutting Edge Research in Digital Imaging
	2.	<u>What Do Users See?</u>	Annual Conference of the American Society For Information Science & Technology		2002	With Greisdorf
	3.	<u>Molecules of Meaning</u>	Symposium on Understanding Video	UNC-Chapel Hill interaction design lab	October 17-18, 2002	
	4.	<u>Images & Maps: Tools, Taxonomies & Processes</u>	Computers in Libraries		2002	With Greisdorf
Schamber	1.	<u>Information Dissemination in a Distributed Environment: What Students Really Think</u>	Annual Meeting of the American Society for Information Science & Technology (ASIS&T)	Washington D.C.	November 2001	

Mission, Goals and Objectives

Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Schamber	2.	<u>Human Information Behavior Research Clearinghouse: Interaction framework for a new digital library</u>	Concepts of Library and Information Science (CoLIS 4 Conference)	Seattle, WA	July 2002	
	3.	<u>The Potential of Data Archives for Improving Research Quality</u>	Concepts of Library and Information Science (CoLIS 4 Conference)	Seattle, WA	July 2002	
	4.	<u>Relevance Research: An Update</u>	Annual Meeting of the American Society for Information Science and Technology (ASIS&T)	Philadelphia	November 2002	
	5.	<u>Potential for Secondary Research on Information Behavior</u>	Annual Meeting of the American Society for Information Science & Technology (ASIS&T)	Philadelphia	November 2002	
	6.	<u>Human Information Behavior Research Clearinghouse (HIBRC): System Architecture & ER Model for a New Digital Library</u>	Annual Meeting of the American Society for Information Science & Technology (ASIS&T)	Philadelphia	November 2002	
	7.	<u>Collaborative Teaching and Learning about Human Information Behavior</u>	Annual Conference of the American Society for Information Science & Technology (ASIS&T)	Philadelphia	November 2002	
Simpson	1.	<u>An Experimental Study of Learning Styles and Student Expectations of Success in Distributed Learning Environments</u>	ALISE Conference	New Orleans, LA	2002	Refereed Du, Y.
	2.	<u>The School Library Web Page: What it is, What it can be</u>	Florida Educational Technology Conference	Orlando, FL	February 2002	Invited-Featured Speaker
	3.	<u>Planning for Technology in the School Library</u>	Florida Educational Technology Conference	Orlando, FL	February 2002	Invited-Featured Speaker
	4.	<u>Copyright Developments and the School Program</u>	Texas Computer Education Association Conference	Austin, TX	February 2002	Invited-Featured Speaker
	5.	<u>Copyright and Permissions</u>	International Reading Association	San Francisco, CA	May 2002	Invited
	6.	<u>Copyright: Ethical and Legal Issues</u>	National Media Market	Las Vegas, NV	October 2002	Invited
	7.	<u>Copyright for Schools</u>	McKinney ISD	McKinney, TX	2002	
	8.	<u>Copyright Developments in Distance Learning, 2002</u>	Texas Distance Learning Association	Ft. Worth, TX	2002	Refereed

Mission, Goals and Objectives

Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
Simpson	9.	<u>Libraries and Distance Learning</u>	Texas LEAD Conference (IMLS Grant)	Houston, TX	July 24, 2002	
	10.	<u>The School Library Web Page: What it is, What it can be</u>	Florida Educational Technology Conference	Orlando, FL	2002	Invited-Featured Speaker
	11.	<u>Planning for Technology in the School Library</u>	Florida Educational Technology Conference	Orlando, FL	2002	Invited-Featured Speaker
	12.	<u>Students' Learning Style and Its Impact on Web-based Course Design</u>	Texas Distance Learning Association	Ft. Worth, TX	2002	Refereed Du, Y.
	13.	<u>New Developments in Copyright</u>	Texas Computer Education Association	Austin, TX	2002	Invited-Featured Speaker
	14.	<u>Copyright and Permissions</u>	International Reading Association Conference	San Francisco, CA	2002	Invited
	15.	<u>Copyright Issues and Distance Learning</u>	EMAnj Conference	Cherry Hill, NJ	2002	Invited
	16.	<u>Managing Copyright in Schools</u>	EMAnj Conference	Cherry Hill, NJ	2002	Invited
	17.	<u>Copyright for Schools</u>	Northside ISD	San Antonio, TX	September 2002	
	18.	<u>Managing Copyright in Schools</u>	Region 20 ESC		September 2002	
	19.	<u>Copyright with New Technologies</u>	Region 15 ESC	San Angelo, Brownwood, Del Rio, TX	September 9-11, 2002	2 workshops
	20.	<u>Distance Learning and Copyright. Distance Learning "Today and Tomorrow"</u>	Region 16 ESC	Amarillo, TX	2002	
	21.	<u>Copyright-Implications for School Librarians</u>	California School Library Association	Sacramento, CA	November 13, 2002	
Totten	1.	<u>White House Conference on Libraries Advocacy Committee</u>	Texas Library Association Annual Conference	Houston, TX	April 1, 2002	
	2.	<u>USA PATRIOT Act</u>	Texas Library Association Annual Conference	Houston, TX	April 2, 2002	
	3.	<u>Copyright and Cyberlaw</u>	Texas Library Association	Houston, TX	April 3, 2002	
Turner	1.	<u>Surviving the Digital Revolution</u>	Association of Collegiate Registrars and Admissions Officers National Meeting	Minneapolis	April 15, 2002	

Mission, Goals and Objectives

Professor	No.	Name of Work	Occasion/Publication	Location	Date	Other
	2.	<u>Future of Library Education</u>	Texas Library Association	Dallas, TX	April 25, 2002	
	3.	<u>Same Standards' and Distance Education</u>	Council for Higher Education Accreditation	New Orleans	June 27, 2002	
	4.	<u>Juggling the Managing Act: Human, Fiscal, and Physical Resources in a Distributed Learning Environment</u>	EDUCAUSE Annual Meeting	Atlanta, GA	October 1, 2002	
	5.	<u>Virtual Classrooms and Virtual Learning Communities: Comparing Distance Learners' Community and Academic Behavior</u>	Texas Distance Learning Association Meeting	Austin, TX	March 4, 2003	
	6.	<u>Delivering a High-Quality Online MLS</u>	2003 Transborder Library Forum	College Station, TX	March 28, 2003	
	7.	<u>Services for Distance Learners</u>	Texas Library Association Conference	Houston, TX	April 3, 2002	
Wheeler	1.	<u>Black Caucus of the American Library Association</u>				Conference panel convener and moderator
	2.	<u>Fort Worth Public Library Staff Development Day Program</u>				Guest speaker
	3.	<u>American Men's Studies Association Annual Conference</u>				Presented paper

