Committee
Meeting called by: Regular Faculty Meeting
Time: 12:00 p.m.

Chair
Type of meeting: October 15, 2012 Faculty Meeting
Place: SLIS Conference Room

Agenda

A. Approval of the SLIS Faculty Meeting Minutes, September 10, 2012 (email attachment)

B. Announcements
   a. Fall Faculty Meeting, Thursday, October 18 4 pm
   b. FOCUS* Funding received for SLISebration, “Celebrating Our Roots,” Joy Harjo, April 27, 2013, National Weather Center
   c. Contract Form when assigning a grade of “Incomplete”
   d. Conflict of Interest Policy (for Norman campus only)
      http://www.ou.edu/content/provost/handbook.html
   e. Program Modifications Status
   f. Online and Hybrid Course Approval Process
   g. Online Teaching Information and D2L Upgrade:
      i. Kathy Wullstein, October 22 @ 3 pm
      ii. Beth McCoy, December 3 @ noon aka December Brown Bag
   h. Professional and Faculty Advisory Training with Kristi Brooks, November 12 @ 3 pm
   i. Spring 2013 Comprehensive Exam Date
   j. Items for Removal
   k. Faculty news

C. Discussion Items
   a. Responsibilities of SLIS Committee Chairs (email attachment)
   b. Revised SLIS VMGO (email attachment)
   c. OU SLIS Accreditation 2014 ERP Chair
   d. Safety Plan

D. Reports
   • Accreditation
   • Ad Hoc Ph.D.
   • Admissions
   • Aspire 2020 Liaison
E. New Business (any matter not known about or that could not have been reasonably foreseen prior to the time the agenda was prepared).

**Additional Information**

Special notes:

Meeting called by: 

Type of meeting: 

Additional information:

Members present: Abbas, Brown, Burke, Kim, Koh, Martens, Rubenstein, Snead, Taylor, Van Fleet, White, Zemke

Members absent:

Additional attendees: O’Brien, Pyle, Ryan

**Minutes**

**Item:** Approval of SLIS Faculty 

**Name:** Dr. Brown

Meeting Minutes, September 10, 2012

Discussion:

Conclusions: Unanimously approved (12 votes in favor).

Action items: 

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Item: Announcements

Name: Dr. Brown

Discussion:
Dr. Brown reviewed announcements listed on the agenda.

a. Fall Faculty Meeting, Thursday, October 18 4 pm
Dr. Koh will be recognized.

b. FOCUS* Funding received for SLISebration, “Celebrating Our Roots,” Joy Harjo, April 27, 2013, National Weather Center

c. Contract Form when assigning a grade of “Incomplete”
These contracts are now required. The instructor can state on the contract the grade the student will receive if the work is not made completed by the deadline. The contracts can be amended. Students would need to appeal through the graduate studies committee. This would be a new procedure.

d. Conflict of Interest Policy (for Norman campus only)
http://www.ou.edu/content/provost/handbook.html
This form has been rewritten; it is now one form, but it isn’t ready at this time.

e. Program Modifications Status
An e-mail from Ed Sankowsky was received stating that the modifications to the MLIS degree and 6th year certificate (deletion) will be sent forward from CAS for the next level of approval.

f. Online and Hybrid Course Approval Process
Online and hybrid course approval process: Kathy Wullstein gets the request first. Dr. Brown has contacted the Dean about this, but hasn’t received a response. A large course in another department offered a hybrid course without informing students ahead of time. Students enrolled in a hybrid course offered by the psychology department reported they had not been informed that the course would be taught in both classroom and online formats, which resulted in this new approval process. A letter signed by all faculty could be drafted to question this policy. OLISSA would sign/support such a letter. Faculty will be meeting with Ms. Wullstein, and perhaps could discuss this policy and related issues with her. This might be part of ‘standardization’ of how courses are scheduled. This could possibly result in fewer online courses being offered. Faculty questioned what type of oversight there might be, and whether or not there would be guidelines. The letter would go to Dean Bell. A copy of the letter could be sent to faculty senate. Dr. Brown is still waiting on a response to her inquiry about this. The spring schedule needs to be finalized. This process is for any new hybrid courses (any courses that haven’t been offered online or as a hybrid).