Report on Progress Toward Meeting Working Plan Objectives in 2002-2003

STANDARD I

Mission, Goals, and Objectives

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
2003-2004		1. Continue to evaluate the End-of-Program Questionnaire and use EOPQ results in planning process (See also Student Objective 6.) Outcomes: Collected and analyzed the results. Used these in the process of evaluating the Master's Program Core.
2004-2005		2. Evaluate and revise vision, mission, goals, and objectives.
2004-2009	\$500/yr.	3. Periodically poll constituencies to determine how well the School and its graduates are meeting SLIS goals and objectives.
2003-2006	\$500	A. Survey employers of Master's Program graduates one year after they graduate. Receive an evaluation for at least 40% of the graduates. Outcome: Partially achieved.
Ongoing		B. Utilize the Board of Advisors' members for input and support.
Ongoing	\$600	i. Meet once a year. Outcome: Met with BOA on February 9th. Devoted working session to a discussion on building learning communities in a distributed environment.
2003-2004	\$500	ii. Meet with Board of Advisors' subgroups at least twice for consultation. Outcome: Met with BOA members and subgroups in Houston and El Paso.
2003-2004		4. Evaluate outcome assessment

		procedures for Bachelor's, Master's and Ph.D. Programs to ensure that COA and SACs requirements are met. Outcome: Revised outcomes assessment procedures for all three programs.
2003-2004		5. Continue integration of <i>Working Plan</i> into SLIS Committee structure. Outcome: Not achieved.
		6. Conduct successful alumni association events at Homecoming and TLA.
2003-2004	\$2,000	A. Hold TLA dinner Outcome: Held dinner with over 150 in attendance in San Antonio.
2003-2004	\$250 each	B. Hold alumni events in various locations. Possibly: two events in Houston, and one event in El Paso, San Antonio, the Valley, and Minnesota. Outcome: Held alumni events in all of these locations (two in Houston).
2003-2004	\$45,000	7. Raise at least \$150,000 in gifts and endowments. Outcome: Raised over \$200,000 in donations, most of which was for the Hazel Harvey Peace Professorship. Held celebration event establishing the Hazel Harvey Peace Professorship in May.
Ongoing		8. Continue ranking in top quartile of programs.
2003-2004	\$3,000	A. Create a brochure highlighting SLIS's accomplishments and send it to other accredited programs if <i>U.S. News</i> conducts poll. Outcome: Poll not conducted.

STANDARD II

Curriculum

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
2002-2003		<p>1. Evaluate and revise, if necessary, the MLS Core. Outcome: Ongoing.</p> <p>2. Annually review all Programs of Study (POS) to determine whether appropriate management components are present.</p> <p>Outcome: Achieved. All POS's include a management component except the Information Systems POS.</p> <p>3. Review both formal and informal curricula to identify ways to include the needs of a rapidly changing multicultural, multiethnic, global, and multilingual society, including the needs of underserved groups. Outcome: Not achieved.</p> <p>4. Review both formal and informal curricula to identify ways to further students' participation in professional groups. Especially target part-time students. Outcome: LISSA took a variety of actions to encourage student participation in LISSA and professional organizations.</p>
2003-2004	\$4,000	<p>A. Continue a SLIS colloquium series for masters' students (at least 3/year available to on-campus and online students) Outcome: Held colloquia on placement, discussions with the President-Elect of ALA, and others.</p>
2003-2004		<p>5. Create, implement, and evaluate new and existing programs of study and Academic Certificates. Outcome: No new POS's or Graduate Academic Certificates Created.</p>
2003-2004	\$3,000	<p>A. Utilize external consultants if necessary.</p>

2003-2004	\$6,000	B. Create new courses as necessary
Outcome: XXX courses created.		
2003-2005		C. Market POS and Academic Certificates to traditional and new pools of students.
Outcome: Placed ads in TLA Journal for Graduate Academic Certificate in Advanced Management. Included materials on GAC's in Information Sessions held throughout the Nation.		
		D. Review and Revise existing POS and Academic Certificates. Outcome:
Revision of Information Systems Program of Study underway. Youth Services GAC revised.		
2003-2004		i. Gather information on enrollment, number of POS courses, number of students choosing POS, and placement information of students completing POS. Do the same for each Academic Certificate. Outcome: Partially achieved. XXX
	\$2,000	ii. Review and revise Information Systems POS to match needs of students and ability to deliver, and integrate with 57XX courses. Outcome: Review in progress.
2003-2004		6. Evaluate course rotation and inventory. Outcome: Partially achieved. Several courses re-activated or revised for use in a POS.
		A. Review elective courses.
		B. Delete courses as indicated. Outcome: No courses deleted.
2003-2005		7. Offer Master's Program in a Web Institute format.
	\$3,000	A. Offer Web Institute each Summer (5000,5200,5600), Fall (5000,5600), and Spring (5200) in Denton. Outcome: Achieved.

	\$5,000	B. Offer Web/Institute each Fall (5200) and Spring (5000,5600) in Houston. Outcome: Achieved.
	\$5,000	C. Offer Web Institute alternating in Minnesota and Las Vegas in Fall (5000,5600) and Spring (5200). Outcome: Achieved.
2003-2004 Outcome: XXX	\$10,000	D. Put three existing courses on the Web.
2003-2004		E. Continue cohort approach for all Web Institutes with a limit of 80 in SLIS 4000/5000. Outcome: Achieved with limit of 90.
2003-2004 2003-2005		F. Offer 5000 face-to-face in Denton in Spring, 2004. Outcome: Achieved.
Ongoing		G. Pursue collaboration with other programs where appropriate.
2003-2004	\$1,000	i. Explore relationship with Plymouth State University to possible license courseware and hold institute (Pending faculty approval.) Explore feasibility and cost benefits of providing courses to Iraq. Outcomes: licensed three courses to PSU. Discussion regarding Web Institute at PSU ongoing. Did not get grant to offer program in Iraq.
2003-2004		H. Plan for Nevada cohort.
	\$10,000	i. Recruit 20-40 students
	\$7,000	ii. Arrange logistics for Web Institute
		Outcomes: Obtained grant from IMLS to provide 40 \$6,000 scholarships of NV II cohort. Conducted a series of information sessions in Nevada and Utah.
2003-2004	\$2,000	I. Continue to reach agreement with faculty regarding electronic

intellectual property ownership. **Outcome:**
Seven additional IP agreements reached.

Consulted with several faculty.
 i. Offer consulting for SLIS faculty on electronically published material ownership as necessary **Outcome:**

2003-2004 \$3,000 J. Market selected SLIS courseware online
Outcome: Marketed to PSU and in discussion with university in California.

8. Offer Master's Program to 100 residential full-time students

2004-2005 A. Provide \$300,000/year in support
Outcome: Achieved in 2002-2003.

2004-2005 B. Develop marketing plan to target seniors in Metroplex universities (MS in IS)
Outcome: Not achieved.

i. Identify POSs to market

2003-2005 C. Increase number of courses with at least 30% meeting at UNT/SLIS by 20% each year

i. Re-engineer online courses in selected POSs for second section on campus
Outcome: Not achieved but did offer a number of courses in 100% online, 100% face-to-face, and a blended format.

9. Offer Master's Program in Houston

2003-2004 A. Continue and evaluate Web Institute in Houston (see curriculum objective 7B)

2003-2004 B. Evaluate viability of offering IS POS in Houston

2003-2004 \$20,000 C. Offer 5 courses per year on site using adjuncts and SLIS faculty

	<p>i. Identify rotation and adjuncts Outcomes: Achieved for all Houston objectives.</p>
	<p>10. Develop appropriate undergraduate offerings.</p>
2003-2004	<p>A. Continue development of undergraduate program in health information management and legal information management in cooperation with other UNT units and Metroplex institutions. Outcome: Not achieved.</p>
2003-2004	<p>11. Prepare and deploy SLIS courses as part of Southern Dallas initiative.</p>
	<p>A. Explore offering coursework for SLIS Academic Certificates at the UNT Systems Center Outcome: Not achieved.</p>
2003-2004	<p>B. Revise calendar of courses. Outcome: Achieved.</p>
Ongoing	<p>12. Systematically obtain information from alumni and employers regarding appropriateness of current and projected curricula. (See MGO Objective 3A). Outcome: Polled employers regarding current graduates.</p> <p>A. Involve Advisory Board in ongoing curricula evaluation and design (See MGO Objective 3B). Outcome: Achieved.</p>
2003-2006	<p>13. Increase SLIS participation in continuing education (CE) with a target of ten events per year with income allowing the program to be self-sufficient.</p> <p>A. Continue to develop online modules to be used in training public library personnel (in partnership with NETLS) Outcomes:</p>

Received \$250,000 grant from IMLS to work with NETLS in developing and offering lessons. Created Project LE@D and developed and offered “Privacy and Confidentiality” Online Lesson to over 1,700 students.

B. Investigate, develop, and deploy a plan for a SLIS continuing education program that would lead to a self-funded position that would be responsible for CE, Coop, and placement. Explore the relationship of this position to administering the TxCDK.
Outcome: IMLS grant allowed for fast-tracking this objecting. Plan in progress.

2004-2005 \$12,500 C. Supplement program full-time director’s salary. **Outcomes: Full time director hired to coordinate Project LE@D with the goal of creating a business plan for a permanent position and for UNT SLIS to be a national center for the provision of online continuing education.**

2003-2004 14. Evaluate the Master’s Program Field Experience. **Outcome: Not achieved.**

2003-2004 \$4,000 15. Continue to review and revise, if necessary purposes and procedures of exit requirements. **Outcome: Revised**

Capstone process.

2002-2003 \$5,000 16. Evaluate and revise when necessary self-assessment process for information technology skills and abilities. **Outcome: began process of creating a test/tutorial for WebCT competencies for YS GAC students with a plan for seeing if this can be expanded to ITKS.**

2003-2004 \$4000 A. Continue online non-credit course for basic ITKS. **Outcome: Achieved.**

i. Evaluate and revise the course.

STANDARD III

Faculty

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
2003-2004		<p>1. Assist tenure-track faculty to achieve optimal productivity. Outcomes: Provided summer research support, start up technology packages, and travel supplements. Met several times for lunch.</p> <p>A. Observe each class at least once per semester. Outcome: Achieved, visited most classes twice.</p> <p>B. Hold progress discussion meeting at least twice/year. Outcome: Achieved.</p> <p>C. Provide written annual evaluation. Outcome: Achieved.</p> <p>D. Explore creation of a “Faculty Partners” Program in which tenure track faculty are paired with a tenured faculty member. Outcome: Achieved.</p> <p>2. Insure appropriate use of adjuncts.</p>
2003-2004		<p>A. Evaluate and revise adjunct Faculty handbook. Outcome: Achieved.</p>
2003-2004		<p>B. Formalize pool of instructors for all courses that utilize adjuncts. Outcome: Pool identified for several courses.</p>
2003-2004		<p>C. Optimize the impact of adjuncts</p>

Administration and Financial Support

		on SLIS.
2003-2004		i. Involve adjuncts in faculty meetings where appropriate. Outcome: Not achieved.
		ii. Recognize long-serving adjuncts. Outcome: Not achieved.
		iii. Assign a SLIS faculty liaison to new adjuncts teaching online courses Outcome: Achieved.
2003-2004		D. Provide adjuncts with opportunity to evaluate physical and technology resources and facilities as well as web resources. Outcome: Not achieved.
2003-2004		E. Observe each course taught by an adjunct and instructor and provide a written evaluation. Outcome: Achieved.
Ongoing		3. Recruit and retain minority faculty. Outcome: Recruited Dr.
Jianping Chen.		
Ongoing		4. Provide faculty with an adequate level of information technology support
2003-2007	\$1,500/yr.	A. Provide training opportunities for faculty. B. Provide information technology support personnel Outcome: Increased full time support staff to two.
2003-2004	\$10,000	i. Provide training opportunities to Computer Director to acquire UNIX management capabilities. Outcome:

Granted all requests for training and training materials.

2003-2004	\$7,500	ii. Support one 0.5 student assistants for Computer Director. Provide support for faculty using digital equipment. Outcome: Achieved. Added SLIS Web support to this position's duties.
2003-2004		5. Continue Texas Center for Digital Knowledge.
2003-2004	\$TBA	A. Provide Co-directors and study the relationship of an enhanced continuing education presence and the TxCDK management. Outcome: In progress.
2003-2004	\$15,000	B. Create Administrative Support including publicity. Outcome:
		C. Select Additional Fellows.
		D. Determine additional support.
		E. Identify at least five foci within the Center, involve at least ten UNT faculty as fellows, and receive funding for at least two external projects. Outcome: Not achieved.
2003-2004		6. At least 80% of faculty at Graduate Faculty Rank III. Outcome: Not Achieved.
2003-2004		A. Review and revise criteria
2003-2004		7. Determine how the Sarah Law Kennerly Professorship(s) are to be awarded. Outcome: Currently in Probate Court to request permission to

have multiple professorships if faculty desire.

8. Explore faculty teaching loads.

Outcome: Meet with faculty twice/year to discuss teaching load.

A. Review and evaluate increasing use of team approach. **Outcome: Not achieved.**

Ongoing

9. Continue to evaluate and revise, where indicated, Promotion and Tenure and PAC annual evaluation guidelines and procedures.

Outcome: Not achieved.

STANDARD IV

Students

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
Ongoing		1. Continue policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds.
2003-2004	\$2,000	A. Visit at least ten libraries in Texas annually to recruit and visit students and alumni. Outcome: Visited more than 30 libraries throughout Texas, New Mexico, Utah, and Nevada.
2003-2004	\$6,000	B. Evaluate mentoring program and expand if indicated. Outcome: Not achieved.
Ongoing		C. Nurture a spirit of community and unity throughout the School.
2003-2004	\$6,000	i. Encourage use of listservs (SLIS-L and Houston-L) and SLIS Village (continue SLIS Village Manager position) Outcome: Continued SLIS Village Manager position with John Kurtenbach serving as LISSA President and Village Manager. High level of activity in the “Village”.
	\$3,500	ii. Hold at least seven student/faculty social functions each year (three in Denton and seven in major cities in Texas, Minnesota, and Nevada). Outcomes: Held a variety of social functions in Denton sponsored by LISSA and other student

organizations. Held All School Days in cities throughout Texas.

iii. Continue colloquium series for Master's students (See Curriculum 4A) and make these available in the SLIS Village. **Outcome: held colloquia at SLIS and several in the SLIS Village.**

iv. Continue selecting LISSA Representatives from new cohorts and from Web Institute students. **Outcome: Selected for Houston.**

2003-2004 \$3,000

v. Hold social events during Web Institute. **Outcome: Held at least**

two events at each Web Institute in addition to the "Pre-Institute" Dinner.