g. Online Teaching Information and D2L Upgrade:
   i. Kathy Wullstein, October 22 @ 3 pm:
This meeting is to inform faculty about upcoming changes to D2L.
   ii. Beth McCoy, December 3 @ noon aka December Brown Bag

h. Professional and Faculty Advisory Training with Kristi Brooks, November 12 @ 3 pm
Faculty may meet with Ms. Brooks at the Nov. 12th meeting or they must schedule an individual meeting with her. Ms. Brooks has been tasked to meet with all instructors in majors she is involved with. She is to meet with anyone who advises undergraduates.

   i. Spring 2013 Comprehensive Exam Date
The exam is currently scheduled over the Easter weekend. The exam dates for the spring 2013 exam will be Thursday, April 11th through Monday, April 14th. Students will be notified.

j. Items for Removal
Faculty can inform Dr. Brown or SLIS office staff of any items they no longer need or use. Those
items can be collected and sent to university surplus property. The books in the box downstairs will be collected.

k. Faculty news

Dr. Kim reported on her experiences in South Africa.

Dr. Martens is presenting a paper on counterfactual conference history with Dr. Abbas at the ASIST history pre-conference workshop, and will help run the SIG-DL's "Digital Liaisons" session in the main conference. Two students, Meg Wilson and Christine Wood, are presenting posters in the Digital Liaisons session.

Drs. Snead and Burke reported on the Teaching Scholars Initiative, which will be on Friday, October 19th. This year a wide range of papers will be presented. The keynote speaker from St. John’s University will talk about teaching millennials. Sara Pyle and other SLIS students will participate; students are encouraged to attend. Registration is required.

Dr. Van Fleet announced that Rick Luce came to one of her classes and he was phenomenal; he presented his vision for academic librarians. Dr. Van Fleet also announced that Maureen Sullivan, president of ALA, will be at spring OLA conference where she will speak at the pre-conference and will facilitate the master class on strategic planning. Dr. Van Fleet encouraged everyone to submit a faculty enrichment grant proposals. Dr. Van Fleet has received one.

Dr. Taylor attended the Moveable Book Society conference.

In addition to participating in several events at ASIST, Dr. Rubenstein was invited to participate in a meeting on newly graduated faculty members.

Dr. Koh will be attending ASIST and will be presenting. She has had two articles accepted.

Dr. Abbas will visit four school libraries over the next two weeks with Kathryn Lewis. A book for which she wrote two chapters for will be out very soon.

| Conclusions: | Action items: | Person responsible: | Deadline: |
**Item: Responsibilities of SLIS Committee Chairs**
Name: Dr. Brown

Discussion: The list of responsibilities was distributed. Committee A worked on a timeline. Chairs of committees and students serving on committees are not to take committee meeting minutes. Graduate assistants, who are not members of committee, may take minutes. The first point is more information than a responsibilities. Everything else is a responsibility. The idea was for committees to have their annual reports drafted by the April faculty meeting (introduced/distributed) and discuss in May. Please send suggestions to Dr. Brown. April is the last meeting to introduce action items to faculty. Possibly say annual reports should be submitted no later than one week before the May meeting. Ann Marie Schneider has been assisting with bringing the faculty handbook up to date (to include all current policies).

Conclusions:

Action items:  

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**Item: OU SLIS Accreditation 2014 ERP**
Name: Dr. Brown

Chair

Discussion: Faculty discussed the assignment of Dr. Samantha Hastings, Director of the School of Library and Information Science at the University of South Carolina as the Chair of the OU SLIS ERP. Faculty supported this appointment.

Conclusions: Faculty supported the appointment of Dr. Samantha Hastings, Director of the School of Library and Information Science at the University of South Carolina as the Chair of the OU SLIS ERP.

Action items:  

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**Item: Safety Plan**
Name: Dr. Brown

Discussion: The OUPD representative suggested that everyone get a can of mace. Inform Dr. Brown if you would like one and they will be ordered.

Conclusions: Inform Dr. Brown if you would like a can of mace.