Ongoing

2. Provide high-quality formal and informal advising to recruit, retain, and graduate optimum number of students.

A. Evaluate and revise when necessary formal advising process. **Outcome: Exit questionnaire for Master's Program solicits evaluation of formal and informal advising. School is constantly trying out new ways to encourage informal advising, e.g., "Chat with the Dean" Series.**

2003-2004

i. Evaluate Master's Program information, particularly regarding Programs of Study and exit requirements. **Outcome: Not achieved.**

2003-2004

ii. Ensure that each new admit is contacted and encouraged to meet with advisor prior to pre-registration.

Outcome: Each admit is contacted several times.

2003-2004		iii. Evaluate and revise, if necessary, use of restriction codes Outcome: restriction code use continued and deemed very successful.
2003-2004	\$5,000	iv. Design and implement online degree plan process Outcome: In process.
Ongoing		B. Maintain accuracy of inquiry/application/enrollment/graduation statistics. Outcome: We continue to struggle with this objective due to the development of both SLIS databases and the switchover at UNT to the EIS.
		i. Maintain the percentage of students who have been admitted who enroll and complete the program. 89% of the students who began the program in FY 1998 graduated.
2003-2004		ii. Poll admits and current students who do not enroll in a particular semester to determine why. Outcome: Achieved.
2003-2004		iii. Develop further actions designed to assist students to complete degree program.
2003-2004		a. Continue to develop and update SLIS Web page information regarding financial assistance. Outcome: Not achieved.
2003-2004		b. Collect data on completion rate of students who pursued program via the Web and reasons for non-completion. Outcome: Not achieved.
Ongoing		c. Provide high-quality advising,

		logistical, and learning community support for distributed learning and Houston students.
2003-2004	\$500/each	i. Hold “all-school” meeting twice a year in Houston and once a year in El Paso, San Antonio, the Valley, and other sites in Texas and in Minneapolis/Las Vegas. Outcome: Achieved.
Ongoing	\$1,000/yr.	ii. Maintain continuous contact with liaison in Houston, adjunct faculty, and others. Serve as first point of contact for questions and concerns. Creates degree plans and course rotations. Outcome: Achieved.
2003-2004		iii. Explore use of SLIS Village for student meetings and participation of students in policy-making bodies. Outcome: Used SLIS Village for meetings of LISSA and for Student ASIST. Held LISSA elections online.
2003-2004		iv. Work with Houston to insure adequate access to information technology. Outcome: Worked with M.D. Anderson Cancer Center to provide computer lab access. Worked with UH Hilton and UH to provide labs for the Web Institute.
2003-2004		v. Hold at least two “Chat with the Dean and Faculty” sessions at part of SLIS 5000 and explore “Chat with Associate Dean and Faculty” in the Village. Outcome: Held Chat with the Dean at least once each semester.
2003-2004	\$50,000	3. Provide a minimum of \$50,000

	<p>per year in scholarships and fellowships. Outcome: Even though endowment income was very low, provided over \$XXX in scholarships and fellowships by using DLFM and OSTF income.</p>
	<p>4. Expand recruitment and financial assistance through partnering with various organizations.</p>
2003-2004	<p>A. Make at least three proposals a year for student work contracts. Outcome: Achieved.</p>
2003-2004	<p>5. Continue to monitor placement functions. Outcome: Not achieved.</p>
	<p>6. Increase the quality and usefulness of End-of-Program assessments.</p>
2003-2004	<p>A. Continue to evaluate the use of EOP Questionnaire to better assess Satisfaction with student-related policies and procedures. Outcome:</p>
	<p>Revised EOP Questionnaire.</p>
2003-2004	<p>B. Continue to evaluate the use of the EOP Questionnaire to assess the extent to which the educational experience enabled students to reach the MGO School and Program Mission objectives. Outcome: Utilized EOP Questionnaire results in the Master's Program Core Evaluation process.</p>
2003-2004	<p>7. Evaluate and revise where necessary the Capstone Experience (See also Curriculum 16.) Outcome: Made procedural changes. Wrote new Capstone essay questions.</p>

2003-2004	\$600/yr.	8. Support effectiveness of Library and Information Sciences Student Association in on- and off-campus Programs.
2003-2004		A. Work with student groups in Houston to complete at least one project. Outcome: Appointed a student assistant in residence in Houston. Held several events.
		B. Develop means of representing Cohort LISSA officers or main LISSA governing groups. Outcome: Only Houston area had LISSA representative.
2004-2009		9. Support effectiveness of SLIS Alumni Society. Outcome: Minimal SLIS Alumni Society activity, e.g., "SLIS Express" to San Antonio TLA.
Ongoing		10. Optimize student participation in publications and presentations.
2003-2004	\$200	A. Continue student paper/project award. Selected Lis and Philip Turner Student Paper and Project Award recipients.
		B. Encourage students to publish and present papers.
		i. Utilize student publications bulletin board. Outcome: Partially achieved. Outcome: Put the Lis and Philip Turner Student Paper Award papers on the bulletin board.
2003-2004	\$3,000	ii. Continue matching funding for student professional travel.
		Outcome: Matched travel funds for 10 students.

2003-2004

11. Continue to maintain a high-quality Website presence for SLIS.

Outcome: Hired .5 FTE student assistant to work with SLIS IT Department on SLIS Web Site.

STANDARD V

Administration and Financial Support

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
Ongoing		1. Review and revise SLIS Charter where appropriate. Outcome: Not reviewed.
Ongoing		2. Establish partnership with Appropriate public and private sectors for technology and educational support.
2003-2004		3. Receive \$150,000 in gifts, grants or in-kind contributions. (See MGO #7) Outcome: Achieved.
Ongoing		4. Develop and maintain support staff for School.
2003-2004		A. Evaluate and revise, if necessary, the operation of the front office to determine methods of maintaining efficiency and reliability. Outcome: Moved supervision of SLIS Front Office Staff to Associate Dean.
Ongoing	\$600/yr.	B. Support staff attendance at training seminars to update skills. Outcome: Staff attended EIS Training.
		C. Provide technology support (See Physical Facilities and Resources 1.A.) Outcome: Achieved.
		D. Maintain prompt and courteous service to faculty and students.
2003-2004		i. Continue providing formal

feedback from faculty to staff regarding performance. **Outcome: Achieved.**

E. Award merit increases as available. **Outcome: No merit available. 2% across-the-board awarded.**

2003-2004

5. Involve Library and Information Science Student Association (LISSA) in creation of *Working Plan*. **Outcome: LISSA President sat on Student Faculty Council that reviewed Plan.**

2003-2004

6. Plan for leadership transition, if necessary. **Outcome: In progress.**

2004-2009

7. Continue fundraising efforts.

A. See MGO Objective 7

2003-2004

\$6,000/yr.

B. Make arrangements for editing *Call Number*. **Outcome: Achieved.**

i. Continue publication of two issues of *Call Number*. **Outcome: Published two issues.**

2003-2004

\$500

C. Update Board Room with portraits/bios of donors. Outcome:

Partially achieved. \$500 donor photos not updated. Plans underway to create photo of Mrs. Peace.

2003-2004

\$500/yr.

D. Visit at least five potential donors

Outcome: Visited two potential donors (Ft. Worth and Seattle).

STANDARD VI

Physical Resources and Facilities

Timeline	Cost	Objectives
		1. Implement and revise resources and facilities plan that will ensure consistent updating of equipment and furniture.
		A. Update technology equipment at Least every two years.
		i. Faculty/staff & server
2003-2004	\$47,500	
2004-2005	\$55,500	
2005-2006	\$51,500	
		ii. Classroom & lab
2003-2004	\$79,700	
2004-2005	\$22,500	
2005-2006	\$98,500	
		B. Update software as new versions are available, i.e. Microsoft Campus Agreement.
		C. Update furniture as needed.
Ongoing		2. Maximize impact of SLIS Computer Lab on teaching/learning.
Ongoing		A. Survey faculty at beginning of each year to see what training is needed by lab personnel. Outcome:
Not achieved.		
Ongoing		B. Conduct workshop at the start of each semester (especially fall Semester) to provide basic training to lab assistants and other graduate assistants. Outcome: Not achieved.

Ongoing	<p>i. Publicize training resources available to faculty, students, and staff. Outcome: Not achieved.</p> <p>ii. Conduct semi-annual information technology briefing for SLIS faculty. Outcome: Not achieved.</p>
Ongoing	<p>3. Insure adequate management of installed software.</p> <p>A. Establish software-based inventory process. Outcome: Not achieved.</p> <p>B. Conduct inventory periodically on all software. Outcome: Achieved.</p> <p>C. Publish list of available software.</p>
2003-2004 Outcome: Not achieved.	<p>4. Continue to support the teaching/research infrastructure, particularly the area of information technology and electronic classrooms (See also Faculty 4).</p>
Ongoing	<p>A. Recommend to Center for Distributed Learning necessary upgrades and improvements, e.g., servers and server area for SLIS and video editing equipment. See also Faculty Objective 4. Outcome: Achieved.</p> <p>B. Continue to enhance the Advanced Projects Laboratories. Assign the space in these labs based on funded grant activity. Outcome: Painted lab and cleared out old equipment in lab.</p>
Ongoing	<p>5. Provide facilities for on-campus Students for social and educational</p>

		Purposes. Outcome: Achieved.
2003-2004		A. Maintain student lounge.
	Outcome: Expanded purpose of lounge to include doctoral students.	
Ongoing		B. Inform students they can use ISB Facilities, including video-conferencing, for meetings.
2003-2004		6. Continue to formalize relationship with host institutions to insure that all off-campus students have access to computing resources, the Internet, and library resources on a continuing basis.
2003-2004		A. Renew agreements with Houston and UNLV sites. Outcome: Achieved.
		B. Continue to publicize availability of UNT electronic resources.
	Outcome: Achieved. Created UNTeCampus, a portal for access to standardized information on UNT electronically-delivered courses.	
2003-2004	\$500	C. Continue to provide traveling collection of cataloging tools to equalize opportunities for students at remote sites. Outcome: Achieved.
Ongoing		7. Revise Information Technology Requirements sheet with minimum and preferred configurations.
	Outcome: Achieved.	
Ongoing		8. Continue to explore ways to enhance access for disabled faculty and students. Outcome: UNT
	adopted access policy for Web materials.	
2003-2004		9. Plan to move SLIS to the UNT North Campus, if requirements are met. Outcome: Under consideration.
		A. Create planning committee

B. Design detailed space need plan

Enrollment Trends

Semester credit hours produced in the Master's and Ph.D. programs were up in a comparison of Academic Years 2001-2002. Compared to FY 1998, the Master's Program enrollment has grown 146% and the Ph.D. Program is up 28.5%.

Credit Hour Production

	<u>Undergraduate</u>	<u>Graduate/MS</u>	<u>Graduate/Ph.D.</u>
Fall, 1997	291	1551	268
Spring, 1998	267	1406	275
Summer, 1998	93	1320	107
Total FY 98	606	4277	650
Fall, 1998	197	1689	266
Spring, 1999	159	1646	276
Summer, 1999	87	1557	117
Total FY 99	443	4892	659
Fall, 1999	195	1858	261
Spring, 2000	217	1792	263
Summer I, 2000	95	872	61
Summer II, 2000	37	812	58
Total FY 2000	544	5334	643
Fall, 2000	304	2285	229
Spring, 2001	224	2501	270
Summer I 2001	108	1572	40
Summer II 2001	39	928	47
Total FY 2001	675	7286	586

Credit Hour Production cont:

	<u>Undergraduate</u>	<u>Graduate/MS</u>	<u>Graduate/Ph.D.</u>
Fall 2001	363	3123	235
Spring 2002	278	3388	294
Summer I 2002	149	2418	56
Summer II 2002	78	1201	51
Total FY 2002	868	10,130	636
Fall 2002	226	3612	318
Spring 2003	324	3832	383
Summer I 2003	54	2486	72
Summer II 2003	15	607	62
Total FY 2003	619	10,537	835
Fall 2003	259	4725	257
Spring 2004	251	4955	231
Summer I 2004	74	3375	131
Summer II 2004	30	730	40
Total FY 2004	614	13,785	659
Fall, 2004	245	4895	367

Enrollment Projections

The enrollment in the Bachelor's Program in Information Science will continue to be minimal. There are no plans to market for this degree because the School lacks the faculty and physical resources to support a significant growth in enrollment in this program.

In the Spring Semester of 2003, SLIS instituted a process in which cohorts were established for all Web/Institutes with a maximum of 80 for SLIS 4000/5000. In the 2002-2003 Academic Year, SLIS began offering the Web Institute in Houston, alternating the Core Courses with Denton.

There are several reasons why Master's Program enrollment will could level off or decline in the next few years. First, the extraordinary growth experienced in the Master's Program since 1997 (AY 1996-97 to AY 2003-2004 up 265%) cannot be sustained. Second, the limit to entering cohort size will impact the number of students. Third, the number of LIS programs offering the masters online continues to grow. Finally, the State and National economy is impacting hiring in all types of libraries and this will most likely dampen demand.

If the University of North Texas alters the Distributed Learning Funding Model in a manner that results in decrease in support for SLIS, enrollment will decrease proportionate to the decrease. This decrease will be mandated because the school uses this source of income for direct support of instruction. SLIS will decrease the size of the entering cohorts to limit enrollment to a size that can be supported by available resources.

There are factors that might counteract these forces. SLIS has initiated three Graduate Academic Certificate Programs. UNT SLIS was the first to market in delivering the masters online in Texas and has built a solid reputation for a high quality and user friendly program.