Action items:  

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**Item: Committee Reports-Accreditation**
Name: Dr. Brown and Ms. Zemke

Discussion: continuing to work on the program presentation

Conclusions:  

Action items:  

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**Item: Ad Hoc Ph.D.**
Name: Dr. White

Discussion: looking at committee charges

Conclusions:

Action items:  

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<tr>
<td>Item: Admissions and Scholarships</td>
<td>Name: Dr. Van Fleet</td>
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<td>Discussion: The committee will meet today and will discuss possible changes to grade point averages required for admission.</td>
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<th>Item: Aspire 2020 Liaison</th>
<th>Name: Dr. Abbas</th>
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<td>Discussion: continuing the process of assessing itself</td>
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<th>Item: Committee A</th>
<th>Name: Dr. Brown</th>
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<td>Discussion: Faculty were asked to please send their office hours to Jenifer Fryar. The faculty handbook says faculty are supposed to have 5 office hours per week. This will be discussed more at the next meeting. At the last COA SLIS got dinged on not all faculty had office hours posted. Dr. Abbas’ promotions is in process. Dr. Van Fleet’s post tenure review will be conducted. The committee is looking at revising tenure policies.</td>
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<th>Item: Curriculum</th>
<th>Name: Dr. Abbas</th>
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<td>Discussion: The committee has met and discussed their charges. Dr. Abbas has met with Dr. Brown and the committee will meet next week. An set of archival studies program guidelines was distributed before the meeting (e-mail from Dr. Abbas). This is an informational item, which outlines goals and objectives and shows how it would meet SAA guidelines; it shows how courses match the knowledge and infrastructural aspects of SAA expectations. This will be saved on the SLIS server (Student/planning guides).</td>
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<th>Item: Graduate Studies</th>
<th>Name: Dr. Abbas</th>
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<td>Discussion: The committee has gone over charges and prioritized them. The committee will not allow exceptions to when students will take the comp exam. They will not accept requests/petitions to take the exam outside of the regularly scheduled exam dates. Comp exams will be distributed to faculty tomorrow. Beginning this semester, reading committees must meet (requirement of the graduate college) to discuss the results after the exams are read. After all readers have read the exams, they will be informed of the identities of all readers for that set of questions (third readers will be identified only if they were needed).</td>
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<th>Item: Extend length of meeting</th>
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<td>Discussion: Faculty voted to extend the meeting by 10 minutes.</td>
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<td>Item: OLISSA</td>
<td>Name: Ms. Pyle</td>
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<td>Discussion: There was a great response to Banned Books Week. A large number of people stopped by the table, and there were two articles in the Daily. Sara Pyle was interviewed, and the interview was broadcast locally. There will be a Halloween party on October 25th. The November may be cancelled, or there may be a virtual meeting. The December end of semester event is for students only. Books are being collected to donate to the Veterans’ Center – gently used books can be donated. OLISSA didn’t receive full funding last year, and this year’s funding has been spent. Other options for sending students to SLISebration will be discussed.</td>
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<th>Item: SLMS Certification</th>
<th>Name: Dr. Brown</th>
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<td>Discussion: This committee’s work has just begun.</td>
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<th>Item: Search</th>
<th>Name: Dr. Brown</th>
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<td>Discussion: The committee has met. One application has been received and one more is expected at this time. Dr. Brown has begun working on a schedule for meeting with potential candidates at ASIST.</td>
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<th>Item: Undergraduate Studies</th>
<th>Name: Ms. Zemke</th>
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<td>Discussion: The committee has had one meeting and discussed the charges.</td>
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<th>Item: Adjournment</th>
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<td>Discussion: The meeting adjourned at 1:41 p.m.</td>
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**Discussion:**

**Conclusions:**

**Action items:**

**Person responsible:**

**Deadline:**
School of Library and Information Studies
Responsibilities of SLIS Committee Chairs

September through March:
• Convene monthly meetings of the committee
• Ensure minutes of the meetings are kept, normally the students serving on the committee will not take minutes
• Review the meeting minutes
• Distribute minutes to committee members for approval
• Send approved minutes to SLIS Administrative Assistant for posting at SLIS Archive
• Make reports at faculty meetings as needed
• Distribute motions or other action items necessary for faculty discussion to the faculty at least one week prior to the faculty meeting at which it will be considered, normally voting will take place the month after the item is discussed
• Submit final versions of any approved new or revised policy documents to SLIS Administrative Assistant for posting on SLIS Archive
• Do annual review/revision of any handbooks for which the committee has responsibility and bring to the faculty for approval of changes