Fall and spring enrollment in the Ph.D. Program dipped slightly due to the graduation of a number of students in the summer of 2003 and an admission cap instituted for the fall of 2003. With the approval of the grant from IMLS, ten new students will begin the Ph.D. in the fall. In addition, the advertising for the IMLS grant cohort resulted in over 60 applications for the class to enter in the fall. Therefore, the enrollment in the Ph.D. Program will probably see an increase during 2004-2005.

STANDARD I

Mission, Goals, and Objectives

Establish and maintain a broad-based planning process that involves the constituency that a program serves. Create and maintain mission, goals, and objectives for SLIS, which are stated in terms of educational results to be achieved and reflect:

- The essential character of the field of library and information studies; 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.
- The philosophy, principles, and ethics of the field.
- Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.
- The value of teaching, research, and service to the advancement of the field.
- The importance of research to the advancement of the field's knowledge base.
- The importance of contributions of library and information studies to other fields of knowledge.
- The importance of contributions of other fields' knowledge to library and information studies.
- The role of library and information services in a rapidly changing, multiethnic, multilingual society, including the role of serving the needs of underserved groups.
- The role of library and information services in a rapidly changing technological and global society.
- The needs of the constituencies that a program seeks to serve.

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
2004-2006	\$50,000/year accreditation of the Master's Program.	1. Prepare for continued
2004-2005		A. Nominate ERP Chair B. Conduct study of congruence between SLIS MGO's/ALA Standards and Master's Program and identify gaps i. Survey constituent groups. C. Identify activities to remove gaps and integrate into SLIS Working Plan
2004-2007	Continue to evaluate the	End-of-Program Questionnaire and use EOPQ results in planning process (See also Student Objective 6.)
2004-2005 into UNT's Academic Planning Process as it develops.		2. Integrate SLIS's planning process
2004-2009	\$500/yr.	3. Periodically poll constituencies to determine how well the School and its graduates are meeting SLIS goals and objectives.
2004-2007	\$500	A. Survey employers of Master's Program graduates one year after they graduate. Receive an evaluation for at least 40% of the graduates.
Ongoing		B. Utilize the Board of Advisors' members for input and support.
Ongoing	\$600	i. Meet once a year.
2004-2005	\$500	ii. Meet with Board of Advisors' subgroups at least twice for consultation.
2004-2006 assessment		4. Use the results of outcome

Mission, Goals and Objectives

		procedures for Bachelor's, Master's and Ph.D. Programs to ensure that COA and SACs requirements are met.
2004-2006	\$40,000/year	i. Hire outcomes specialist to assist in preparing for accreditation.
2004-2005		5. Continue integration of <i>Working Plan</i> into SLIS Committee structure.
		6. Conduct successful alumni association events.
2004-2005	\$2,000	A. Hold TLA dinner
2004-2005	\$250 each	B. Hold alumni events in various locations. Possibly: two events in Houston, and one event in El Paso, San Antonio, the Valley, Nevada and Minnesota.
2004-2005	\$45,000	7. Raise at least \$150,000 in gifts and endowments.
Ongoing		8. Continue ranking in top quartile of programs.
2004-2005	\$3,000	A. Create a brochure highlighting SLIS's accomplishments and send it to other accredited programs if <i>U.S. News</i> conducts poll.

STANDARD II

Curriculum

The curriculum is based on goals and objectives and evolves in response to a 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.

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

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 the findings of basic and applied research from relevant fields.
- Integrates the theory, application, and use of technology.
- Responds to the need of a rapidly changing multicultural, multiethnic, multilingual 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 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.

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 professional organizations.

The curriculum, regardless of forms or locations of delivery selected the school, conforms to the requirements of these Standards. 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 assessments of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
2004-2005		<ol style="list-style-type: none"> 1. Continue the process, begun in 2003-2004, of evaluating and revising, if necessary, the Master's Program Core. 2. Annually review all Programs of Study (POS) to determine whether appropriate management components are present. 3. Review both formal and informal curricula to identify ways to include the needs of a rapidly changing multicultural, multiethnic, global, and multilingual society, including the needs of underserved groups. 4. Review both formal and informal curricula to identify ways to further students' participation in professional groups. Especially target part-time students.
2004-2005	\$4,000	A. Continue a SLIS colloquium series for masters' students (at least 3/year available to on-campus and online students)
2004-2005		5. Create, implement, and evaluate new and existing programs of study and Academic Certificates.
2004-2005	\$3,000	A. Utilize external consultants if necessary.
2004-2005	\$6,000	B. Create new courses as necessary
2004-2005		<p>C. Market POS and Academic Certificates to traditional and new pools of students.</p> <p>D. Review and Revise existing POS and Academic Certificates.</p>
2004-2005		i. Gather information on enrollment, number of POS courses, number of students choosing POS, and placement information of students completing POS. Do the same for each Academic Certificate.

	\$2,000	ii. Finalize the review and revision of the
	Information Systems	POS to match needs of students and ability to deliver, and integrate with 57XX courses.
2004-2004		6. Evaluate course rotation and inventory and revise if necessary.
		A. Review elective courses.
		B. Delete courses as indicated.
2004-2006		7. Offer Master's Program in a Web Institute format.
	\$3,000	A. Offer Web Institute each Summer (5000,5200,5600), Fall (5000,5600), and Spring (5200) in Denton.
	\$5,000	B. Offer Web/Institute each Fall (5200) and Spring (5000,5600) in Houston.
	\$5,000	C. Offer Web Institute alternating in Minnesota and Las Vegas in Fall (5000,5600) and Spring (5200).
2004-2005	\$10,000	D. Put three existing courses on the Web.
2004-2005		E. Continue cohort approach for all Web Institutes with a limit of 80 in SLIS 4000/5000.
2004-2005		F. Offer 5000 face-to-face in Denton in Spring, 2005.
Ongoing		G. Pursue collaboration with other programs where appropriate.
2004-2005	\$1,000	i. Explore relationship with Plymouth State College to possible license courseware and hold institute (Pending faculty approval.)
2004-2005		H. Implement Nevada Cohort IMLS Grant and plan for Minnesota IV Cohort (Pending faculty approval.)