April:
• Distribute annual report of the committee prior to the last faculty meeting of the year, normally in May

May:
• No new Action Items may be introduced for voting during the May faculty meeting
• Present the highlights of the committee’s achievements for the year during the last faculty meeting of the academic year
• Transmit the final version to the SLIS Administrative Assistant for posting in the SLIS Archive by the end of the Spring semester
Vision, Mission, Goals & Objectives

The University of Oklahoma School of Library and Information Studies (OU SLIS) educates professionals qualified to meet the challenges of the information society. The ability to generate, access, and use information has become the key factor in personal, social, and economic growth. The expanding global information society requires the free flow of information; and the impact of rapidly changing information and communications technologies is reshaping our personal, educational, and social activities, our organizational and political practices, and our local, national, and international institutions.

Roles, responsibilities, and career opportunities for professionals who can function as creative, information resource managers; act as culturally sensitive guides, navigators and interpreters for local and global users; and produce customized, culturally relevant, value-added services and products for diverse clienteles are expanding.

These professionals will play an increasingly vital role in empowering individuals, organizations, and communities to maximize the benefits of the information age.

Through a forward-looking curriculum and diverse learning environments, the School prepares graduates who have the knowledge, skills, and attitudes necessary to be ethical, culturally aware, and transformative leaders.

Vision Statement:

SLIS envisions a global society in which information resources are created, protected, managed, and used for the good of society, including addressing challenges and opportunities in the service of equity and productivity for individuals and communities.

Mission Statement:

The mission of the SLIS is to provide excellence in education, preparing leaders for a diverse, highly technological, information-based global society; to engage in research and creative activities that generate new knowledge and applications for effective practice and that foster interdisciplinary approaches to address information challenges; and to meet the complex information needs of society through public and professional service.

THE SCHOOL’S GOALS & OBJECTIVES:

The School’s goals and objectives focus on the three areas of education, research and service.

EDUCATION

A. Goal: Educate students at the graduate professional and postgraduate levels to provide information services and products to a pluralistic multicultural, multiethnic, multilingual, and global society.

1. Support within required components of the graduate programs the theories, principles, and practices that form the foundation of library and information studies and knowledge management and their relationship to other fields.
2. Offer students a variety of elective courses to provide career-oriented concentrations within library and information studies and knowledge management.

3. Teach interpretation, evaluation, and promotion of information and knowledge resources, technologies, and services within a diverse global context.

4. Provide student advising that promotes informed program choice.

5. Promote through course work and by example professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a diverse democratic society.

6. Encourage participation in professional activities and organizations at School, university, state, national, and international levels.

7. Promote professional development through student involvement in School planning and governance.

8. Incorporate theories, principles, techniques, and applications of research within all components of the curriculum.

9. Cooperate with other academic units in the sponsorship of specialized educational programs terminating in dual degrees.

10. Deliver courses to students throughout the state.

11. Model the use of information technology in instruction.

12. Seek and systematically integrate into planning processes practitioners’ input on the knowledge, skills, and attitudes needed by graduates of the School’s degree programs.

B. **Goal:** Provide a broadly-based liberal arts education at the undergraduate level that will prepare students for careers in organizational settings in an information-based, diverse pluralistic, global society.

1. Teach the theories, principles, and practices that form the foundation of information studies.

2. Promote understanding of and respect for information ethics, intellectual property, and other related issues in the knowledge society.

3. Provide access to appropriate electives that enrich the foundational components of the degree.

4. Prepare students to work in information intensive environments by enabling them to analyze and process information needs.

5. Provide student advising that enables timely degree completion.

6. Model the practical and productive use of information technology in instruction.

7. Solicit and incorporate into planning processes input and feedback from diverse constituencies on knowledge, skills, and attitudes needed by students at the undergraduate degree level.

**RESEARCH AND SCHOLARSHIP**

*Goal:* Participate in and promote research, scholarship, and creative activities.
1. Conduct and direct research, scholarship, and other creative activities.

2. Publish and disseminate findings of research, scholarship, and creative work.

3. Seek internal and external funding for research, scholarship, and creative activities.

4. Engage in interdisciplinary research approaches to the solution of information problems.

SERVICE

A. Goal: Provide leadership, consultation, and guidance to the professional/information communities.

1. Serve in leadership roles for professional activities and organizations.

2. Provide expert-opinion support to meet the needs of information professionals through consultation and facilitation.

3. Support alumni in their professional development through such activities as placement, advisement, communication, and an alumni association.

4. Provide specialized assistance for development of information services for Oklahoma’s diverse communities, especially Native Americans.

B. Goal: Contribute to University governance by participation at the departmental, college, and University levels.

1. Facilitate faculty participation in School decision-making and regularly evaluate the effectiveness of established governance structures.

2. Pursue actively opportunities for service through election or appointment of faculty to College of Arts and Sciences governance bodies.

3. Pursue actively opportunities for service through election or appointment of faculty to University-wide governance bodies.

4. Participate as appropriate in the policy structures of other units in the University.

C. Goal: Promote and defend the profession’s values to society.

1. Advocate values of the profession regarding ethics, intellectual freedom, and participation in the democratic process.

2. Support core discipline values of knowledge preservation, equitable dissemination of information, and organization of information for equity and productivity.

SCHOOL’S MLIS STUDENT GOALS AND OBJECTIVES

The School’s student goals and objectives for the Master of Library and Information Studies program focus on the three areas of information provision, research, evidence-based practice and professional service.

A. Goal: Function effectively in the provision of information services and products to a pluralistic, multicultural, multiethnic, multilingual, and global society.
Upon completion of the program, the student will be able to:

1. Interpret, evaluate, and advocate the theories, principles, and practices that form the foundation of library and information science.

2. Interpret, evaluate and promote the use of information resources, technologies and services.

3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society.

4. Design and implement information products and services that respond effectively to changes in an increasingly multicultural, multiethnic, multilingual, and global society.

5. Demonstrate competency in communication, leadership, and management skills.

B. Goal: Participate in and promote research, research programs, and creative activities. evidence-based practice.

Upon completion of the program, the student will be able to:

1. State the methods by which the literature of library and information science may be critically evaluated and utilized.

2. Apply basic principles and techniques of research methodologies appropriate for library and information science.

3. Incorporate research methodologies and findings from other fields in the conduct of research to solve information problems.

1. Understand and critically evaluate research and professional literature in the LIS field.

2. Analyze diverse information settings to design information systems and services to provide solutions to information problems.

3. Apply appropriate basic research methods and techniques, when necessary, to conduct applied systematic inquiry.

C. Goal: Provide leadership, consultation, and guidance to the professional and information communities. information professions and the communities they serve.

Upon completion of the program, the student will be able to:

1. Participate actively in programs for information professionals.

2. Participate in programs of continuing education.

3. Contribute through speaking, writing, and collaboration.

4. Assume leadership roles within their professional communities.


2. Contribute to the development of the professions through speaking, writing, and knowledge-sharing.
3. Assume leadership roles within their professional communities.

4. Pursue opportunities for life long learning and professional development.

SCHOOL'S BAIS STUDENT GOALS AND OBJECTIVES

The School’s student goal and objectives for the Bachelor of Arts in Information Studies Program focus on intermediation between information, information systems, and information users.

A. Goal: Facilitate linkages between information technology workers and information users in a global society.

Upon completion of the program, the student will be able to:

1. Understand the global context of information systems in culture and society.

2. Explore and analyze information needs within various organizational contexts.

3. Develop appropriate and effective approaches to satisfying information needs of diverse organizations.

4. Enable use of information needed for individual and organizational success.

Revised by the faculty April 1, 1994.
Revised by the faculty August 26, 1994.
Revised by the faculty August 30, 1996.
Revised by the faculty September 26, 1997.
Revised by the faculty August 21, 1998; approved September 4, 1998.
Revised by the faculty August 19, 1999; approved September 3, 1999.
Revised and approved by the faculty October 3 and 9, 2003.
Revised and approved by the faculty April 2, 2004.
Revised and approved by the faculty May 12, 2006.
Revised and approved by the faculty May 9, 2008.
Revised by the faculty August 20, 2012.
Approved by the faculty ????
OU SLIS Graduate Program in Archival Studies (currently available on Norman Campus only)