	\$10,000	i. Recruit 20-40 students
	\$7,000	ii. Arrange logistics for Web Institute
2004-2005	\$2,000	I. Continue to reach agreement with faculty regarding electronic intellectual property ownership. i. Offer consulting for SLIS faculty on electronically published material ownership as necessary
2004-2005	\$3,000	J. Market selected SLIS courseware online 8. Offer Master's Program to 100 residential full-time students
2004-2005		A. Provide \$300,000/year in support
2004-2006		C. Increase number of courses with at least 30% meeting at UNT/SLIS by 20% each year i. Re-engineer online courses in selected POSs for second section on campus 9. Offer Master's Program in Houston
2004-2005		A. Continue and evaluate Web Institute in Houston (see curriculum objective 7B)
2004-2005		B. Evaluate viability of offering IS POS in Houston
2004-2005	\$20,000	C. Offer 5 courses per year on site using adjuncts and SLIS faculty i. Identify rotation and adjuncts 10. Develop appropriate undergraduate offerings.
2004-2005		A. Evaluate SLIS's participation in undergraduate program in health

		information management and legal information management.
2004-2004		11. Prepare and deploy SLIS courses as part of Southern Dallas initiative.
2004-2005		A. Revise calendar of
	courses.	
2004-2006	\$25,000	12. Implement IMLS Medical Informatics
	Grant with Texas A&M	
2004-2006		13. Increase SLIS participation in continuing education (CE) with a target of enabling the program to be self-sufficient.
		A. Continue to develop online modules to be used in training public library personnel (in partnership with NETLS as part of the IMLS Grant.
		B. Develop and deploy a plan for a SLIS continuing education program that would lead to a self-funded position that would be responsible for CE, Coop, and placement..
2004-2006	\$15,000/year	14. Implement the Rio Grande Initiative, if funded.
2004-2005	\$4,000	15. Continue to review and revise, if necessary purposes and procedures of exit requirements.
2004-2005	\$5,000	16. Evaluate and revise when necessary self-assessment process for information technology skills and abilities.
2004-2005	\$4000	A. Continue online non-credit course for basic ITKS.
		i. Evaluate and revise the course.

- ii. Explore possibility of ITKS and WebCT Competencies tutorial/test as part of admissions process
- iii. Implement WebCT competencies tutorial/test procedure for YS GAC.

STANDARD III

Faculty

The school has a faculty capable of accomplishing program objectives. 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. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of the specialties that are not represented in the expertise of the full-time faculty, part-time faculty help enrich the quality and diversity of a program.

The school demonstrates the high priority it attached to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

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

For each full-time faculty the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

The faculty holds 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. In addition, they demonstrate skill in academic planning and evaluation, 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 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.

Faculty assignments relate to the needs of a program and to the competencies and interest 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.

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.

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
2004-2005	achieve optimal productivity.	1. Assist tenure-track faculty to A. Observe each class at least once per semester. B. Hold progress discussion meeting at least twice/year. C. Provide written annual evaluation. D. Continue "Faculty Partners" Program in which tenure track faculty are paired with a tenured faculty member. 2. Insure appropriate use of adjuncts.
2004-2005		A. Evaluate and revise adjunct Faculty handbook.
2004-2005		B. Formalize pool of instructors for all courses that utilize adjuncts.
2004-2005		C. Optimize the impact of adjuncts on SLIS.
2004-2005		i. Involve adjuncts in faculty meetings where appropriate. ii. Recognize long-serving adjuncts. iii. Assign a SLIS faculty liaison to new adjuncts teaching online courses
2004-2005		D. Provide adjuncts with opportunity to evaluate physical and technology resources and facilities as well as web resources.

2003-2004		E. Observe each course taught by an adjunct and instructor and provide a written evaluation.
Ongoing		3. Recruit and retain minority faculty.
Ongoing		4. Provide faculty with an adequate level of information technology support
2004-2008	\$1,500/yr.	A. Provide training opportunities for faculty. B. Provide information technology support to faculty and staff.
2004-2005	\$10,000	i. Continue to explore ways in which open source software support can be provided to faculty.
2004-2005	\$7,500	ii. Support one 0.5 student assistants for Computer Director. Provide support for faculty using digital equipment.
2004-2005		5. Continue Texas Center for Digital Knowledge.
		2004-2005 \$30,000/year A. Provide Associate Director.
2004-2005	\$15,000	B. Create Administrative Support including publicity. C. Select Additional Fellows.
	Up to \$70,000	D. Determine additional support. E. Identify at least five foci within the Center, involve at least ten UNT faculty as fellows, and receive funding for at least two external projects.

2004-2005	6. At least 80% of faculty at Graduate Faculty Rank III.
2004-2005	A. Review and revise criteria
2004-2005	7. Determine how the Sarah Law Kennerly Professorship(s) are to be awarded.
2004-2005	8. Explore faculty teaching loads. A. Review and evaluate use of team approach.
Ongoing	9. Continue to evaluate and revise, where indicated, Promotion and Tenure and PAC annual evaluation guidelines and procedures.

STANDARD IV

Students

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.

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

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 insures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

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

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 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.

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
Ongoing		1. Continue policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds.
2004-2005	\$2,000	A. Visit at least ten libraries in Texas annually to recruit and visit students and alumni.
2004-2005	\$2,000	B. Evaluate mentoring program and expand or terminate if indicated.
Ongoing		C. Nurture a spirit of community and unity throughout the School.
2004-2005	\$6,000	i. Encourage use of listservs (SLIS-L and Houston-L) and SLIS Village (continue SLIS Village Manager position)
	\$3,500	ii. Hold at least seven student/faculty

		social functions each year (three in Denton and seven in major cities in Texas, Minnesota, and Nevada).
		iii. Continue colloquium series for Master's students (See Curriculum 4A) and make these available in the SLIS Village.
		iv. Continue selecting LISSA Representatives from new cohorts and from Web Institute students.
2004-2005	\$3,000	v. Hold social events during Web Institute.
Ongoing		2. Provide high-quality formal and informal advising to recruit, retain, and graduate optimum number of students.
		A. Evaluate and revise when necessary formal advising process.
2004-2005		i. Evaluate Master's Program information, particularly regarding Programs of Study and exit requirements.
2004-2005		ii. Ensure that each new admit is contacted and encouraged to meet with advisor prior to pre-registration.
2004-2005		iii. Explore the use of UNT phone bridge for group advising.
2004-2005	\$5,000	iv. Design and implement online degree plan process
Ongoing		B. Maintain accuracy of inquiry/application/enrollment/graduation statistics.
		i. Maintain the percentage of

		students who have been admitted who enroll and complete the program.
2004-2005		ii. Poll admits and current students who do not enroll in a particular semester to determine why.
2004-2005		a. Continue to develop and update SLIS Web page information regarding financial assistance.
2004-2005		b. Collect data on completion rate of students who pursued program via the Web and reasons for non-completion.
Ongoing		c. Provide high-quality advising, logistical, and learning community support for distributed learning and Houston students.
2004-2005	\$500/each	i. Hold “all-school” meeting twice a year in Houston and once a year in El Paso, San Antonio, the Valley, and other sites in Texas and in Minneapolis/Las Vegas.
Ongoing	\$1,000/yr.	ii. Maintain continuous contact with liaison in Houston, adjunct faculty, and others. Serve as first point of contact for questions and concerns. Creates degree plans and course rotations.
2004-2005		iii. Explore use of SLIS Village for student meetings and participation of students in policy-making bodies.
2004-2005		iv. Work with Houston to insure adequate access to information technology.