"'The relevance of archives to society and the completeness of the documentary record hinge on the profession’s success in ensuring that its members, the holdings that they collect and manage, and the users whom they serve reflect the diversity of society as a whole.' A graduate program in archival education should embrace this philosophy through its course offerings, faculty, and student body.”

--excerpt from SAA’s strategic plan

According to the Society of American Archivist’s Guidelines for a Graduate Program in Archival Studies (GPAS), graduate programs in archival studies that are considered fully developed must have a curriculum that reflects the following goals:

1. Provides students with a solid foundation in the theory, methodology, and practice of archival science, and in archival history and scholarship;
2. Strengthens this foundation by giving students the opportunity to acquire knowledge from other allied and complementary disciplines;
3. Assists students in developing critical thinking and decision-making skills in relation to records in all forms in the context of business, government, public needs, scientific research, or the protection of cultural heritage;
4. Prepares students to manage and preserve authentic and trustworthy digital records as well as relevant materials in a wide range of analog formats;
5. Prepares students to conduct and communicate scholarly research; and
6. Communicates to students the knowledge of the ethical and legal dimensions of their work and impresses upon them a sense of their professional and social responsibilities.

Infrastructure: Faculty and Administration

According to the GPAS, graduate programs in archival studies must have the following components:

- A minimum of one full-time, tenure-track faculty member
  - Requirement achieved: Hired Kelvin White
- Defined mission, goals, and objectives;
  - Requirement achieved: See “Mission, Goals, and Objectives” on page 3
- Archival faculty “must be sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program” so that the program is stable. “In many instances, additional full- or part-time faculty will be required to fulfill program objectives…”;
  - Requirement achieved: Archival faculty consists of Jan Davis, Jennifer Day, Bill Welge, and Kelvin White
- A minimum of eighteen (18) semester hours devoted exclusively to core archival knowledge,

1 These guidelines are available in full text at: http://www2.archivists.org/gpas
including practical experience;
  o Requirement achieved: We have 21 hours. See “Proposed Archival Curriculum” on page 3
- A learning process that includes coursework that strengthens students’ analytical, writing, and speaking skills; practical experience that allows student to verify archival theory in real-time environments; and scholarly research, which is essential to archival studies curriculum, that encourages critical and rigorous thinking about archival issues gives students opportunities to analyze and critically review the literature as well as potentially contribute to it;
  o See “Proposed Archival Curriculum” on page 3
- Instructional and research resources and facilities for meeting the needs of students and faculty;
- A program director or administrator who is a full-time tenure track member of the home department;
  o Requirement achieved: Kelvin White
- Career counseling; and
  o Requirement achieved: Student advising
- Vigorous job placement support
  o Requirement achieved: Student advising and job postings; internship requirement; OU Career Center

Curriculum

According the GPAS, a graduate program in archival studies should include the following components in its curriculum:

- Provide students with a solid foundation in archival science, which focuses on archival theory, methodology, and practice and should be augmented by instruction in economics, history, information studies, law, management, and technology as they relate to archival work;
- The body of knowledge that students should master is comprised of core archival knowledge, which provides theoretical and practical basis to students to work as a professional archivist, and complementary knowledge, which introduces students to other disciplines that will deepen their understanding of archival work and support its accomplishment;
- Research should be integrated throughout the curriculum, and an important element of any program should be an original research project resulting in a scholarly paper or thesis;
- The program should also include practical experience, such as a practicum or internship.

GPAS Defined Core Archival Knowledge

Knowledge of Archival Material and Function

The Nature of Records and Archives (covered in LIS 5343 Archival Concepts and Traditions)
Appraisal and Acquisition (covered in LIS 5563 Archival Appraisal)
Arrangement and Description (covered LIS 5463 Archival Representation and Use)
Preservation (covered in LIS 5653 Preservation of Information Material)
Reference and Access (covered in LIS 5343 and LIS 5463 Archival Representation and Use)
Outreach and Advocacy (covered in LIS 5253 Community Relations and Advocacy)
Management and Administration (covered in LIS 5023, LIS 5343 Archival Concepts and Traditions, and LIS Preservation of Information Material)
Records and Information Management (covered in LIS 5473 Documents and Records Management)
Digital Records and Access Systems (covered in LIS 5343 Archival Concepts and Traditions, LIS 5463 Archival
Representation and Use, LIS 5653 Preservation of Information Material, and other SLIS courses)

Knowledge of the Profession

History of Archives and the Archives Profession (covered in LIS 5343 Archival Concepts and Traditions)
Records and Cultural Memory (covered in LIS 5343 Archival Concepts and Traditions and LIS 5563 Archival Appraisal)
Ethics and Values (covered in LIS 5343 Archival Concepts and Traditions and throughout SLIS curriculum)

Contextual Knowledge

Social and Cultural Systems (covered in LIS 5343 Archival Concepts and Traditions and LIS 5563 Archival Appraisal)
Legal and Financial Systems (covered in LIS 5343 Archival Concepts and Traditions and LIS 5563 Archival Appraisal)

Proposed SLIS Archival Curriculum

Mission

The Archival Studies specialization is designed to produce information professionals that are equipped with theoretical and practical knowledge needed to identify, develop, analyze, and maintain recordkeeping systems in a variety of traditional and non-traditional settings, preparing graduates for a competitive job market as well as the challenges of the 21st century.

Goals and Objectives

- Goal 1: Provide students with a solid foundation in archival history, theory, methodology, and practice of archival science
  - Objective 1.1 Develop courses that cover core archival theory and practice, history, and archival functions
  - Objective 1.2 Build a core of archival faculty based on a diverse range of archival specializations (e.g. records management, preservation, or non-textual records)
  - Objective 1.3 Require an internship to gain practical experience under the supervision of an experienced archivist or records manager
- Goal 2: Strengthen Goal 1 by giving students the opportunity to acquire knowledge from other allied and complementary disciplines
  - Objective 2.1 Require students to take coursework in other disciplines (e.g. Library Studies, Native American Studies, Museum Studies, Business, Law, etc.) to gain complementary knowledge that will deepen their understanding of archival work and support its accomplishment in a setting of the student’s choice.
  - Objective 2.2 Encourage practical experience exercises in various types of archival environments
- Goal 3: Assist students in developing critical thinking and decision-making skills in relation to records in all forms and in a variety of contexts such as business, government, community, or the protection of cultural heritage and identity
  - Objective 3.1 Incorporate assignments that require critical thinking and decision-making skills throughout archival curriculum
  - Objective 3.2 Design archival courses that address a broad range of perspectives about the development, use, and maintenance of archives in a variety of record-keeping environments
- Goal 4: Prepare students to manage and preserve authentic and trustworthy digital records as well as
relevant materials in a wide range of analog formats
  o Objective 4.1 Develop and identify coursework that addresses digital preservation of authentic and trustworthy digital records
  o Objective 4.2 Develop and identify coursework that addresses preservation of authentic and trustworthy analog records
• Goal 5: Prepare students to conduct and communicate scholarly research
  o Objective 5.1 Encourage student participation (poster or paper) in professional and/or graduate student conferences
  o Objective 5.2 Incorporate research throughout archival curriculum
• Goal 6: Communicate to students the knowledge of the ethical and legal dimensions of their work and impresses upon them a sense of their professional and social responsibilities
  o Objective 6.1 Incorporate juridical and ethical dimensions of archival practice throughout archival curriculum

Archival courses

LIS 5343 Archival Concepts and Traditions 3 s.h.
LIS 5563 Archival Appraisal 3 s.h.
LIS 5463 Archival Representation and Use 3 s.h.
LIS 5653 Preservation of Information Material 3 s.h.
LIS 5473 Documents and Records Management 3 s.h.
LIS 5253 Community Relations and Advocacy 3 s.h.
LIS 5XX Internship 3 s.h.

Total available hours of archival courses 21 s.h.