2004-2005		v. Hold at least two “Chat with the Dean and Faculty” sessions at part of SLIS 5000 and explore “Chat with Associate Dean and Faculty” in the Village.
2004-2005	\$50,000	3. Provide a minimum of \$50,000 per year in scholarships and fellowships. 4. Expand recruitment and financial assistance through partnering with various organizations.
2004-2005		A. Make at least three proposals a year for student work contracts.
2004-2005		5. Continue to monitor placement functions. 6. Increase the quality and usefulness of End-of-Program assessments.
2004-2005		A. Continue to evaluate the use of EOP Questionnaire to better assess Satisfaction with student-related policies and procedures.
2004-2005		B. Continue to evaluate the use of the EOP Questionnaire to assess the extent to which the educational experience enabled students to reach the MGO School and Program Mission objectives.
2004-2005		7. Evaluate and revise where necessary the Capstone Experience (See also Curriculum 16.)
2004-2005	\$600/yr.	8. Support effectiveness of Library and Information Sciences Student Association in on- and off-campus Programs.

2004-2005		A. Work with student groups in Houston to complete at least one project. B. Develop means of representing Cohort LISSA officers or main LISSA governing groups (
2004-2009		9. Support effectiveness of SLIS Alumni Society.
Ongoing		10. Optimize student participation in publications and presentations.
2004-2005	\$200	A. Continue student paper/project award. B. Encourage students to publish and present papers. i. Utilize student publications bulletin board.
2004-2005	\$3,000	ii. Continue matching funding for student professional travel.
2004-2005		11. Continue to maintain a high-quality Website presence for SLIS.

STANDARD V

Administration and Financial Support

Maintain an integral, yet distinctive academic unit. Obtain from the University resources and administrative support needed for the attainment of the School's mission, goals, and objectives.

Provide an equal opportunity for faculty, staff, and students in the representation of the School in advisory and policy-making bodies. Develop administrative relationships with other academic units, which enhance the intellectual environment and support interdisciplinary interaction and encourage participation in the life of the University.

Secure an executive officer with title, salary, status, and authority comparable to heads of similar units in the University. This executive officer should have academic qualifications comparable to those required of the faculty and also have 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. The executive officer should nurture an intellectual environment that enhances the pursuit of the School's mission, goals, and objectives, as well as encouraging faculty and student interaction with other academic units and promotes socialization into the field.

Maintain a staff 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, goals, and objectives.

Use effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

Obtain from the University continuing financial support sufficient to develop and maintain library and information studies education. 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.

Obtain compensation for the School's executive officer, faculty, and other staff equitably according to their education, experience, responsibilities, and accomplishments, and ensure that this compensation is sufficient to attract, support, and retain personnel needed to attain the School's goals and objectives.

Obtain institutional funds for research projects, professional development, travel, and leaves with pay which are comparable with other units in the University. Obtain student financial aid from the University on the same basis as other units.

Establish and maintain planning and evaluation processes, which review administrative and fiscal policies and financial support. Involve faculty, staff, and students, within applicable institutional policies, in the evaluation process. Use the evaluation results to make improvements and to plan for the future.

<i>Timeline</i>	<i>Cost</i>	<i>Objectives</i>
Ongoing		1. Review and revise SLIS Charter where appropriate.
Ongoing		2. Establish partnership with Appropriate public and private sectors for technology and educational support.
2004-2005		3. Receive \$150,000 in gifts, grants or in-kind contributions. (See MGO #7)
Ongoing		4. Develop and maintain support staff for School.
2004-2005		A. Evaluate and revise, if necessary, the operation of the front office to determine methods of maintaining efficiency and reliability.
Ongoing	\$600/yr.	B. Support staff attendance at training seminars to update skills.
		C. Provide technology support (See Physical Facilities and Resources 1.A.)
		D. Maintain prompt and courteous service to faculty and students.
2004-2005		i. Continue providing formal feedback from faculty to staff regarding performance.
		F. Award merit increases as available.
2004-2005		5. Involve Library and Information Science Student Association (LISSA) in creation of <i>Working Plan</i> .

2004-2005		6. Assist new Dean
2004-2005 Dean		A. Appoint “permanent Associate
2004-2009		7. Continue fundraising efforts.
		A. See MGO Objective 7
2004-2005	\$6,000/yr.	B. Make arrangements for editing <i>Call Number</i> .
		i. Continue publication of two issues of <i>Call Number</i> .
2004-2005	\$500	C. Update Board Room with portraits/bios of donors.
2004-2005	\$500/yr.	D. Visit at least five potential donors

STANDARD VI

Physical Resources and Facilities

Maintain physical facilities, which 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 locations of delivery.

Maintain instructional and research facilities and services which meet the need of students and faculty including access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Ensure that 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 and specialized. These facilities should be appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the School’s program.

Timeline	Cost	Objectives
		<p>1. Implement and revise resources and facilities plan that will ensure consistent updating of equipment and furniture.</p> <p>A. Update technology equipment at Least every two years.</p> <p>i. Faculty/staff & server</p>
2003-2004	\$47,500	
2004-2005	\$55,500	
2005-2006	\$51,500	ii. Classroom & lab
2003-2004	\$79,700	
2004-2005	\$22,500	
2005-2006	\$98,500	
		<p>B. Update software as new versions are available, i.e. Microsoft Campus Agreement.</p> <p>C. Update furniture as needed.</p>
Ongoing		<p>2. Maximize impact of SLIS Computer Lab on teaching/learning.</p>
Ongoing		<p>A. Survey faculty at beginning of each year to see what training is needed by lab personnel.</p>
Ongoing		<p>B. Conduct workshop at the start of each semester (especially fall Semester) to provide basic training to lab assistants and other graduate assistants.</p>
Ongoing		<p>i. Publicize training resources available to faculty, students, and staff.</p> <p>ii. Conduct semi-annual information</p>

Physical Resources and Facilities

Ongoing	technology briefing for SLIS faculty. 3. Insure adequate management of installed software. A. Establish software-based inventory process. B. Conduct inventory periodically on all software.
2004-2005	C. Publish list of available software.
2004-2005	4. Continue to support the teaching/research infrastructure, particularly the area of information technology and electronic classrooms (See also Faculty 4).
Ongoing	A. Recommend to Center for Distributed Learning necessary upgrades and improvements, e.g., servers and server area for SLIS and video editing equipment. See also Faculty Objective 4. B. Continue to enhance the Advanced Projects Laboratories. Assign the space in these labs based on funded grant activity. C. Renovate ISB 202
Ongoing	5. Provide facilities for on-campus Students for social and educational Purposes.
2004-2005	A. Change Master's Program Student Lounge to All Student Lounge and improve the appearance of the room.
Ongoing	B. Inform students they can use ISB Facilities, including video-conferencing, for meetings.
2004-2005	6. Continue to formalize relationship with host institutions to insure that

2004-2005	all off-campus students have access to computing resources, the Internet, and library resources on a continuing basis. A. Renew agreements with Houston and University of Minnesota sites. B. Continue to publicize availability of UNT electronic resources.
Ongoing	7. Revise Information Technology Requirements sheet with minimum and preferred configurations.
Ongoing	8. Continue to explore ways to enhance access for disabled faculty and students.
2004-2005	9. Expand space for SLIS either in ISB or at another site on campus. A. Create planning committee B. Design detailed space need plan C. Develop strategies for obtaining space